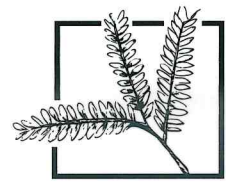




UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF TOLERANCE

Emily Borecki, Richard Brettell, Mary Cullinan, Zainab Al Baloushi, Zachary Smith
and Anne Behan

Bridge to Success

Coursebook

Book 12

Advanced



Alhodariyat Bridge, UAE

Book **12**

Volume

1 2 3

Bridge to Success

Coursebook



Emily Borecki, Zachary Smith,
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Zainab Al Baloushi and Anne Behan

Volume 3 material 2019



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 12 Coursebook

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates



Dear Student,

AI Diwan App

To get the digital version of the book, visit the below link to download the app
www.elib.moe.gov.ae/MoElib/getting-started



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.

In addition to this Coursebook, the accompanying Workbook provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Coursebook:

- 1 pre-recorded listening activity
- 21st links to 21st Century Themes and/or Skills

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

The *Bridge to Success* team

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Environment Pages 186–205	The Great Pacific Garbage Patch Recycling Endangered species	Listening: Interview with an environmental awareness campaigner Interview with a biologist News report Speaking: Role-play interview Functional language for buying time to think Vague expressions	Mixed conditionals for past and present results Mixed conditionals with different modal verbs of speculation -ing participle clauses	Lexis related to: sustainable energy, environmental issues, ecosystems, conservation, endangered species, light and noise pollution, recycling	Referencing in academic essays Information poster
Review	Review of Unit 10				
Project	Write an argumentative essay about protecting the environment and reducing our carbon footprint				
Unit 11 People and psychology Pages 206–225	Personality profiles Personality types Body language Society Personal space	Listening: University entrance interview; Conversation between professor and students Conversation between manager and employees Speaking: Role-play university interview Group discussions Monologues; Backchannelling techniques	Modals of certainty, ability and advice used with past meaning Language for hedging and generalising	Lexis related to: personal attributes, personality profiles, body language, personality traits, community, proxemics	Descriptive paragraph – personality profile Magazine article
Review	Review of Unit 11				
Project	Research and write a report about happiness around the world				
Unit 12 Life after school Pages 226–245	Self-assessment quiz Magazine article on smells Five year plan	Listening: Conversation between friends People talking about their unusual jobs Exam type question Presentation on future goals Speaking: Comparing and contrasting jobs Presentation skills Ranking	Inversions with negative adverbials Will for prediction Adverbs of certainty	Lexis related to: jobs and careers, personality, unusual jobs, goals and objectives, graduation and job searching	Summarising information presented in a table Short article giving advice
Review	Review of Unit 12				
Project	Prepare and write a CV				
Wordlists 246–249					
Audioscript 250–259					

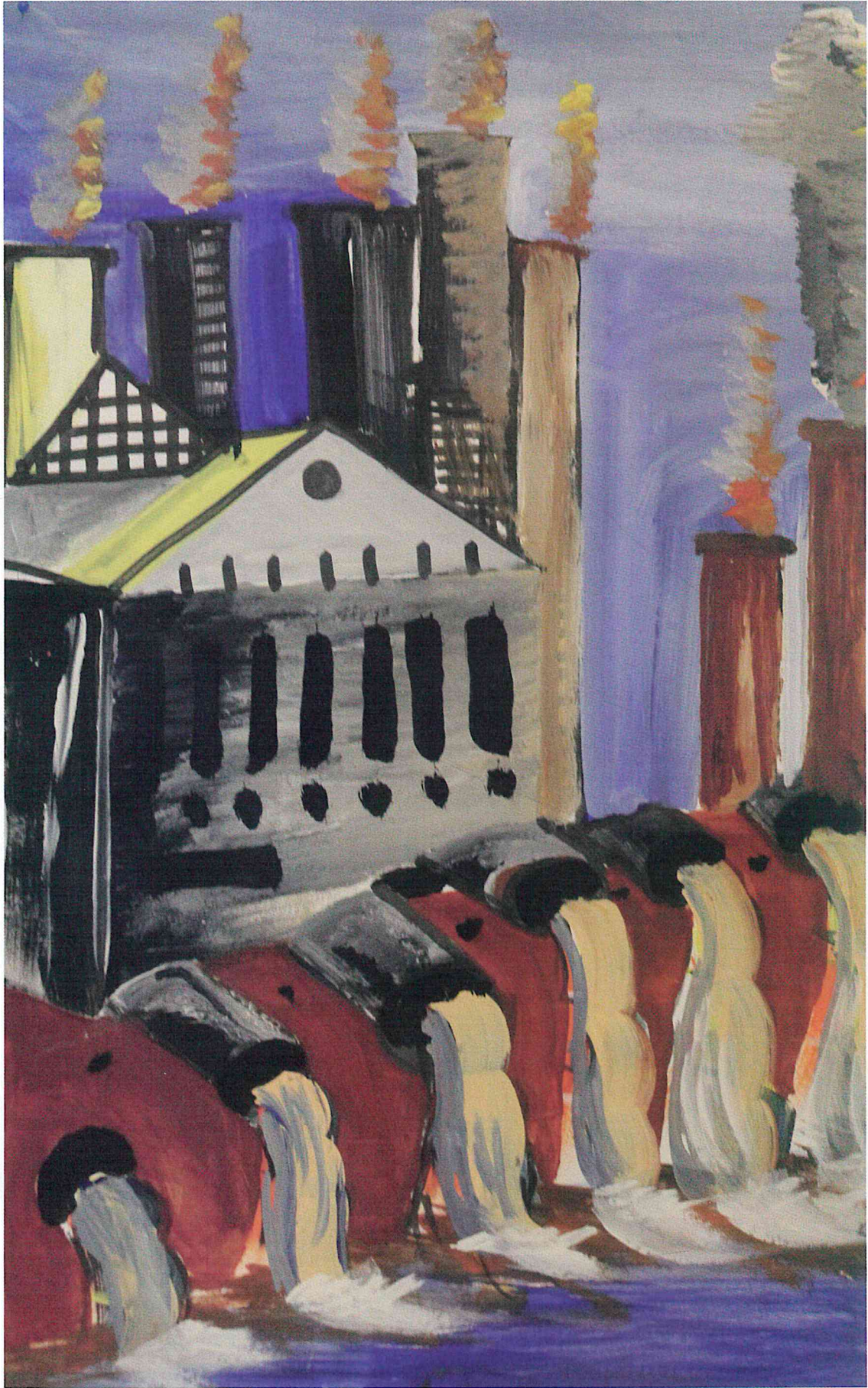


Unit 10: Environment

Artwork competition winner:

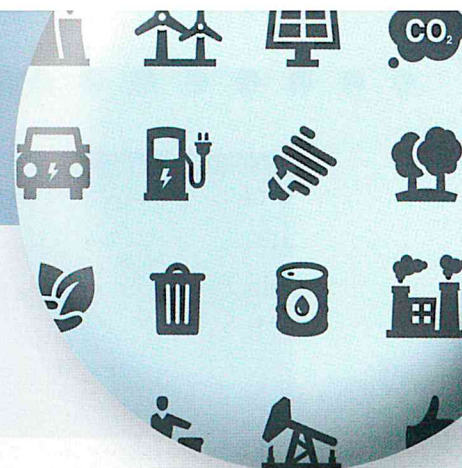
Saoud Abdulhamed

Ibn Hazm School for Boys



Unit 10 Environment

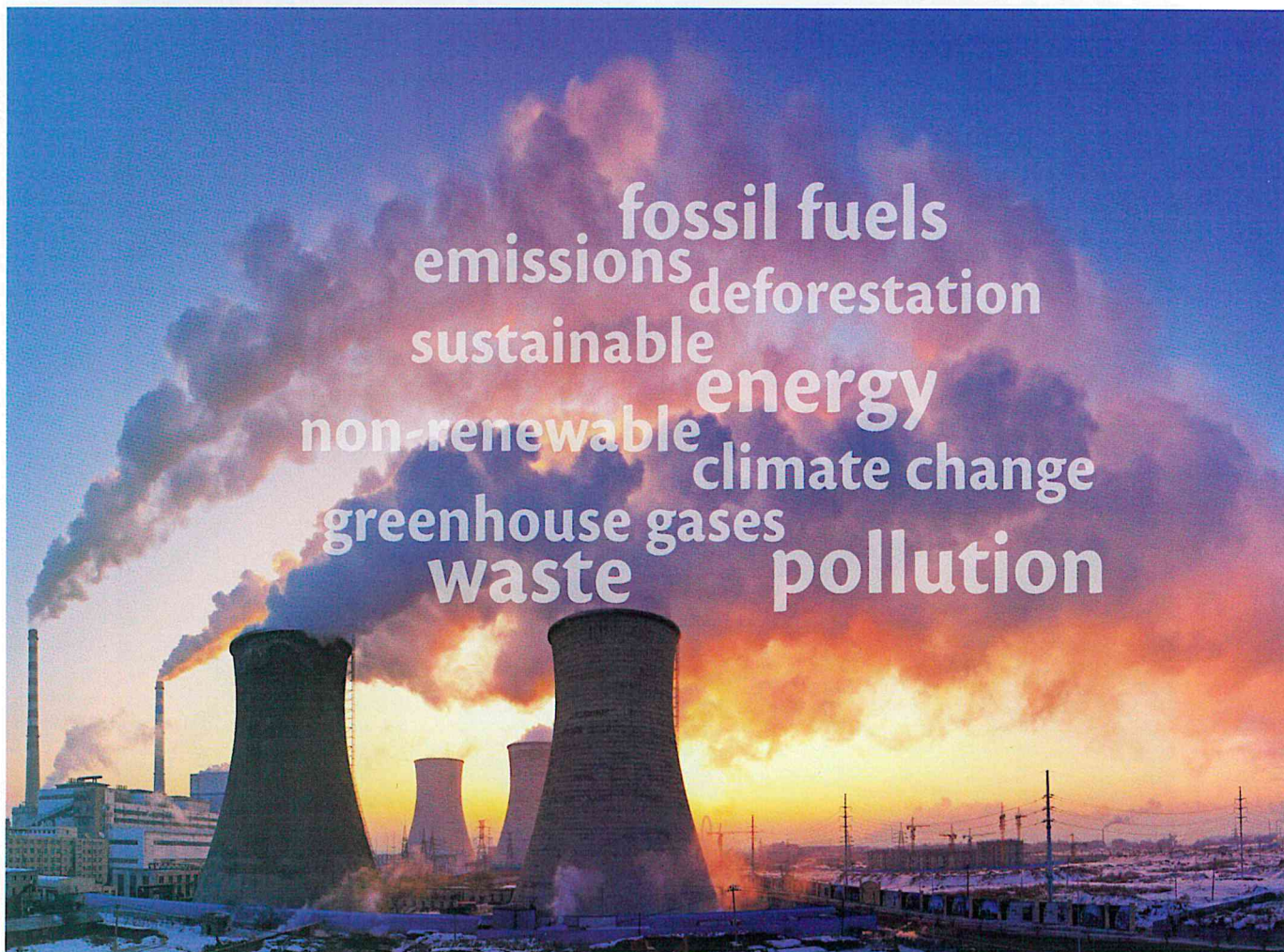
- **Topics** Your carbon footprint; The Great Pacific Garbage Patch; Ecosystems; Pollution: light and noise; Recycling; Conservation; Endangered species
- **Use of English** mixed conditionals; -ing participle clauses




Lessons 1–2 Climate change

- What do you know about climate change?
- What are its effects?

Use the words in the smoke to help you.



Listening

- 1  53 You are going to listen to an interview with Maitha Al Falahi, who has recently started an environmental awareness campaign in her neighbourhood. Listen and number the words in the clouds in the order you hear them.

- 2 **54** Listen to an extract of the audio again. What did Maitha used to think about climate change?
- It's a big issue, but anyone can make a difference even with small changes.
 - Climate change is such a big problem that one person could not make a difference.
 - The UAE is affected by climate change and everyone should try to make a difference.
- 3 Which statement in Activity 2 do you most agree with? Do you agree with Maitha? Why/Why not?

Speaking

- 4 **21st** You are going to role play an interview with your partner. One of you will be 'A' and one of you will be 'B'. A begins by interviewing B using the prompts on your role card, B responds using the phrases in the *Speaking tip* Box to give you time to think before answering. When the first interview is complete, B then interviews A using the prompts provided.

While you listen to your partner, evaluate their speaking performance using the rubric below.

	Excellent	Satisfactory	Room for improvement
Fluency			
Grammar			
Vocabulary			
Pronunciation			

Language tip

When Maitha talks about how people's actions effect the environment, she uses some phrases that are linked to *cause* or *effect*. These phrases can be phrasal verbs like the example below:

*It's amazing that our habits and routines can **result in** a large carbon footprint*

Or prepositional phrases like:

*There are many animals that are now endangered **due to** the changes in global temperatures*

In which sentence above is the effect given before the cause? Find the other examples of phrases that are used to sign post cause and effect in the audio transcript. Which ones describe the effect before the cause?

Listening strategy

Before listening, read the options carefully. Try to think of different ways of saying the options in your own words. Rewording the options can help you understand their meaning.

Speaking tip

When we are having a discussion with someone and we are asked a complicated or difficult question, we can use certain phrases to give us time to think.

*That's an interesting question.
Let me think about that for a moment. What can I say ...*

Lessons 3–4 The Great Pacific Garbage Patch

- Have you ever thrown something into the sea?
- How can we keep the seas around the UAE clean?

Reading

1 21st Read the text below and answer the questions

Scientists and environmentalists have described a vast patch of floating rubbish in the Pacific Ocean. A large proportion of waste ends up in the ocean due to the North Pacific gyre. This is a current that accumulates rubbish and deposits it into a massive area known as the Great Pacific Garbage Patch.

Around 80% of the debris comes from North America and Asia, while the remaining 20% comes from boats, shipping containers and oil rigs. While there are many different types of rubbish discarded into the ocean, plastic makes up the majority as it is cheap to produce and durable. The problem with plastic is that it does not biodegrade, it simply breaks down into smaller and smaller pieces.

The Garbage Patch has been described in different ways. *'The Pacific Garbage Patch is a huge environmental problem, so big that it is becoming visible from space.'* Hewson (2013:118).

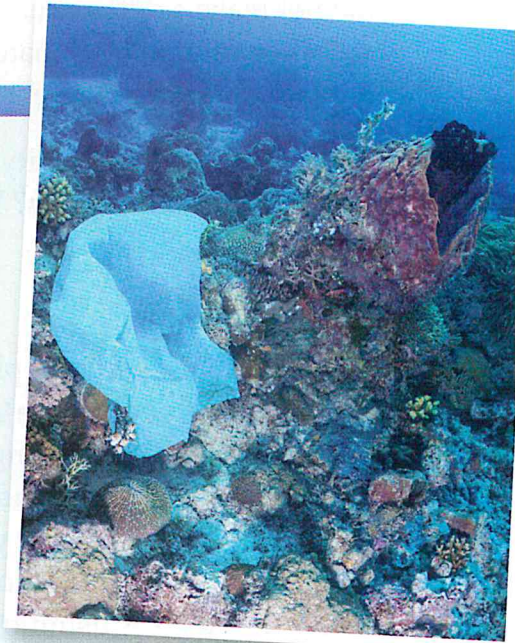
However, others suggest that this is not true, and an accurate description of the problem is required. According to Edwards (2015), plastic breaks down into smaller pieces called microplastic which is more worrying as fish and other marine life will ingest it. Lynott & Turner (2014), suggest that as the population expands and more rubbish is dumped into our oceans, this problem is going to get bigger and microplastic will begin to enter the human food chain and could potentially be catastrophic for peoples' health.

The dense microplastic cloud in the water blocks light, penetrating to the deeper levels of the ocean, which in turn prevents plankton and algae growth. Plankton is a major source of food for small marine life and it is on these

that larger fish such as tuna depend. So, the potential for damage to the entire marine food web is high.

Another problem is that plastic both absorbs and leaks pollutants. As it breaks down, plastic releases colorants and chemicals into the water; an example is BPA, which has known health side effects. Plastic also absorbs PCB, which can enter the food chain when the plastic is eaten by marine life.

The situation is further compounded by the question of who is responsible for the Garbage Patch. No one country is willing to take on that responsibility, so it is left to environmental organisations to investigate and address this. By all accounts, it cannot be cleaned up as it is almost 70 years of rubbish; microplastic is tiny and it is dispersed over a large remote area. Cash (2016:76) suggests a united approach to minimising plastic waste stating: *'To date only 8% of plastic is recycled, and with plastic production expected to triple in the coming decades, recycling must be a top priority for governments, environmentalists and each and every one of us.'*



References

- Cash, J. (2016). *The Environmentalist*. Library Press: London, 73-79.
 Edwards, M.O. (2015). *The Facts of the Great Pacific Garbage Patch*. Bookers: London.
 Hewson, P. (2013). *Plastic; an international problem*. Dodo: Melbourne, 117-120.
 Lynott, P. & Turner, T. (2014). *Microplastic Everywhere*. COP: New York.

- 1 What would be the best title for this text?
 - a The problem of the Great Pacific Garbage Patch
 - b Whose responsibility is the Great Pacific Garbage Patch?
 - c A plastic soup
 - d Microplastics – a global problem
- 2 What is the North Pacific gyre?
 - a The place where the rubbish accumulates
 - b The ocean current that carries the rubbish
 - c Circulating sea
- 3 Why did the author not use direct quotes for some of the references?
 - a She didn't know exactly what they said.
 - b She paraphrased the words so didn't need to.
 - c They were not as important as the direct quotes.
- 4 How many references were there in the text?
- 5 How many direct quotes were in the text?

- 2 Look at the following reference. Label the different parts with the correct word from the box.

1
 2
 3
 4
 5
 6
 Hewson, P. (2013) *Plastic: an international problem*. Dodo: Melbourne, 117–120

- | | |
|----------------------|-------------------------|
| ___ publishing house | ___ year published |
| ___ author | ___ page number(s) |
| ___ book title | ___ city of publication |

Now put this reference in the correct order.

Dubai

1995

313-322

Smith, J.

Paper

Your Carbon Footprint

- 3 **21st** Look at the references in the text and the reference list with your partner. Create a set of five rules for referencing. Consider:

- what you have to include in the text, and in the reference list
- how to write it
- what comes first

Writing tip

When you write an academic essay you need to tell people where you found your information. If the work or idea is not your own, you must give credit to the person who wrote it first or whose idea it was. This avoids plagiarism or stealing other peoples' work.

Vocabulary

Plagiarism: taking someone else's idea and passing it off as your own

Lessons 5–6 Ecosystems

- What type of plants or animals can you find in the Arabian Peninsula?
- Where do you think the picture was taken?

Listening

1 **55** Listen to the first part of a radio interview with a biologist. What is an ecosystem?

2 **56** Listen to the second part of the interview and decide if the following sentences are True (T), False (F) or Not Given (NG).

- 1 The Khareef season takes place from July to September, every year. ____
- 2 The Khareef season is very dry. ____
- 3 There are over 5000 oryxes in the UAE. ____
- 4 The oryx is a very large animal. ____
- 5 The frankincense tree is harvested due to its beautiful smelling resin. ____
- 6 The frankincense grows on the mountains of Oman. ____
- 7 The Arabian leopard is Hassan's favourite animal. ____

3 **56** Read the following statements, and circle the correct word in *italics*. Then listen and check.

- 1 If you had visited two weeks ago, then you *would/couldn't* understand the true beauty of this phenomenon.
- 2 There would be 1000s of oryx in the UAE if it *wasn't/isn't* so difficult to introduce them.
- 3 Twenty years ago we knew that if we continued to commercialise the trees, we *could/might not have been able* to see them in the future.

4 **21st** Look at the sentences above. Which of these sentence(s) talks about a past action that would affect the present? Which sentence(s) talk about an unreal situation now and how it would affect the present/future?



Use of English

We can use mixed conditionals for multiple reasons. The first type of mixed conditional is used to talk about an unreal situation in the past and the probable result in the present.

If I had studied harder in school, I would be at a better university now.

... but I didn't study hard enough, so I am not at a better university.

We can also use different modal verbs in mixed conditionals to express degrees of certainty or ability.

If I had studied harder in school, I might be at a better university now.

The second type is used to talk about an unreal present situation and the probable result in the present or future.

There would be 1000s of oryx in the UAE if it wasn't so difficult to introduce them.

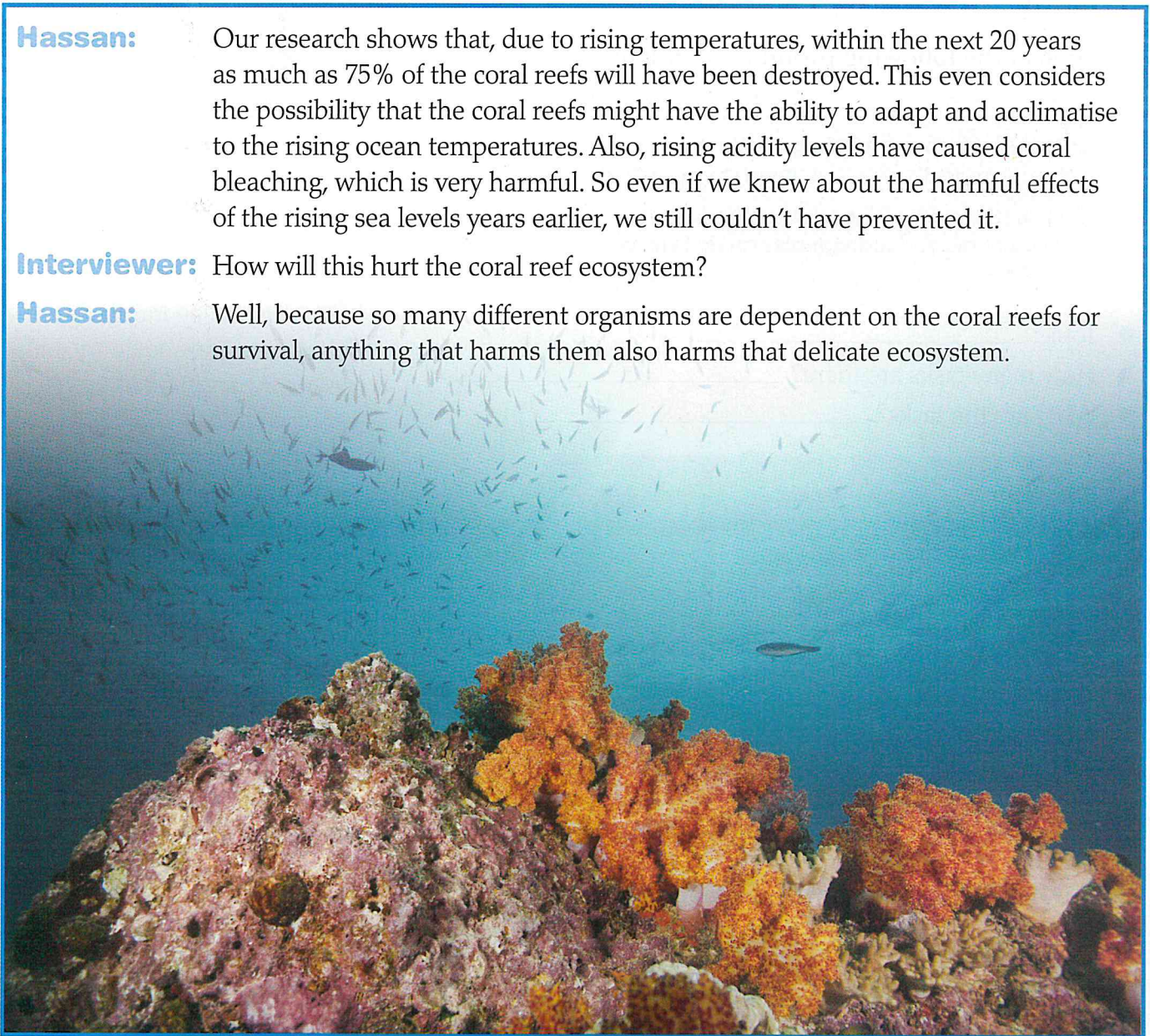
Reading

5 Read the rest of the interview and underline the mixed conditional.

Hassan: Our research shows that, due to rising temperatures, within the next 20 years as much as 75% of the coral reefs will have been destroyed. This even considers the possibility that the coral reefs might have the ability to adapt and acclimatise to the rising ocean temperatures. Also, rising acidity levels have caused coral bleaching, which is very harmful. So even if we knew about the harmful effects of the rising sea levels years earlier, we still couldn't have prevented it.

Interviewer: How will this hurt the coral reef ecosystem?

Hassan: Well, because so many different organisms are dependent on the coral reefs for survival, anything that harms them also harms that delicate ecosystem.



6 **21st** Think of another endangered ecosystem. What could have been done to prevent this ecosystem from becoming endangered? Talk to your peers, and fill in the table with their answers. Use mixed conditionals to help you convey your answer.

	eco-system	preventative measure
Person 1		
Person 2		
person 3		

Lessons 7–8 Practise and prepare

Writing

1 Look at the following prompts. Highlight the key words.

Prompt 1: Carbon emissions cause a major issue that affect every individual on the planet.

Discuss the roots of this problem and what governments and individuals can do to solve it.

- Topic: _____
- How many tasks are there? _____
- What are the tasks? _____

Prompt 2: Many people believe that one key to solving global warming is reducing your individual carbon footprint.

To what extent do you agree or disagree with this statement?

- Topic: _____
- How many tasks are there? _____
- What are the tasks? _____

2 Complete the information below each prompt.

3 Put the bold phrases in the table opposite.

These are just some of the reasons why giving government funding for alternative energy research could be essential to unlocking the future of green energy.

There can be no doubt that starting carbon footprint awareness at the local level is the first step towards making the world a better place.

Clean drinking water is often hard to find in some areas of the world. This can be explained by the pollution of vital water supplies.

Many people argue that solar power is the energy of the future. However, this is not necessarily the case ...

Global temperatures are rising every year. This can be attributed to multiple factors such as increased carbon emissions, reliance on fossil fuels and a lack of awareness.

Many people argue that cleaning up the world's oceans is an impossible task. There are some faults with this reasoning, however. For example ...



Writing tip

When writing an introduction paragraph, you should try and restate the main point of the prompt or question. However, you should not write it word for word. Instead, paraphrase, or write in your own words, what the main point is.

Giving reasons	Arguing against other peoples' opinions	Strengthening an argument

Listening 57

- 4** Listen to the audio and write short answers to the following questions.
- 1 What is the problem with plastics and microplastics?
 - 2 What will happen when the human population expands?
 - 3 Why are plankton important?
 - 4 How many years of rubbish has been accumulated in the Garbage Patch?
- 5** Now, listen to the audio again. This time, complete sentences 1–5 below. Write **no more than three words** for each answer. You will hear the audio only once.



1. The Garbage Patch has been described
2. This could potentially be catastrophic
3. As it breaks down, plastic releases colourants and chemicals into the water; for example, BPA, which has known
4. No one country is willing to take
5. If we want to reduce this environmental tragedy, we must first start by changing


Speaking

- 6** **21st** You and your friends want to participate in Earth Hour. Brainstorm in groups what you can do and how you can help spread the word.

Lessons 9–10 Pollution: light and noise


- Do you ever have trouble sleeping because of lights or noise outside?
- How do you feel when you haven't had enough sleep?


Listening

- 1 Look at the photos on the page. What can you see? What problems do they show?
- 2  Listen to the news report. Circle the causes of noise pollution that the news reporter mentions.

low-flying planes
people talking in the street
construction
traffic
animals
loud music



- 3  Listen to the news report again. Are the following statements true (T), false (F) or not given (NG)?
 - 1 Every Emirate will participate in Earth Hour. ____
 - 2 Earth Hour will occur on a Wednesday. ____
 - 3 Earth Hour is a global environmental movement. ____
 - 4 Earth Hour begins at 7:30. ____
 - 5 Earth Hour ends the following morning. ____
 Discuss with your partner.

- 4  Listen to two friends and fill in the missing information.
 - 1 They explained that light and noise pollution can cause stress, anxiety, and ... oh I can't _____ the word, it's _____ when you feel really down and sad.
 - 2 Anyway, they also talked about something else that interested me, it's _____ to do with the environment, when everyone switches off their lights.
 - 3 Oh I see, it's a _____ of advert?
 - 4 Yes! It's _____ to a marketing campaign.
 - 5 It's a _____ that you give to charity.

Speaking

5 **60** Listen to the highlighted phrases from Activity 4. Notice the stressed and unstressed words. Do any of the letter sounds change? Are there any sounds that disappear?

6 **21st** Your teacher is going to give you cards with words or phrases on. Work in pairs or small groups to describe the words or phrases using the phrases from the *Speaking tip* box without saying the words on your card.

Speaking tip

When we are speaking, we may not always remember the exact word or phrase we want. So, we can use certain phrases to describe the meaning of the word or phrase we can't remember.

I can't remember the word but

it's like ... / it's similar to ... /

it's something like ... / it's something to do with ... / it's kind of like a ...

it's a kind of ... / it's a type of ... /

it's a thing that ...

Did you know?

Research shows that having a large ecological footprint can significantly reduce your happiness, so tread carefully!

Language tip

When we report what we have heard, we usually change the tense.

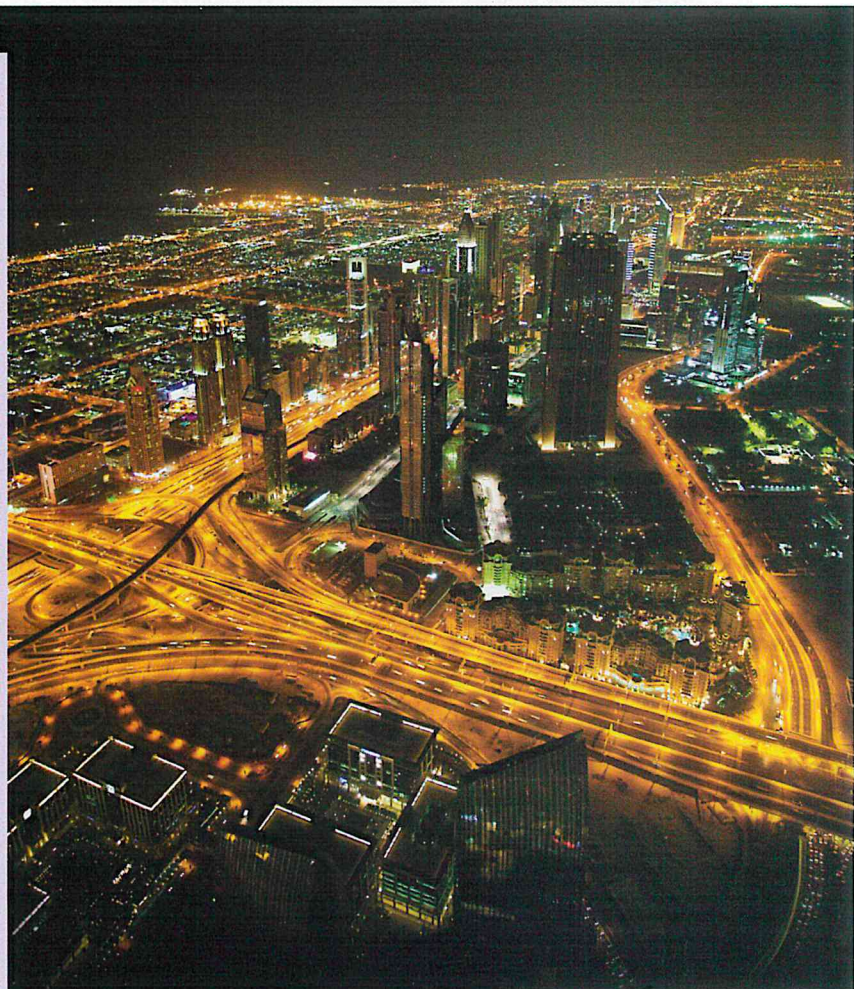
*"I **didn't sleep** well last night."* → *She said (that) she **hadn't slept** well last night.*

In this example, the direct speech is spoken in the past simple, but when it is reported it is shifted back to the past perfect.

However, there are also occasions where we do **not** backshift.

*"Light pollution **is** bad for your health."* → *They said (that) light pollution **is** bad for our health.*

In this example, the direct speech is spoken in the present simple and it remains the same when it is reported. This is because light pollution is still bad for our health. If we say "They said light pollution was bad for our health.", then backshifting to the past simple makes it seem as if it is no longer bad for our health.



Lessons 11–12 Recycling

- What do you know about recycling in the UAE?
- Is it easy to recycle?

Reading

1 Read the texts and answer the questions that follow.

A



Sharjah is a melting pot of people from different countries around the world, they speak many different languages and have different lifestyles. So, you can imagine the problems that were faced in teaching this diverse community how to separate rubbish and recycle. This was addressed by producing different types of media in different languages. This shows that with leaders who care about sustainability and reducing the impact of waste on the environment, anything can be achieved.

You know there are a lot of recycling initiatives in the UAE that we don't hear enough about, for example there is a golf course that recycles all their food waste. The waste is converted into compost which is then used in the green areas and gives nourishment to plants and grass which helps them grow. This saves money on compost and more importantly it means there is less rubbish sent to the landfill and the cost of removing rubbish is reduced. Sustainability doesn't have to mean excessive costs. Businesses that are environmentally friendly can be profitable.

B



C



I spent the summer in the UK, and it took me a while to get used to not getting a plastic bag each time I went to the shop. When I asked for a plastic bag, I was charged 5p. I soon stopped that and bought myself a reusable bag. When I got back to the UAE it struck me that, as opposed to the UK, we were using too many plastic bags. The UK introduced the charge for a plastic bag this year, so I think the UAE can lead the way in the Middle East. People will not be happy at first, but just as in the UK, they'll soon get used to it.

We are creating more and more waste and this problem is going to be compounded as the population grows. People use a lot of packaged products and materials that are not biodegradable. The effect on the environment is going to be enormous – there will not be any space to put waste material and natural resources will be exhausted. As a consequence, natural habitats will be further destroyed because we are not recycling enough.

D



- 1 What does 'diverse community' in section A refer to?
 - a A large number of people
 - b People from different backgrounds
 - c People who don't know how to recycle
- 2 From section B, what can be summarised about recycling activities in the UAE?
 - a There are few recycling activities
 - b The cost of recycling is very high
 - c We need to hear more about recycling activities
- 3 From section C, why did the girl buy a reusable bag?
 - a Because she was concerned about the environment
 - b She didn't want to keep paying 5p
 - c The plastic bags were of poor quality
- 4 From section D, what is going to make the amount of waste we produce worse?
 - a The growing population
 - b Destruction of habitats
 - c Exhausting natural resources
- 5 Which text compares two places?

Speaking 21st

- 2 Work in groups and develop your own writing assessment tool. Share your groups' writing assessment guide with the class and agree as a class on what criteria you are going to use.

Writing

- 3 In groups, research on the Internet about recycling activities in the UAE. Write 150–200 words on the activity you have researched.



Lessons 13–14 Endangered species

- What animals can you think of that are endangered or extinct?
- How do species become extinct?

Reading

- 1 Look at the names of the animals in the box. Which animals are being described in the magazine article?

hawksbill turtle sand cat
Arabian oryx dugong
Arabian leopard
Arabian tahr houbara bustard



1. _____ Threat level: _____

According to some reports, there are only about 250 Arabian leopards in the wild. There was a time when this species of cat roamed extensively across the Arabian Peninsula, but now they are heading for extinction. This animal has suffered as a direct result of a decline in numbers of its prey – the mountain gazelle and the Arabian tahr. Having been hunted illegally, these beautiful animals have dramatically dropped in number.

2. _____ Threat level: _____

The islands of Marawah and Bu Tina to the west of Abu Dhabi are favourite feeding grounds for this non-native marine mammal, thought to be the source of the mermaid myth. Having suffered the effects of water pollution and getting tangled in fishing nets, this species is now in danger. This is compounded by the fact that the 'sea cow', by which it is also known, is notoriously slow to reproduce.

3. _____ Threat level: _____

The entire world population of this species is found in the mountains of northern Oman and the UAE and is thought to number less than 5000. Competing with livestock and being the victim of illegal hunting, these animals are not often seen these days. In the UAE, populations are localised. By isolating themselves, they will be more susceptible to disease caused by inbreeding.

4. _____ Threat level: _____

In the UAE, this felid is probably limited to the Liwa area. It is quite an elusive animal but several reports suggest its numbers have dwindled over the last few years. By expanding agricultural areas into the desert, farmers have reduced this nocturnal animal's habitat and hunting territory. Although not thought of as a threat to livestock, this 'true desert' feline is often caught in traps set for other predators. Satisfying market demands for exotic pets has also contributed to declining numbers.

- 2 Read the article again. Which threat level do you think these species are classified as? Choose from **vulnerable**, **near threatened**, **endangered**, **critically endangered**.

Speaking

- 3 Discuss how individuals can help the UAE's endangered species. Complete the table in the workbook with your ideas.

Writing 21st

- 4 Your school has been asked to produce a poster for an international youth convention addressing conservation issues. You have chosen to design an information poster on an endangered species in the UAE and what can be done to help.

More endangered species in the UAE:

- Socotra cormorant
- Spiny-tailed lizard
- Arabian oryx
- Sand gazelle

Did you know?

Extinction is a natural process. It should occur at a natural rate of one to five species a year. However, scientists calculate that we are now losing between 200 and 2000 species every year.

Use of English

Look at the verb phrases in the following sentences:

- *Using his best camera*, Majid took photos of the rare birds.
- *Having joined* a conservation group, you will be more aware of the environment.

-ing participle clauses allow you to express condition, reason, cause and effect with fewer words than two clauses linked by a conjunction.

After he had finished the exam, he was very happy.

Having finished the exam, he was very happy.

(have +-ing + past participle)

We can also use -ing participles, OR *by + ing* to show how something can be achieved:

Restricting human access to these areas will help the species recover.

By restricting human access to these areas, the species will recover.

Lesson 15 **Recycle**

- What animal is this?
- Why do you think it has become endangered?



Speaking

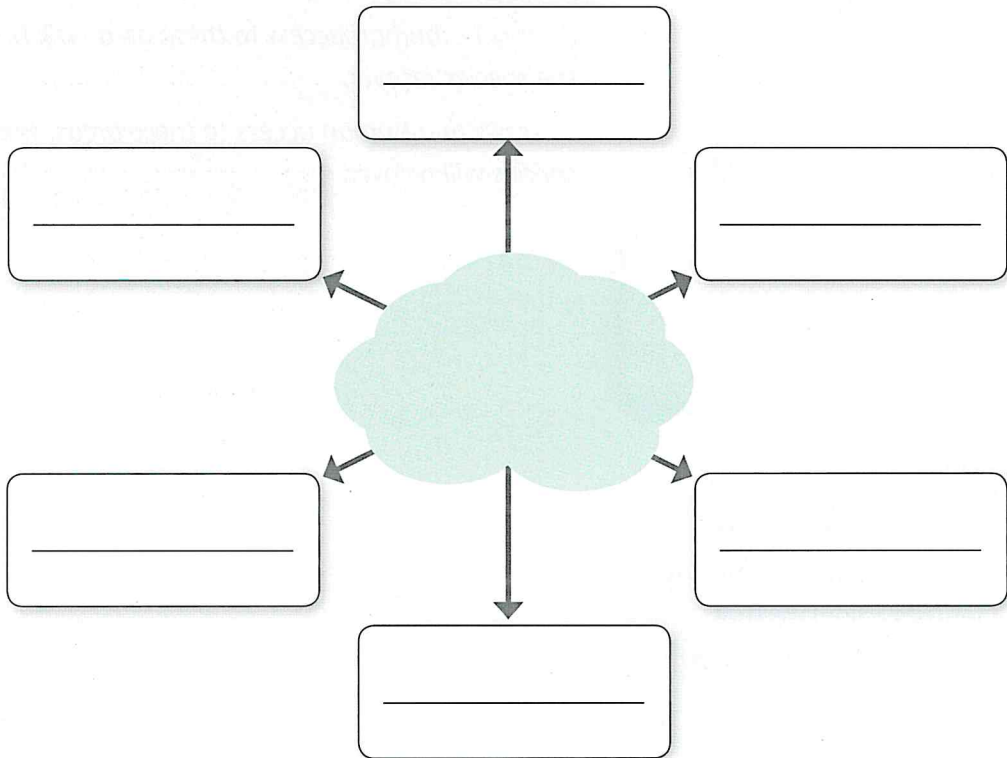
- 1 Look at the following question.
What information would you expect to see in the answer?

What effects do humans have on wildlife?

- 2 Look at the following questions and make some notes on one of them.
Create a mind map or spider diagram like the one below.

Why is it important to conserve the world's animal and plant species?

What measures can we take to protect wildlife?



- 3 **21st** Take it in turns with your partner to answer one of the questions.
Your partner will evaluate your answer.

Lessons 16 Review

Vocabulary

- 1 Complete these sentences with words you studied in this unit.
 - 1 Carbon dioxide is caused by _____ from industries and people.
 - 2 One of the non-renewable energy sources is _____.
 - 3 We should start changing our thinking on the environment and make more _____ choices.
 - 4 There are many animals that are now endangered due to the _____.
 - 5 The amount of _____ we create that cannot be recycled ends up in our seas and oceans or a landfill.

Vocabulary

- 2 Use the vocabulary terms from the word bank to complete the sentences. Not all terms will be used.

biodegradable landfill initiatives
energy packaged compost melting

- 1 Scientists around the world are working hard on developing a plastic that is totally _____.
- 2 People should think of using more sustainable _____ for their cars.
- 3 Many tons of waste go into the _____ each year.
- 4 There are a lot of _____ in the UAE to encourage recycling.
- 5 Many fruit and vegetable are _____ in the supermarkets.

Language focus

- 3 **21st** Complete these sentences using mixed conditionals. You should use modal verbs in your sentences.
 - 1 If they had written the book last year, _____.
 - 2 If Ahmed had spoken to Khalid before the exam, _____.
 - 3 If the teacher didn't read the poem, _____.
 - 4 If Mary taught her sister how to cook, _____.
 - 5 If they had practiced harder, _____.
- 4 Order the points below from the most important (1) to least important (6), when assessing writing. Give reasons for your answer.

	Ideas/content
	Spelling
	Organisation
	Grammar and formatting
	Punctuation
	Use of linkers

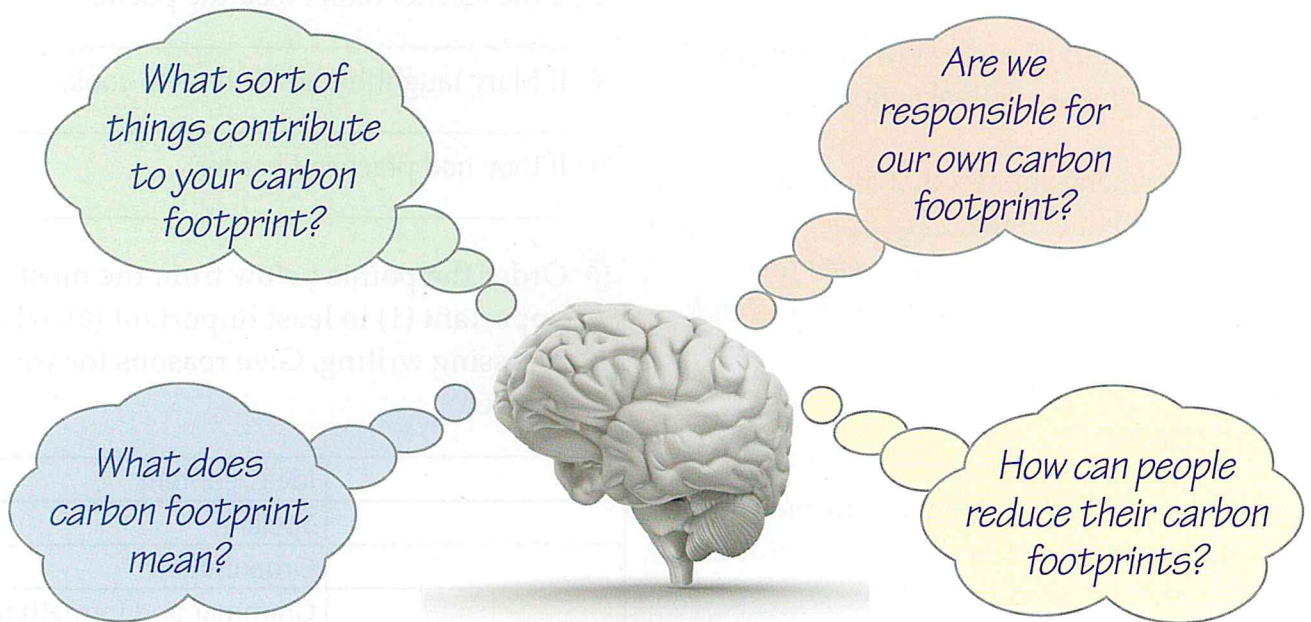
Lessons 17–18 **The environment**

- To write an argumentative essay about protecting the environment and reducing our carbon footprints.

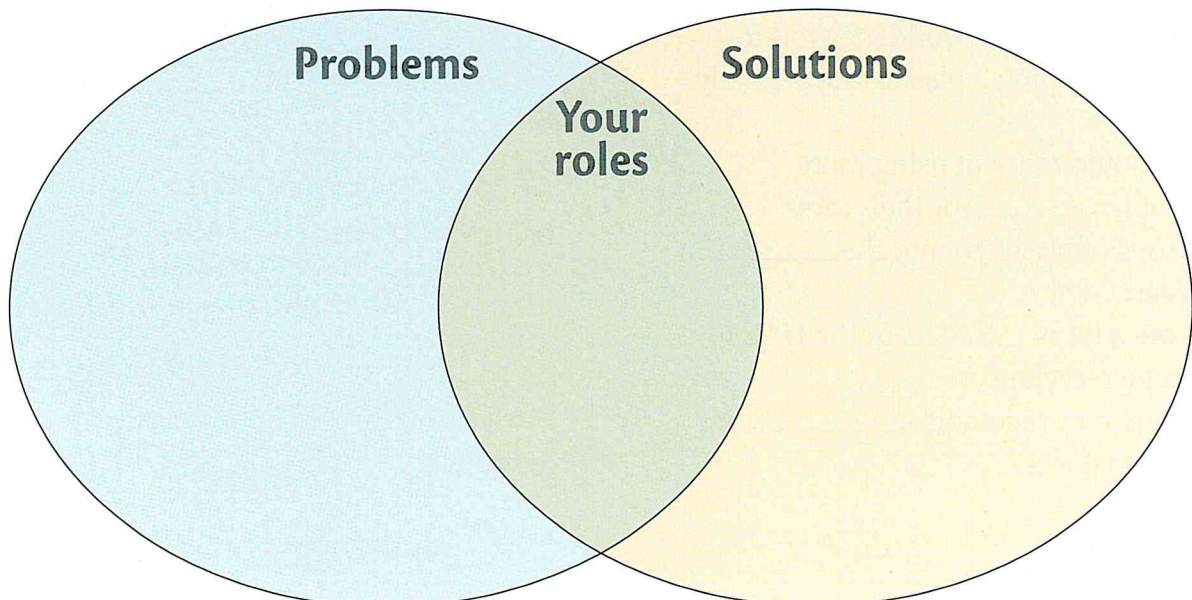
Project presentation and planning 21st

- What are the major causes of damage to the environment?
- What contributions can you make to protect the environment?

1 Talk to your partner. What does the phrase *carbon footprint* mean?



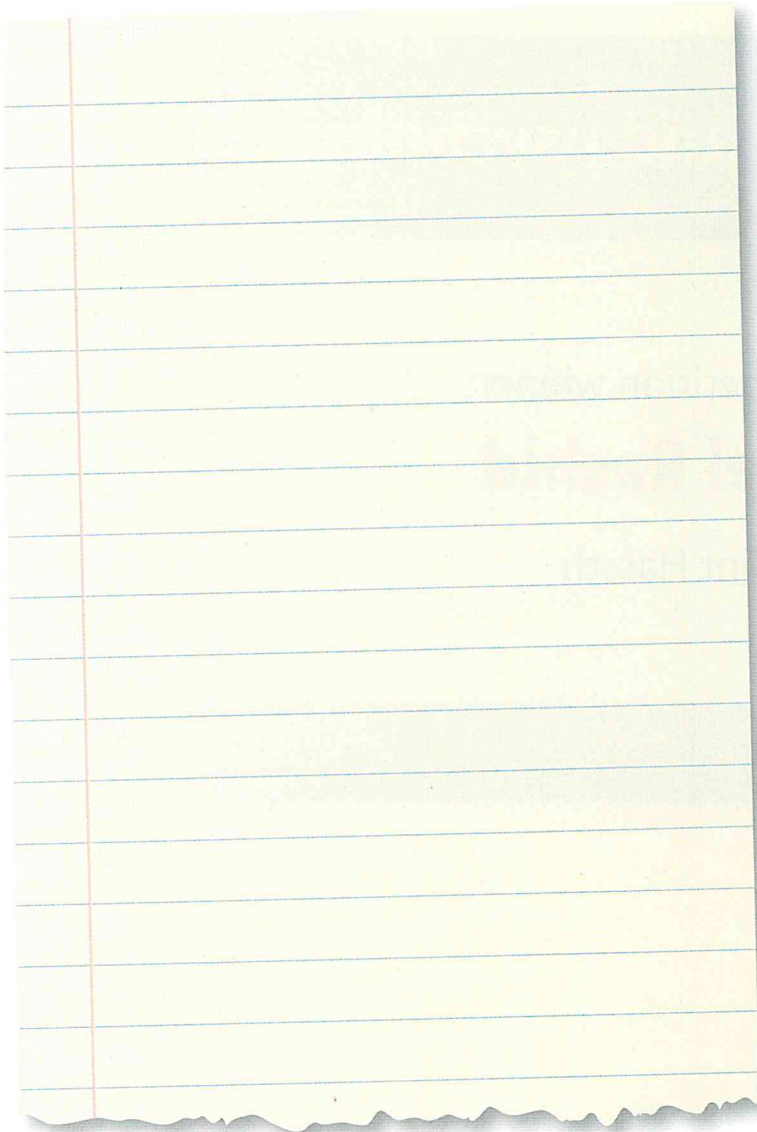
2 Complete the Venn diagram. What are the problems and the solutions and what role can you play in reducing your carbon footprint?



3 **21st** Work with a partner. Use the ideas from your brainstorm and Venn diagrams to write an argumentative essay that answers the questions:

- *What are the major causes of damage to the environment?*
- *What can you do to reduce your carbon footprint and protect the environment?*

Begin by planning what information you will include and in what order; then start writing.



4 Work in groups of five to share your ideas, then combine your writing to produce one essay of 150 words or more.



Writing tip

Group writing tasks.

- Make sure that everyone in the group contributes their idea.
- Make sure everyone in the group has a clear role.
- Make sure that you review your work and work together to minimise slips and mistakes.

5 Display your ideas about your responsibility for reducing your carbon footprint. Use the information that you discussed and included in your essay. You may choose one of these tools: movie maker, drawing, poster, story presentation.

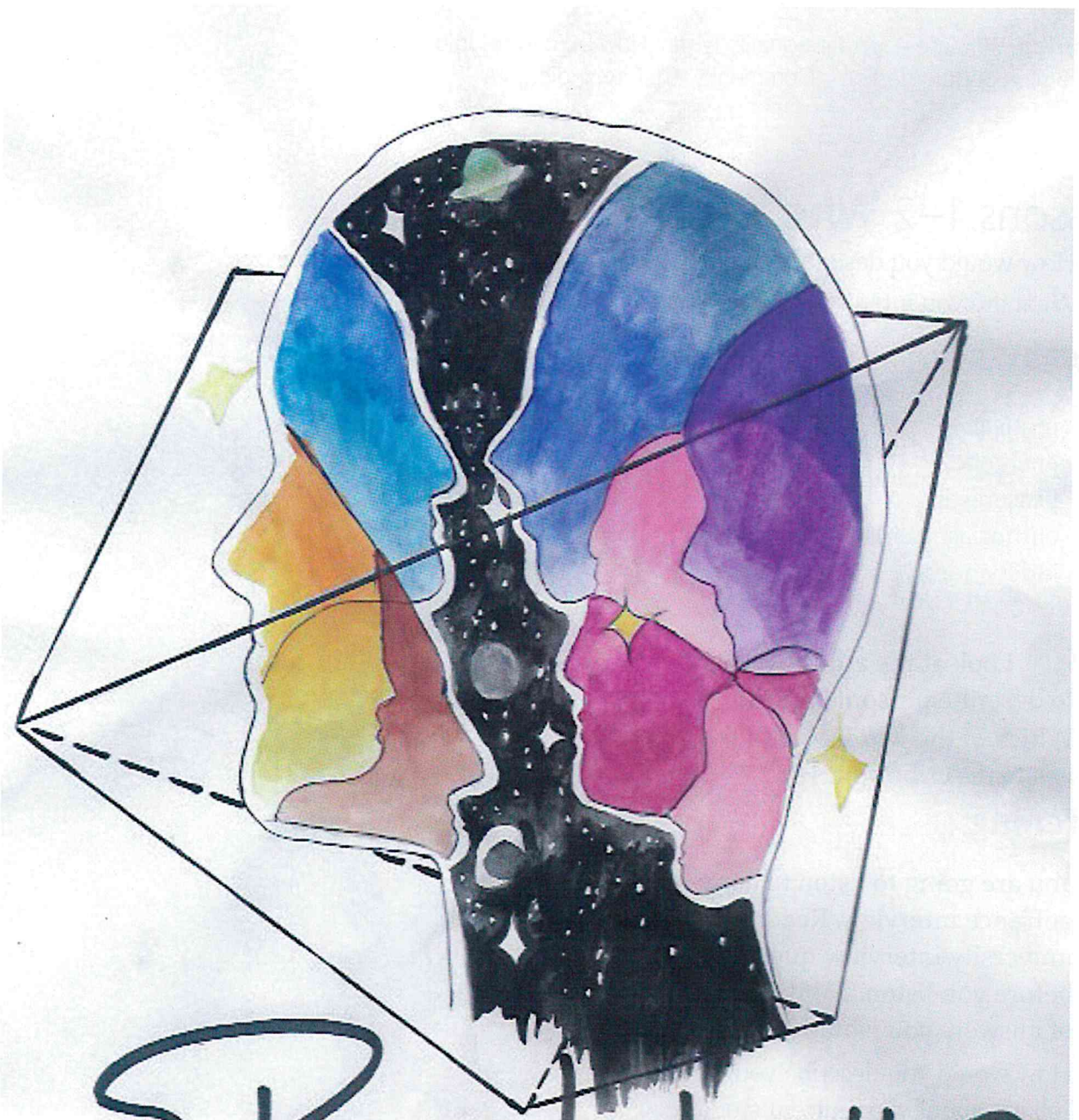


Unit 11: People and psychology

Artwork competition winner:

Shamayel Rashid

Lubaba Bint Hareth



Psychology

- **Topics** Who are you?; Personality types; How to read people; What is a people person?; Community; Cultural indicators



Lessons 1–2 Who are you?

- How would you describe yourself? How would your friends describe you?
- What are you interested in?

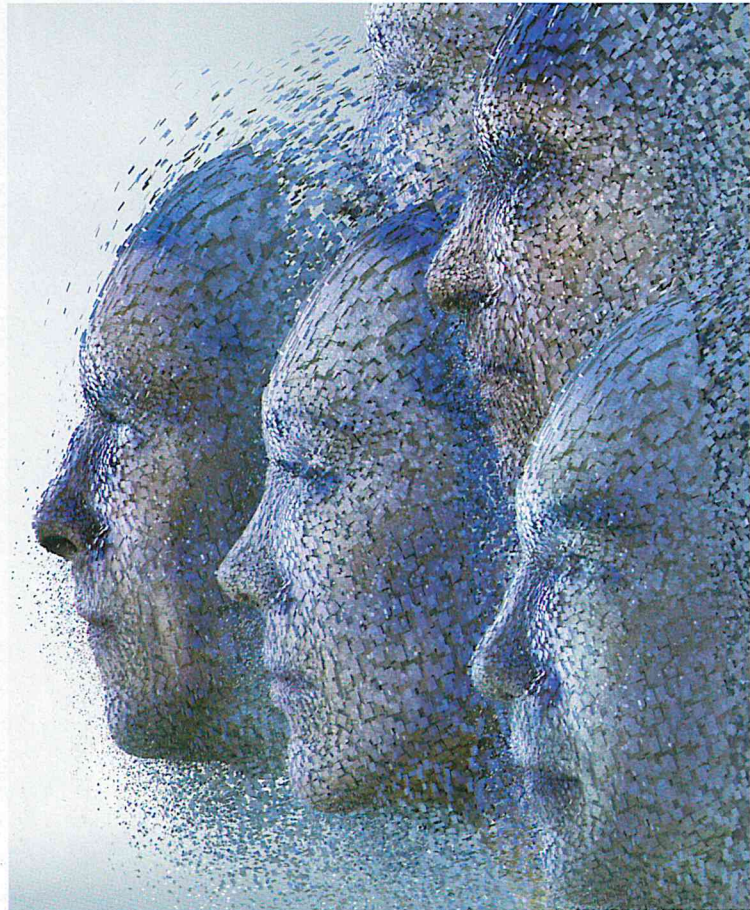
Vocabulary

motivated	reserved
energetic	ambitious
pessimistic	dynamic
enthusiastic	productive
independent	communicative

- 1 **21st** Look at the adjectives used to describe personal attributes. Which of the words would you use to describe yourself?

Listening

- 2 You are going to listen to a university entrance interview. Read the common university interview questions below before you listen. Think about what kinds of answers you would expect to hear.
 - a How would you describe yourself?
 - b Tell me about your current studies. What have you been doing?
 - c Why did you choose this subject?
 - d What will you struggle with?
 - e Why did you choose this university?
 - f What can you bring to the university?
 - g Will you apply yourself?
 - h How do you handle pressure?
 - i What achievement are you most proud of?
 - j What do you see yourself doing after university?
 - k Why should we offer you a place?



- 3 **61** Now, listen to the interview and tick (✓) the questions that are asked.
- 4 **61** Listen again and make notes of Salem's answers.
- 5 **62** Listen to part of the interview again. Do you believe Salem? Does he sound interested and enthusiastic? Why/why not?

Use of English

In the interview both Salem and the interviewer use reflexive pronouns:

Interviewer: How would you describe yourself?

Salem: I would describe myself as ...

We use reflexive pronouns to refer back to the subject of a sentence if the object is the same as the subject.

Personal pronouns (subject)	I	you	he	she	it	we	you	they
Reflexive pronouns (object)	myself	yourself	himself	herself	itself	ourselves	yourselves	themselves
	<i>singular</i>					<i>plural</i>		

Speaking

- 6 **21st** You are going to role play a university entrance interview. Work with your partner and decide who will be the interviewer and who will be the interviewee. If you are the interviewer, choose which questions from Activity 4 you are going to ask. If you are the interviewee, think about how you would answer any of the questions from Activity 4. Once you have finished, swap roles and repeat.

Speaking tip

Remember that you can use body language to show your interest and enthusiasm during the interview.

Lessons 3–4 Personality types

- How would you describe your personality?
- Do you enjoy being in other people's company or by yourself?

theory
internal
perceiving
psychologists
intuition
external
dominant
logic

Reading

1 Read the text and answer the questions that follow.

- 1 Which two people contributed to the personality type theory?
- 2 How many different areas of personalities are tested?
- 3 How many different types of personality can be identified by this personality test?
- 4 Why do you think there is a capital *N* in *iNtuition* in this text?
- 5 If someone was **ISTJ** what four personality types would they be?
- 6 If someone was **ENFJ** would they be more likely to stick to their plans or not have any plan?

There is nothing like a little introspection (also known as self-analysis); it helps us understand what makes us tick and how we approach things in our lives. Psychologists have long analysed how we differ. Carl Jung's (1971) theory suggests that personality types can be categorised by their general preferences in different areas. Isabel Briggs Myers (1980) developed Jung's theory into a much-used personality test. The personality test identifies peoples' preferences across four different areas. However, people are not either one or the other; rather, one side is more dominant than the other.

The four different areas are:

- **Introvert V Extrovert (I/E):** Refers to the source of a person's energy. An extrovert mainly focuses on the external world: they get their energy from being around other people. Extroverts seek out the company of others, enjoy small talk and are bored when alone. An introvert's source of energy is mainly from their own internal world. Being around people is tiring for introverts. This does not mean they are antisocial, just that they need time on their own; they recharge when alone.
- **Sensing V iNtuition (S/N):** Refers to the way someone sees information. Sensors focus on what is real and logical. They believe information received from the external world. Intuition on the other hand means that a person trusts their gut feelings. They look forward rather than back and often enjoy strange new ideas.
- **Thinking V Feeling (T/F):** Refers to the way someone makes a decision and deals with emotions. *Thinking* means that a person decides mainly based on logic and consistency. Thinkers use their heads rather than their hearts, and don't show emotions easily. *Feeling* means that a person decides things based on emotion, or the specific set of circumstances.
- **Judging V Perceiving (J/P):** Refers to how people deal with the outside world and how they choose to live their lives. *Judging* means that a person generally sticks to their plans, like schedules, and are ordered. *Perceiving* describes someone who likes to improvise and gets a kick out of last minute problems.

The Myers-Briggs personality test identifies sixteen different personality types. The personality types represent which side of the four different areas is dominant in a person. For example, a person can be Introvert, iNtuition, Thinking and Perceiving (**INTP**) or Extrovert, iNtuition, Feeling, Judging (**ENFJ**). There are many online sites that offer the test. This test can be a useful tool for understanding why and how we interact with friends and colleagues, and is a real eye-opener. It can also help us decide on what kind of career we are best suited to.

- 2 Read the profiles. Can you describe what type of personality they are? Use the **I/E**, **S/N**, **T/F**, **J/P** as explained in the previous text.



Yousef has a couple of close friends, and enjoys spending time with them. At the weekend, he likes to read a book or watch a movie. In school, he enjoys subjects like History and Maths and is very practical. He likes to stick to a schedule and has a routine. He is rarely late for class. Yousef is involved in charities and is very helpful to everyone.

Latifa is very quiet and popular with her classmates. She is a bit of a dreamer and does not like to stick to a timetable. She enjoys doing new and different things. She also enjoys studying and reading but always seems to complete her homework at the last minute. She doesn't easily get upset or show her emotions, she always keeps a cool head.



Adam, loves the company of others. On the weekend, he is always out and about doing things. He is forever telling his friends about the strangest and newest app on his phone. He has a great imagination and tells some amazing stories. He is also very caring and makes sure everyone is happy. For a guy who is always doing something, he is not very good at sticking to his plan.



Writing

- 3 Work with a partner, and write a personality profile for each other. You should write about the following, explaining your choice.

- Are they quiet or outgoing?
- Are they emotional or logical?
- Do they like to work alone or in a group?
- Are they organised or not?

Speaking 21st

- 4
- Exchange your writing and read what your partner wrote about you.
 - Discuss whether you agree or disagree with their description of you.

Lessons 5–6 How to read people

- Can you think of other ways to communicate without using words?
- How can you use your hands to communicate?

Reading

- 1 **21st** Skim the text below. Which facial expressions and hand gestures are mentioned?

A Smile is worth a Thousand words

Have you ever walked away from an interview thinking, “well, they didn’t seem too happy, that must not have gone very well!” Perhaps it was because you might not have been able to answer the questions correctly, or think that you should have spoken more clearly and concisely. In fact, it may have been that your voice said one thing, and your body language conveyed something completely different.

Using non-verbal communication, also known as body language, is an important part of communicating. It consists of things like facial expressions and hand gestures; and it can often tell people information that you may or may not intend giving them.

Facial expressions: Think back to a time when you met someone new and wanted to make a good impression on them. The first thing you might have done is smile. A smile or grin is one of the most common ways for you to disarm someone and convey trust and friendliness. Watch out though, as a smirk, or an unpleasant smile, might make you seem rude! On the other hand, if you want to show annoyance or frustration, a frown might be more appropriate. If it is an especially serious situation, or you really want to show your displeasure, a scowl might be needed!



Hand gestures: Let’s say that you are giving a presentation; it could be in a classroom setting, in a board meeting or at an awards ceremony. How are you going to ensure that your audience understands the key points of your speech? One way is to use your hands to convey the message. For example, an open hand raised to your heart can be used to communicate sincerity, relaying the message that you are speaking the truth. If you really need to emphasise a specific point, using your hand like a knife and chopping the air up and down with it will make sure the audience knows that you have made up your mind and are not going to change it. However, be careful! Hand gestures might also give your audience the wrong impression. Keeping your hands in your pockets while speaking may send the message that you lack confidence in your message.

- 2 Look at the underlined language structures. Which verbs are being used?

Use of English: Modals in the past

We can use modals to talk about certainty, ability and advice in the past.

When using positive modal verbs in the past, use the construction: *modal verb + have + past participle*.

I must have made a poor impression, I was scowling the entire time!

When using modal verbs in a negative verb phrase in the past, use the construction: *modal verb + not + have + past participle*.

My friend Mona couldn’t have been in class today, she is on holiday in Ras al Khaimah all week.

Listening 63

- 3 **21st** Listen to a conversation about an interview and circle the body language that is mentioned. How did he think the interview went?

hands in pockets frown chopping the air smile scowl hand raised to heart

- 4 Listen again. Complete the sentences with the correct model verb structures in the past.

- 1 I _____ them a poor initial impression.
- 2 Of course! Though it _____ more of a silly grin rather than a normal smile.
- 3 Well ... I started to feel nervous, and I _____ to take them out.
- 4 I _____ so uncomfortable!

Reading

- 5 Read the following statements about body language from around the world. In pairs, decide which statements are true (T) and which are false (F).

Body language from around the world



- 1 In Bulgaria, if you want to indicate "yes", shake your head from side-to-side. If you want to indicate "no", nod your head up and down.
- 2 In Kenya, it is considered polite to turn your back on someone while they are speaking.
- 3 In Malaysia, if you want to beckon someone, or ask them to come to you, put your palm facing up and move your fingers towards your body. However, in Korea, you put your palm facing down.
- 4 In Italy, it is common to use your hands freely in conversation. However, in Japan it is considered poor etiquette.
- 5 In the United Kingdom, it is common for people to greet each other by slapping hands, or "giving a high-five."
- 6 In the United States and Canada, touching your nose with one finger means that you know secret information.

Speaking

- 6 In groups, talk about the following questions:
- What other types of cultural body language do you know about?
 - What types of body language are common in the UAE?

Lessons 7–8 Practise and prepare

Listening

- 1 **21st** You will listen to a dialogue between a professor and two students who are asking questions about an upcoming exam. Before you listen, read through the questions and identify the keywords.
- 2 **64** Now listen to the first part of the dialogue and answer the questions.
 - 1 Why were the students late?
 - 2 What subject is the exam on?
 - 3 Which chapter are their questions from?
 - 4 Which specific area do they want to talk to the professor about?
 - 5 Which of these is **not** mentioned as one of the six main emotions?
 - a tiredness
 - b anger
 - c surprise
- 3 **65** Listen to the rest of the dialogue and choose all the body language actions that are mentioned.

• broad smile	• tight-lipped smile
• smirk	• chopping the air with your hand
• hands in pockets	• nodding your head to say yes
• staring	• lowering your eyes
• pounding the podium with a fist	• grinning
- 4 **65** Listen and complete the summary below. Use no more than three words for each answer.

There are many different types of body language. Two common types are facial expressions and _____. These can be used to communicate information to someone non-verbally, sometimes intentionally and sometimes unintentionally. Some examples of positive facial expressions are a smile or grin, some examples of negative facial expressions are a scowl and a _____. Hand gestures are particularly important when giving a presentation or speech. One way to convey honesty is raising an open hand _____. One can emphasise a point by pounding the podium _____. Finally, one should avoid lowering their eyes or putting their hands _____. That makes one seem to be _____.

Reading

5 Read the interview. Decide whether the statements are true (T), false (F) or if there is no information (NI).

- 1** Salem would describe himself as ambitious and hardworking. _____
- 2** Salem chose to study this topic because he likes medicine. _____
- 3** Salem only became interested in engineering last term. _____
- 4** Salem's brother is a policeman. _____
- 5** Salem makes new friends easily. _____
- 7** This university has a top English language programme. _____
- 8** Salem copes with pressure well. _____

A Interviewer: So, Salem, let's begin by getting to know you a bit more. Tell me, how would you describe yourself?

B Salem: Well, I would describe myself as someone who is ambitious, hardworking and motivated. I have applied these qualities throughout my school career, which has helped me to progress well in my studies, and it is my intention to continue this throughout my university studies.

C Interviewer: Could you tell me why you chose this subject?

D Salem: I have always been fascinated by how things work and how they are put together. I enjoy studying Maths and Physics, and luckily, I am also good at them, so I have been interested in studying Engineering for a long time.

E Interviewer: What do you think you might struggle with?

F Salem: Of course, I don't expect university to be easy. And, while I am confident that I have the skills to complete the course, I think I could struggle with making new friends because I can be a little reserved at times.

G Interviewer: So, Salem, I can see from your application that your home is quite far away from this university. Why did you choose this university?

H Salem: Well, there are a number of reasons. Firstly, I have researched this university and it is one of the top performing universities for Civil Engineering in the region. Also, while I can be reserved, I am rather independent, so I'm looking forward to living away from home and managing on my own.

I Interviewer: And, how do you handle pressure?

J Salem: I cope with pressure very well. In fact, I think it makes me more productive. If I know there is a deadline for a piece of work, it focuses me to complete it and to complete it well.

K Interviewer: Thank you, Salem. It was a pleasure to meet you. We'll let you know our decision by the end of the week.

Lessons 9–10 What is a people person?

- Do you know someone who is popular with other people?
- What personality traits makes someone popular with other people?



Listening 66

1 Before you listen, look at the picture. How do you know they are confident and friendly?

2 Listen to the conversation between a boss and his two employees. Read the following statements and decide whether they are True (T), False (F) or Not Given (NG).

- 1 Farhad was being interviewed for a position at the company. _____
- 2 The interviewers knew that he was confident because he shook their hands. _____
- 3 Farhad was impatient and didn't wait for others to finish before speaking. _____
- 4 Farhad was very nervous for his interview. _____
- 5 Overall, the two interviewers were not impressed with Farhad. _____

3 **21st** Listen again. In your note books, write down the three personality traits that made Farhad a 'people person'. For each trait, write down at least of two ways that he showed this trait.

	trait 1
	trait 2
	trait 3

Language tip

You can check that a person understands what you are trying to say using phrases like these:

Do you know what I mean?

Are you with me?

Do you follow me?

Speaking tip

Backchanneling is when a listener shows that he/she is actively listening to the speaker. Backchanneling can be as simple as making a sound (*hmm*) or using a single word (*okay* or *sure*).

Intonation and gestures also indicates whether the listener is interested or not interested in what the speaker is saying. If a listener nods his/her head while saying *yeah* that means he is interested, but a bored expression and a quiet *yeah* shows that the listener is not interested.

Language focus

4 Decide if the following phrasal verbs are separable or inseparable.

- 1 call up
- 2 invite in
- 3 come across
- 4 stand out

Speaking

5 Write down three activities or hobbies that you enjoy. In pairs, take it turns to talk about your hobbies. The listener should use backchanneling expressions from Activity 4 to show interest or disinterest.

6 After finishing Activity 5, fill out the self-assessment form.

As a speaker, I talked about three activities.	Yes/No
As a speaker, I checked for understanding using the appropriate expressions.	Yes/No
As a speaker, I noticed the backchanneling techniques used by the listener.	Yes/No
As a listener, I used backchanneling to indicate my interest in the topic.	Yes/No
As a listener, I used backchanneling to indicate my disinterest in the topic.	Yes/No
Rate yourself as an active listener. 1 = excellent, 8 = poor	
1 2 3 4 5 6 7 8	

Language tip

Phrasal verbs are verbs that are combined with prepositions. Phrasal verbs can be split into two categories: **separable and inseparable**.

Separable phrasal verbs can have a noun or pronoun inserted between the verb and the pronoun.

call up **call** *him* **up**
give back **give** *his book* **back**
tear up **tear** *the paper* **up**

Inseparable phrasal verbs are phrases that cannot have a noun or pronoun between the verb and the preposition.

get in **get** ~~car~~ **in**
come across **come** ~~him~~ **across**
run into **run** ~~wall~~ **into**

type of society will lead to greater harmony across cultures.

d What this translates into is people who are dedicated to the well-being of others.

Lessons 13–14 Cultural indicators

- Do you like meeting new people? Why/Why not?
- Do you like being with other people, or do you prefer your own company? Why?

Reading

- 1 Look at the title and picture of the article. What do you think it will be about? Read and check.

KEEP YOUR DISTANCE!

Edward Hall (1914–2009) developed the theory of 'Proxemics'. The word *proxemics* comes from the word *proximity* which is concerned with distance. Edward Hall believed that we create a personal space around us and that we divide this into different zones. Each zone represents the distance from which we interact with people. The choice of zone depends on our relationship with those people. Every day, we interact with different people – teachers, friends, shopkeepers – and, according to Hall, we place these people at different distances.

The furthest zone from us is known as *public space*. This is **usually** a safe distance. Imagine that you are giving a presentation to a lot of people. Most people would feel uncomfortable if their audience was really close to them.

The next furthest zone is called *social space*. **Generally speaking** this is the distance we keep when starting a conversation with a stranger, for example in a shop. **More often than not**, there is a barrier between you, such as a desk or shop counter.



Personal space is where we interact with friends and people we trust. It is easy to talk and make gestures in this space. **On the whole**, in this zone, the more you like someone, the closer you will stand to them.

The closest zone to you is called intimate space. This is for people you trust the most such as your parents.

Of course, these zones are guidelines and will be affected by various factors, such a culture.

- 2 Read the article again and answer the questions.

- 1 How many zones does Edward Hall divide the personal space around us into?
- 2 What is the furthest zone away from us known as?
- 3 In which zone would you usually interact with your brother or sister?
- 4 Why do you think it might be important to know about personal distances?

Speaking

- 3 Discuss with your partner some situations where you might interact with people in the public space zone and social space zone.

Language focus

- 4 Look at the following sentences:

- *British people drink tea with milk.*
 - *A good number of British people drink tea with milk.*
- 1 What is the difference between the two sentences?
- 2 Which would be the best sentence to use? Why?

Underline the phrases in the magazine article used to avoid over-generalisations.

- 5 Look at the over-generalisations below. Use expressions to avoid over-generalising.
Example: *On the whole, I like going to school.*

I go to bed early

I drink a lot of coffee.

All my friends speak English.

All Emiratis drive.

Everyone in the UAE speaks English.

Writing 21st

- 6 You have been asked to write a short magazine article describing cultural practices in the UAE. You need to consider the following:

- include a catchy title
- choose three or four different cultural practices
- avoid over-generalising

Generally, people
in the UAE ...

On the whole,
people ...

More often than
not, people ...

The vast majority
of people ...

Lessons 16–17 Happiness

- To research and write a report about happiness around the world.

Project preparation and planning **21st**

- Have you ever heard of the *World Happiness Report*?
- Where do you think the UAE ranks in this report?

1 With your partner, discuss what makes a person happy in his country.

- Look at the *Did you know* box on page 225 and compare it with your answers.
- If you had a chance to change some of the criteria that are used in measuring happiness in the world, what would you change?

2 Complete the table by adding examples of ways in which you can achieve a high level on the *World Happiness Report*, according to the criteria. Add the opinion of a partner into the other column.

Criteria	Your ideas	A partner's ideas
Trust		
Social support		
Average income		
Freedom to make life choices		
Generosity		
Healthy life		



- 3 Start planning your report about happiness around the world. Go online and search for graphs and charts to get more information.

Introduction: What is the *World Happiness Report*?

Paragraph 1: What are the criteria for the *World Happiness Report*?

Paragraph 2: How are the results recorded?

Paragraph 3: What were the results? (you should add graphs and tables that you find during your research here)

Conclusion: How are the results useful for the future?

- 4 Rewrite your notes from the report framework into a full report.

- Decide what information you want to include and what you could leave out.
- Remember you should write at least 200 words and it's very important to include facts to support your statements.

Did you know?

The *World Happiness Report* focuses on certain criteria such as the average income per person in the country, social support, healthy life, freedom to make life choices, generosity and trust.



Unit 12: Life after school

Artwork competition winner:

Mahra Ibrahim Al Kaabi

Asma'a Bint al-Noaman Girls' School For Secondary Education



- **Topics** Popular careers in the UAE; Personal career profile; Unusual jobs; What I want to be!; My five year plan; After graduation
- **Use of English** Negative adverbials; Adverbs of certainty



Lessons 1–2 Popular careers in the UAE

- What career do you want in the future? Why?
- How can you achieve this?

Vocabulary

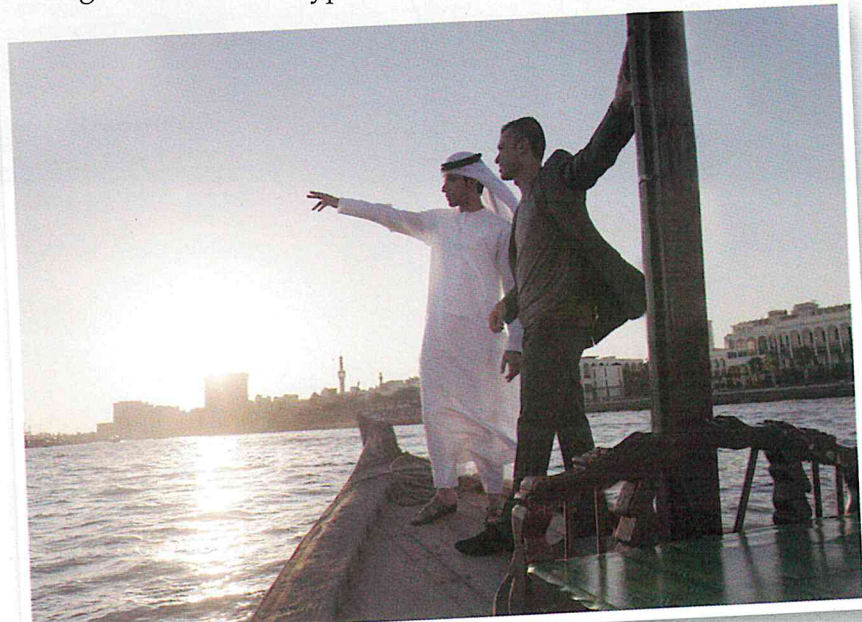
- 1 **21st** Look at the list of jobs in the box. Do you know what they all are? Would you be interested in any of them as a career?

engineer computer analyst architect technician scientist mechanic archaeologist
zoologist electrician pilot copywriter physiotherapist teacher fashion designer

- 2 Match the word with the meaning.

- a something extra you get because of your job (for example, a car, a laptop)
b the amount of work you have to do
c causing feelings of worry
d the period of time you spend at your job
e activities you do with friends or family when you are not at work
f things you regularly do
g a time by which something must be done
h making you feel happy you have done something well
i a feeling that you are right for a certain type of work

- 1 social life
2 routine
3 shifts
4 deadline
5 stressful
6 rewarding
7 workload
8 vocation
9 perk



Listening 67

3 Listen to the conversation and read the list of jobs in the box. What jobs do each of the women do?

- a Noora is a/an _____ .
 b Asma is a/an _____ .
 c Hanan is a/an _____ .

4 Listen again and make notes in the table.

	Noora	Asma	Hanan
Workload			
Holidays			
Working hours			
Words used to describe the job			

Listening strategy

When you are listening and need to write down key information, it is better to write notes rather than sentences. This will save you time and help you note down more details.

Speaking 21st

5 Work with your partner to discuss the similarities and differences between the three careers you find interesting. Remember to use language to compare and contrast.

Language tip

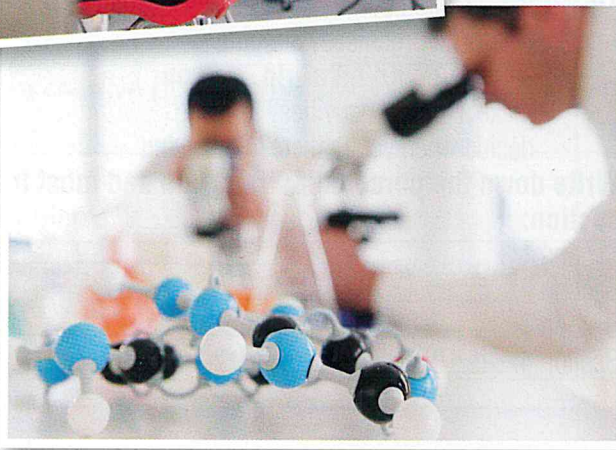
Being able to compare and contrast is an effective skill to master. There are a number of ways to do it.

You can use **comparatives** and **superlatives** to contrast; for example:

*Your work is so much **more energetic** than mine.*

*I wish my holidays were **as long as** yours.*

*This is definitely **the best** job for me.*



- Do you agree with your personality description? Do you agree with your partner's?
- Do any of the possible careers for your personality type interest you? Why/why not?
- Can you think of any more careers for each personality type?

Lessons 5–6 Unusual jobs

- What is your dream job?
- Can you think of any 'unusual jobs'?

Listening

flavourist
voiceover actor
colour expert

- 1 Read the job posts in the newspaper advert section.
Match each job to the correct advert.

1 _____ 2 _____ 3 _____

THE NEW EMIRATES TIMES		
CLASSIFIEDS: JOBS		
<p>WANTED</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Must LOVE colour • Must keep up with the latest fashion • Must be able to work away from the office often <p>PLEASE ENQUIRE AT ...</p>	<p>JOB POSTING</p> <p>Required background:</p> <ul style="list-style-type: none"> • MA or PhD in chemistry, biology and mathematics • Someone who loves cooking and follows the famous chefs • Someone who is creative, dedicated and discreet 	<p>DO YOU HAVE ...</p> <ul style="list-style-type: none"> • a calm, soothing voice? • a passion for speaking? • a recording studio? <p>We may have the career for YOU!</p>

- 2 Listen to the following people talk about their experiences as a flavourist, colour expert and voiceover actor. Decide whether the following statements are true (T), false (F), or whether there is no information (NI).

- Salem started cooking food when he went to university. _____
- Salem studied for a Master's Degree in Chemical Engineering. _____
- A Colour Expert creates new colours. _____
- Houra chooses all the colours for the client by herself. _____
- Rashed wanted to be a news reporter when he was a child. _____
- All you need to start a voice acting career is a computer and microphone. _____
- Voiceover acting is a very competitive career. _____

Reading

3 Read the article and answer the following questions:

1 Which bold word from Paragraph 1 means “conclusion”

- a overwhelming
- b revolting
- c culmination

2 Which paragraph most closely describes the process of becoming a perfumer?

- a paragraph 1
- b paragraph 2
- c paragraph 3

3 What is the purpose of this text?

- a informative
- b argumentative
- c persuasive

4 **21st** Complete the sentences with words from the text.

1 _____ that perfume probably the result of years of intense labour and research, _____ more ...

2 ... _____ perfumers _____ a perfect smell on their first attempt ...

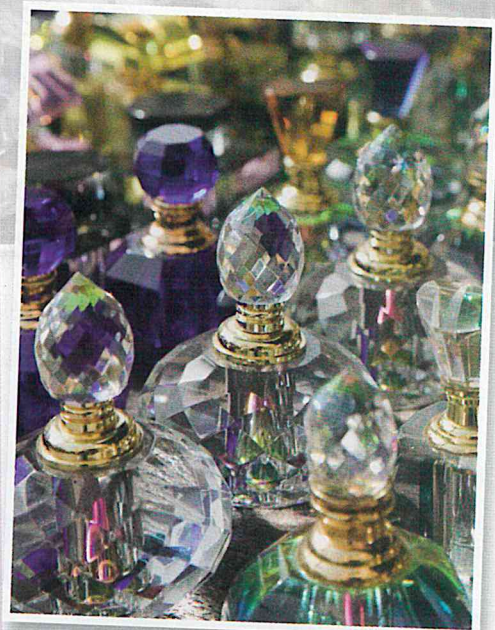
3 _____ the perfume _____ both a simple commercial product and a complex work of art.

The Masterpiece of Smells

1 Undoubtedly, we have all had the experience of walking in a mall and being hit with a wall of a powerfully **overwhelming** scent; usually emanating from a small kiosk. Regardless of whether the odour is pleasantly **enticing** or absolutely **revolting** to you, how often have you stopped to consider its origins? Not only is that perfume probably the result of years of intense labour and research, but it is also more than likely the **culmination** of someone’s artistic vision, all packaged in an attractive bottle.

2 The person behind this vision is a perfumer, and their pursuit for the perfect scent is never-ending. It starts with a passion, and a good “nose”. Most perfumers grow up enjoying different smells, from fresh cut grass to a salty sea breeze. This passion then matures and becomes academic, resulting in hours of chemistry classes and experiments in laboratories. In the end, performers leave university with the knowledge to be able to turn their early passion for smells into a serious and lucrative career.

3 However, creating new perfumes is not an **exact** science, and rarely do perfumers produce a perfect smell on their first attempt. Often, a lot of time and research results in a failed attempt to make a new **fragrance**. That is why besides education and natural talent, becoming a successful perfumer requires patience. It can take over 500 attempts to find the right “notes”, or combination of scents, that when **blended** result in the perfect synthesis of smells. Only then can the perfume become both a simple commercial product and a complex work of art.



Use of English: Inversions with negative adverbials

In formal writing, we can create an *inversion* by switching the position of the subject and auxiliary verb when using negative adverbials such as *not only*, *only* and *rarely*.

Regular: *I have rarely heard such a beautiful song.*

Inversion: *Rarely have I heard such a beautiful song.*

If a structure does not have an auxiliary verb, we use the verb *do* or *did*.

I not only like pizza, but also pasta.

Not only do I like pizza, but I also enjoy pasta.

a moment to think, use phrases like these:

Let me think about that for a moment.

Umm let me see.

Lessons 9–10 **What I want to be!**

- Think about your future. How **ambitious** are you? Do you have any **short-term** or **long-term goals** and **aspirations**? Have these changed from when you were younger?

Listening **21st**

- 1 **72** Listen to Mubarak give the introduction to a short presentation about his future goals and aspirations. Make notes on how he grabs our attention and his summary sentence.

Listening strategy

When taking notes on a presentation, you do not need to write every sentence word for word. Write key words or phrases that summarise each point.

Introduction: When starting a presentation, try to:

- Have an attention-grabbing statement, or a *hook*, to get the audience interested from the start.
- Give the audience one or two summary sentences, of what the presentation will be about. Include all the main points.

Introduction	
Attention-grabbing hook	
Summary sentence	

- 2 **72** Listen to the introduction again and answer the following questions.

- 1 How quickly or slowly does he speak?
- 2 Can you understand everything easily?

- 3 **73** Listen to Mubarak giving the body of his presentation. Make notes on his short-term and long-term goals.

Main Body: When giving the body of the presentation, clearly transition from one topic to the next.

- To transition between similar ideas, use phrases like: *likewise*, *similarly* and *this is just like ...*
- To transition between contrasting ideas, use phrases like: *conversely* and *on the contrary ...*

Body	
Short-term goals	
Long-term goals	



4 ⁷³ Listen to the body of the presentation again.

Fill in the gaps with the missing words.

- 1 After entering Khalifa University, _____ to study Aerospace Engineering.
- 2 One week he _____ becoming a doctor, the next week an English teacher.
- 3 Maybe I will wake up tomorrow and want to start _____ becoming the next great Emirati poet!
- 4 Finally, after finishing university, _____ to get a job with the UAE Space Agency and work at the Mohammed Bin Rashid Space Centre in Al Khawaneej.

5 ⁷⁴ Listen to the conclusion and make notes.

Use the table to help you.

Conclusion: When giving the conclusion,

- give a summary of the points covered in the presentation.
- make a strong closing remark that connects with the introduction

Language tip

You can use the present continuous tense with verbs like *plan* and *hope* followed by the preposition *to* when you want to talk about future goals and aspirations.

I am hoping to start university next term.

You can also use the phrasal verbs *think about* and *look into* followed by a gerund.

I am thinking about studying medicine at university.

Conclusion

Summary of the main points	
Closing statement that connects to the introduction	

Speaking ^{21st}

- 6 Present the presentation you planned in Activity 4 in the Workbook to your group. While listening, each person should evaluate one of the following: hook, summary, introduction, main body and conclusion.

Lessons 13–14 **After graduation**

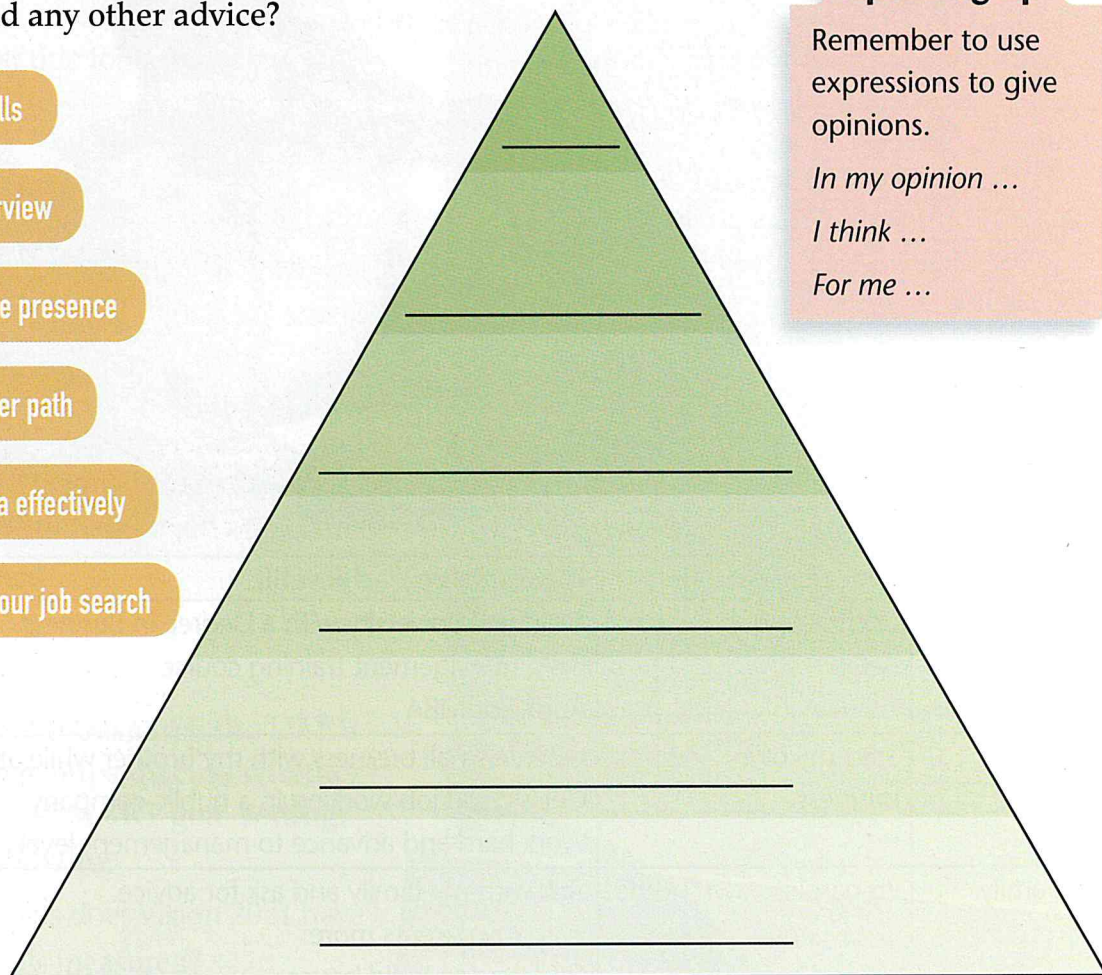
- Do you know what you want to do after school or university?
- How can you prepare for this?



Speaking

- 1 Look at the following pieces of advice to help you look for a job. Rank them according to which you think is the most useful. Would you add any other advice?

- a Develop soft skills
- b Prepare for interview
- c Develop an online presence
- d Decide on a career path
- e Use social media effectively
- f Take charge of your job search



Speaking tip

Remember to use expressions to give opinions.

In my opinion ...


I think ...

For me ...

Listening

- 2 You are going to listen to a careers expert give advice to a group of students about searching for their first job. Look at the advice above. What tips do you think he might give?
- 3 ⁷⁵ Listen to the careers expert talk about preparing for the world of work. Which pieces of advice does he mention?

1 _____ 2 _____ 3 _____

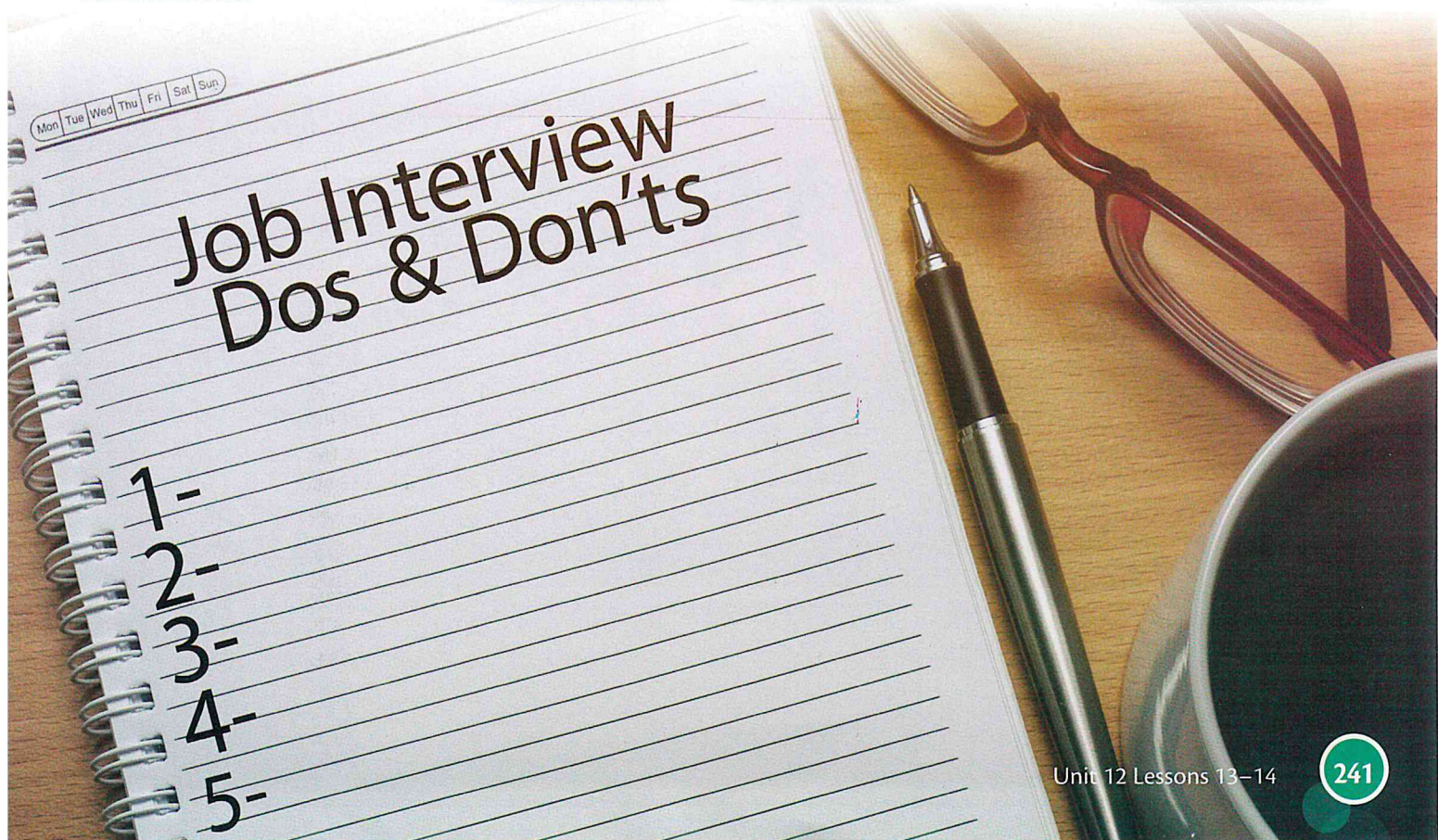
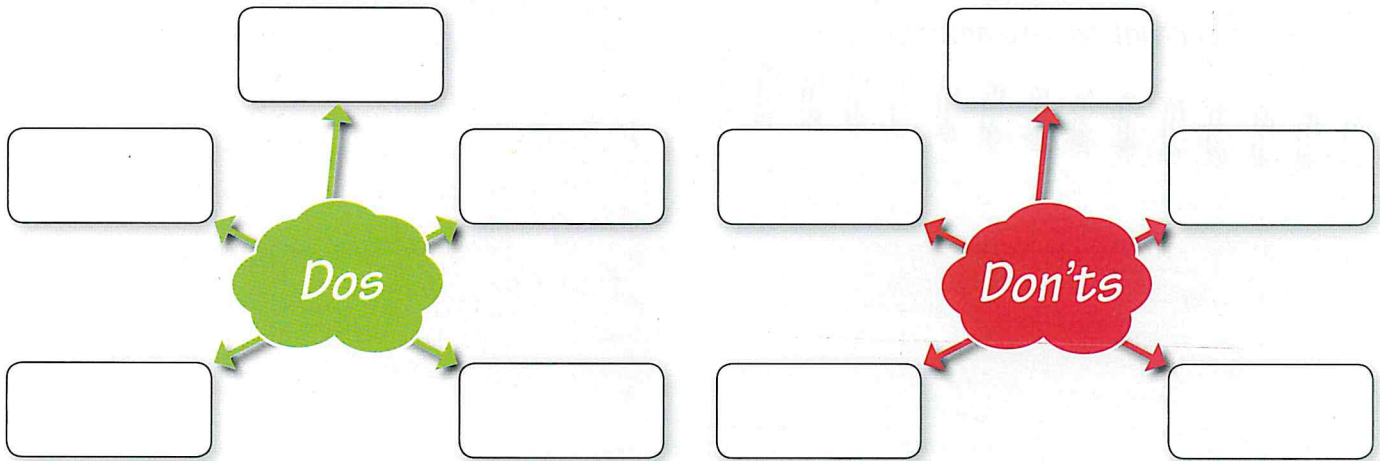
4  Listen to one of the pieces of advice given in the talk and write down exactly what you hear.

5 Look at audioscript 76.

- a Underline the expressions/sentences which make a prediction.
- b Are they tentative or strong predictions? How do you know?
- c What do you notice about the word order with **will** and **adverbs of certainty**.

Writing 

6 You have been asked to give some advice on *How to prepare for a job interview*. Brainstorm some *dos* and *don'ts* and make a list.



Lesson 15 Recycle

Speaking

- 1 Choose one of the tasks opposite and make notes on how you will answer it.
- 2 Talk to your partner for two minutes.
- 3 Think of some follow up questions you could ask your partner. For example:

What difficulties do you think you could experience looking for your first job?

Is it important to have ambitions?

Describe a job you would like to do.

You should say:

- *what job it is*
- *what you would do in this job*
- *why you want to do it*
- *why you think you would be able to do it well.*

Describe an ambition that you have for the future which is not connected to work.

You should say:

- *what the ambition is*
- *when you expect to be able to achieve it*
- *how it will affect your life in the future*
- *why this ambition is important for you.*



My goals:

- 1.
- 2.
- 3.



Lesson 16 Review

Vocabulary

1 Complete the following sentences with the correct word.

- 1 I am hoping _____ study mechanical engineering at university.
- 2 My parents are thinking _____ travelling abroad next year.
- 3 We are planning _____ visit the desert this weekend.
- 4 I am looking _____ the possibility of buying a new car.

2 Complete the text with an adverb of certainty.

In order to land the perfect job, you will _____ need to be prepared. Remember, this will _____ be an entry level position so pay a lot of attention to the soft skills. A potential employer may forgive a lack of experience but they _____ won't want someone who has problems communicating. Ask your friends for feedback about how you come across in face-to-face communication. They will _____ be pleased to help you.

3 Put the words into the correct order to make sentences.

1 go hopefully We mountains the weekend this will to

2 will employers online research probably Potential candidates

3 job won't to perfect The certainly to come you

Speaking and writing

4 Imagine you are planning a presentation entitled 'My Five Year Plan'. Do the following belong in the **introduction (I)**, **main body (MB)**, or **conclusion (C)** of a presentation?

- Summary of main points _____
- Summary sentence _____
- Education _____
- Closing statement _____
- Career _____
- Attention grabbing hook _____

5 Complete the following tasks for the presentation 'My Five Year Plan'.

- Think of an attention-grabbing hook.
- Write a summary sentence.
- What other topics could you include?
- Write a closing statement.

6 Now write a summary of your presentation. Try to use some negative adverbials.

Lessons 17–18 **Life after school**

- To prepare and write a CV.

Project preparation and planning 21st

- Have you ever applied for a job?
- If so, did you write a CV for your application?

- 1 Discuss with your partners:
Why is it very important to learn how to write an effective CV?
- 2 Before writing your CV, think of the documents you need to complete it.
- 3 Start writing you CV, following the steps below:



Step 1 Personal Information

Name: _____

Address: _____

Contact details

Email: _____

Phone: _____

Mobile: _____

Step 2 Educational information

[Type of certificate] [year of completion] [name of university/institute/ school]

Step 3 Work experience

[Job title] [The company's name] [Years]

Step 4 Skills and hobbies

[make sure to write all the skills and hobbies that are related to the job you are applying for]

Step 5 References

[Name] [Contact details]

- 4 Check through what you have written. Do you need to add anything, or take anything out? Do you need to check the spelling of any words? Are you happy with the layout?

When you have finished checking, create a final version and submit it to your teacher.

internal
interview
intuition
lazy
logic
motivated
palm
perceive
pessimistic
pound
proactive
productive
psychologist
receptive
recharge
rely
reserved
scowl
smile
smirk
smugness
sued
theory
trait

adjective
 noun
 noun
 adjective
 noun
 adjective
 noun
 verb
 adjective
 verb
 adjective
 adjective
 noun
 adjective
 verb
 verb
 adjective
 noun/verb
 noun/verb
 noun/verb
 noun
 adjective
 noun
 noun

shake your head
 struggle with
 fascinated by
 good at
 interested in
 public distance
 social distance
 personal distance
 intimate distance
 generally speaking
 on the whole
 more often than not

Unit 12

advance verb
ambitious adjective
approximately adverb
archaeologist noun
architect noun
aspirations noun
bland adjective
blend verb
breakdown noun
clash verb
colour expert noun
computer analyst noun
consistent adjective
copywriter noun
creative adjective
culmination noun
deadline noun
decisive adjective
decrease noun
delectable adjective

Phrase list

what makes us tick
 small talk
 gut feeling
 use your head

get a kick out of
 eye-opener
 body language
 nod your head

discreet	adjective	soothing	adjective
electrician	noun	specific	adjective
employable	adjective	stressful	adjective
energetic	adjective	tangible	adjective
engineer	noun	technician	noun
enticing	adjective	thoughtful	adjective
exact	adjective	toxic	adjective
fashion designer	noun	vision	noun
flavourist	noun	vocation	noun
fluctuate	verb	voiceover actor	noun
fragrance	noun	workload	noun
glaring	adjective	zoologist	noun
graduate	verb		
graduation	noun	Phrase list	
honest	adjective	accounts for	
hook	noun	get on the first rung of the (career) ladder	
jarring	adjective	land a job	
likewise	adverb	long-term goals	
management	noun	on the contrary	
measurable	adjective	online presence	
mechanic	noun	social life	
motivate	verb	soft skills	
overwhelming	adjective	short-term goals	
perk	noun	take its toll	
physiotherapist	noun	technical expertise	
recruit	noun		
relevant	adjective		
responsible	adjective		
revolting	adjective		
rewarding	adjective		
routine	noun		
sensitive	adjective		
shifts	noun		
similarly	dverb		
slightly	dverb		

Interviewer: That sounds like a very important project! How about the flora in Salalah?

Hassan: Well perhaps the most famous tree that grows in the region is the *Boswellia sacra* tree, more commonly known as the frankincense tree. This small, shrub-like tree, which grows on the slopes of the mountains in southern Oman, is probably most famous for its resin. The dry sap from the frankincense tree is harvested and turned into an aromatic resin that is used in perfumes and incense.

Interviewer: Ahhh ... that must be the beautiful smell that you often come across in the malls in the UAE!

Hassan: Exactly, though this has come at a cost. The tree is currently under threat due to overexploitation. Thankfully, however, 20 years ago we knew that if we continued to commercialise the trees, we very well might not have been able to see them in the future.

Interviewer: That is awful, it will really make me think the next time I smell that fragrant aroma! Well, we are almost out of time. Is there anything that you would like to add?...

Track 57

Dr. Reem: Good Afternoon, and welcome to our panel on Recycling and the Environment. We would like to welcome Dr. Asma from the Dubai Institute of Environmental Research.

Dr. Asma: Thank you, Dr. Reem. Scientists and environmentalists have described a vast patch of floating rubbish in the Pacific Ocean. A large proportion of waste ends up in the oceans. The North Pacific gyre, a current, accumulates this rubbish and deposits it into a massive area known as the Great Pacific Garbage Patch.

Plastic makes up the majority as it is cheap to produce and durable. The problem is it does not biodegrade. Instead, it simply breaks down into smaller and smaller pieces, and turns parts of the ocean into a murky soup.

Drs. Lynott & Turner from the Irish Environmental Academic Council suggest that as the population expands and more rubbish is dumped into our oceans, this problem is going to get bigger and microplastic will begin to enter the human food chain. This could potentially be catastrophic for peoples' health.

As I mentioned earlier, the term 'soup' has often been floated to describe microplastic pollution. This dense cloud in the water prevents light from penetrating to the deeper levels of the ocean, which in turn prevents plankton and algae growth. Plankton is a major source of food for small marine life and it is on these that larger fish such as tuna depend. So, the potential for damage to the entire marine food web is high.

The situation is further compounded by the question of who is responsible for the rubbish patch. No one country is willing to take on that responsibility. Therefore, it is left to environmental organisations to investigate and address this. By all accounts it cannot be cleaned up as it is almost 70 years of rubbish, and microplastic is tiny and it is dispersed over a large remote area.

Track 58

News reporter: ... and in other news, Dubai Municipality has introduced new regulations regarding noise pollution in response to complaints received from residents across the emirate. Many residents living in neighbourhoods close to airports have long complained about the noise levels of low-flying planes coming in to land or taking off, suffering from many nights' disrupted sleep due to the noise pollution caused. Residents in other areas have complained of noisy construction work, often starting early in the morning and taking place over the weekends. Further complaints were received from residents in busy areas with a lot of traffic late at night, causing disrupted sleep due to the high level of noise and bright lights.

The municipality decided to take action due to the volume of complaints received and concerns over residents' health. Research has shown that light and noise pollution can cause stress, anxiety and depression, amongst other ailments. In addition, sleep deprivation has serious safety implications, particularly for road users and those working in jobs requiring high concentration levels.

Which brings us on to our next news item regarding the upcoming Earth Hour. There will be participation across the UAE in this global environmental movement, which occurs this Friday, so be prepared for the emirates to go dark. For those who haven't heard of Earth Hour before, it takes place every year when people around the world show their support for environmental protection by switching off. Switching off their lights, TVs, computers – anything that consumes power – for an hour. This year's Earth Hour is this Friday evening from 7:30 until 8.30.

Track 59

Mona: Did you hear the news today?

Asma: No, what happened?

Mona: The government has set some new regulations about light and noise pollution, so hopefully I'll finally be able to have a good night's sleep!

Asma: Oh that's good! Yeah, the construction work going on near my house really bothers me, especially at the weekend.

Mona: Yeah, exactly. They also said that light and noise pollution is really bad for our health.

Asma: Oh really? That's bad. My sleep is often disturbed.

Mona: Yes, it's quite concerning actually. They explained that light and noise pollution can cause stress, anxiety, and ... oh I can't remember the word, it's like when you feel really down and sad ... ?

Asma: Ohhh, depression?

Mona: Yes! That's it.

Asma: Oh gosh, that's terrible, I didn't know that.

Mona: I know, I mean it's always been annoying, but yeah I had no idea it had that much of an effect.

Asma: True.

Mona: Anyway, they also talked about something else that interested me, it's something to do with the environment, when everyone switches off their lights. Have you heard of it?

Asma: Yeahhh, I know what you're talking about. Earth Hour, right?

Mona: Yes! That's it! Are you going to do it?

Asma: No, I don't think so. What's the point? You switch your lights off for an hour ... How does that really help the environment?

Mona: I know what you mean, but it's more than that. I thought that too but I've been reading about it online.

Asma: OK, what did you find out?

Mona: Well, yes, they do the Earth Hour every year, but that's more to get people's attention.

Asma: Oh I see, it's a kind of advert ... ?

Mona: Yes! It's similar to a marketing campaign.

Asma: Oh, okay.

Mona: Yes, and really they're sending a message to people to switch off more often, not just for Earth Hour, and highlighting that we need to think about the environment. And, not just that but how it affects us and our health now, not only in the future.

Asma: Ah like what they were saying about light and noise pollution?

Mona: Exactly!

Asma: Oh, OK. I think I might do it then.

Mona: Oh good! They're on social media as well, so rather than ... oh what's the word?

Asma: I don't know. What word?

Mona: It's a thing that you give to charity.

Asma: Oh, a donation?

Mona: Yes, right. So rather than donating money, you can donate your social media page or feed to help spread the word.

Asma: Ah, I like that idea. OK, let's do it.

Track 60

- a. They explained that light and noise pollution can cause stress, anxiety, and ... oh I can't remember the word, it's like when you feel really down and sad.
- b. Anyway, they also talked about something else that interested me, it's something to do with the environment, when everyone switches off their lights.
- c. Oh I see, it's a kind of advert?
- d. Yes! It's similar to a marketing campaign.
- e. It's a thing that you give to charity.

Unit 11

Track 61

Interviewer: Hi, welcome. Please have a seat.

Salem: Thank you.

Interviewer: So, Salem, let's begin by getting to know you a bit more. Tell me, how would you describe yourself?

Salem: Well, I would describe myself as someone who is ambitious, hardworking and motivated. I've applied these qualities throughout my school career, which has helped me to progress well in my studies, and it's my intention to continue this throughout my university studies.

Interviewer: Great. I can see here that you've applied to study Civil Engineering with us.

Salem: Yes, that's right.

Interviewer: Could you tell me why you chose this subject?

Salem: I've always been fascinated by how things work and how they are put together. I enjoy studying Maths and Physics, and luckily, I'm also good at them, so I've been interested in studying Engineering for a long time.

Interviewer: What do you think you might struggle with?

Salem: Of course, I don't expect university to be easy. And, while I'm confident that I have the skills to complete the course, I think I could struggle with making new friends because I can be a bit reserved at times.

Interviewer: Oh, well, not everybody can be outgoing.

Salem: Mmm true.

Boss: Yes, yes, I understand. So he's confident and approachable. That definitely puts him ahead of some of the other candidates. What else did you notice?

Man 2: He was receptive.

Boss: Receptive? What does that mean?

Man 2: You know, someone who listens to what we had to say and let us finish before speaking.

Man 1: I noticed that as well. I felt like he was really listening and not just waiting for his turn to talk ... Do you follow me?

Boss: Sure.

Man 1: Also, he asked very good questions about the position and the company.

Man 2: That shows that he was very proactive. He was actively listening and wasn't afraid to ask for a clarification if he didn't understand.

Boss: I see. Confident. Approachable. Receptive. Seems like a real people person.

Man 1: Exactly! An extrovert like him would do well on our team.

Boss: Well, I've decided. Call him up and invite him in for the next round of interviews. Okay, onto the next application ...

Unit 12

Track 67

Asma: Hi Noora

Noora: Hi Asma. Nice to see you at last!

Asma: I know; life is really busy at the moment.

Noora: Likewise, my workload is through the roof at the moment. I have so much marking to do. I can't wait for the summer to come!

Asma: Ah I'm so jealous of your summer break! I wish my holidays were as long as yours.

Noora: Yes, the holidays are a real perk, but we do have to earn it Asma. I'm in work from 7 am and some days I'm still marking or planning for the next day up until 10 at night, and when we have inspections it's even worse!

Asma: I know; I know you work hard. And your work is so much more energetic than mine. I don't know how you have the energy actually. One thing I like about my job is that I mostly work on my own and I don't really have to interact with that many people. Well, there's the co-pilot of course and the rest of the team, and air traffic control, but it's nowhere near as many as you. And you have to be so energetic to keep the kids interested, I couldn't do that.

Noora: That's true, but I don't know how you work the hours you do, and weekends! I mean, I work weekends, but that's marking or planning at home, whereas you spend whole weekends away from home.

Asma: I know, the shifts can be tough, particularly on my home and social life, but it's ok. I like that my routine changes, at least I don't get bored!

Noora: Haha yes I guess.

Asma: Although, it does make it difficult to plan things.

Noora: Yes! I think it took us about two weeks just to plan this coffee!

Asma: Haha true. Oh here's Hanan.

Hanan: Hi ladies!

Asma: What have you got there Hanan?

Hanan: Oh, these? They're the plans for the current project I'm working on. It's taking over my life at the moment!

Noora: Oh you poor thing! Things must be crazy for you when you have a big project on, it's nice of you to find time to catch up with us.

Hanan: It's the only way I can stay sane! But yes, it is usually a bit quieter than it is at the moment. However, when a project is nearing a deadline, it's far more difficult to see friends and make time for myself. Similarly, if the client changes their mind about something or we find out that there's a planning restriction on what we want to build, it can mean that we have to change things very quickly and work longer hours to get the project finished by the deadline. So, yes, it can be stressful, but on the other hand it's also very rewarding; when you see the building finished and the happiness on the clients' faces, it makes it all worthwhile.

Noora: That's so true Hanan. While my job can be stressful at times, this is my vocation and I love what I do. This is definitely the best job for me.

Asma: Me too!

Track 68

Ali: Hello listeners, welcome. We have three guests who want to tell you about their unusual jobs.

First, we have Salem. Salem, welcome to the show! Could you please tell our audience what you do for a living?

Salem: Well I am a flavourist.

Ali: A flavourist? What is that?

Salem: Well, I work with different chemicals and natural flavours to try to improve the food we eat.

Ali: Fascinating! Tell our listeners how you found your start in this career.

Salem: Sure. Even before I started studying at university, I was always fascinated with taste and flavour. I would often prepare meals for my family at age six. I loved trying out different spices and seeing how they would interact.

Ali: What did you have to study at university to prepare you to become a flavourist?

Salem: I studied chemistry as an undergraduate. I also received a Master's Degree in Chemical Engineering. While it is a very rewarding job, it also requires a lot of late nights doing research! But we need the knowledge to avoid mixing chemicals that are toxic when combined.

Ali: Wow, that is something that I hadn't thought about. Thanks Salem, that was some great insight into one of the more unusual jobs! Next, if you live and breathe colour, we might have a job for you! I am pleased to welcome Houra onto our programme.

Houra: Thanks Ali, and yes, I DO love colour! I love colour so much that I have become a colour expert.

Ali: A colour expert? So does that mean you create new colours?

Houra: Haha, not quite, Ali. What I do is assist people in selecting colours for their homes or offices. Sometimes I am even consulted to help find colour schemes for an entire hotel!

Ali: Wow, that is impressive! So how did you become a colour expert?

Houra: I have always had an affinity for colour. When I was six years old, my family moved into a new villa. I remember walking around with my parents telling them what colour each room should be.

Ali: And did your parents listen to you?

Houra: Believe it or not, they did listen to some of my advice. And years later, they still say that I chose the best colours in the entire house! From then on, I studied interior design, which led me to where I am today.

Ali: Incredible. So, if I hired you, you would come and pick out the colours for every room in my house?

Houra: Hmm ... well, it's not quite that simple. I don't simply choose colours, I work with my clients to help them find what's best for them. Otherwise I would have the same colours in each of my clients' houses.

Ali: So, last question. What is your favourite colour right now?

Houra: That's easy! Right now I *love* turquoise. It really makes everything seem tranquil, and not shocking or jarring like neon green!

Ali: Haha! Thank you Houra! That is a *lot* of information. Now to our last guest. Rashed. Good morning Rashed, and

welcome to the programme. Rashed works as a voiceover actor.

Rashed: Thank you Ali, it is a pleasure to be on the show.

Ali: So Rashed, what can you tell us about what it's like to be a voiceover actor?

Rashed: Well, many people think that all you need to be a voice actor is to have a computer with a microphone, and of course a soothing, audible voice. But it's not that easy. I took years of voice acting classes before I was hired for my first job, as no one wants to hire a voiceover actor with a boring, bland voice.

Ali: What type of voiceover work do you do?

Rashed: Mainly advertisements and some documentaries. I just finished reading for a documentary about the history of the unification of the UAE. So one additional advantage of the job is that I learn a lot!

Ali: So with all the different advertisements, documentaries and other jobs that need voiceover actors, there must be a lot of work.

Rashed: Actually, it's a really competitive industry. Most voiceover actors only do it part-time. In fact, a small group of people do the majority of the work. So, unless you're very dedicated to it and willing to work for a long time without earning a lot of money, it might not be the career for you.

Ali: Huh. That's really interesting. Now I am glad that I already have a job in radio! Unfortunately, that is all the time we have for today. I would like to give our guests a huge thank you for their time.

Track 69

Interviewer: I would like you to describe a school subject that interest you.

Reem: Well, I would say right now my favourite subject to study is science, especially biology and chemistry. However, that was not always the case.

Track 70

Interviewer: I would like you to describe a school subject that interests you.

Reem: Well, I would say right now my favourite subject to study is science, especially biology and chemistry. However, that was not always the case.

When I was younger, I really enjoyed art. I loved when my teacher gave us learners a piece of paper and some paint, and I would start drawing all the beautiful pictures that I saw when I was day dreaming. I really liked to draw villages and markets filled with people, animals, and food.

When I started 6th grade, I took my first biology class. I remember that at first I saw all the diagrams of cells and different animals and thought that it looked very difficult. I was worried that I would never remember all the parts of a cell, or the process of osmosis! But slowly over that first year, everything started to become clear. What fascinated me most, and still makes me so interested in it, is understanding how the living world worked. On exams, not only did I recognise the important vocabulary, but I could also label diagrams of complicated biological processes. It was not difficult, it was fascinating! By 8th grade, it was my favourite subject by far, and has continued to be.

Now, when I think about my future, all I want to do is work in science. I could easily see myself spending all day in a laboratory, making new discoveries and getting papers published in famous journals. Or maybe even become a Nobel Prize winner! But what I really want to do right now is use my passion to help other people and to help my country. In my opinion the best way to do that is to become a doctor. So, when I go to university, I want to study medicine.

Interviewer: Thank you.

Track 71

Interviewer: I am going to ask you some questions related to school and careers. First, do you think it is important for learners to decide their future at a young age?

Reem: No, I don't. When I look back at what I wanted to be when I was in 2nd grade, in 6th grade and in 10th grade, everything was different. When I was in 2nd Grade, I wanted to be an astronaut, in 6th grade an artist and finally in 10th grade I knew that I wanted to become a scientist. If I'd decided by 6th grade that I wanted to be an artist, I would have never discovered my passion for science. We all learn new things, and our interests change.

Interviewer: In today's world, what school subjects are important for learners to study?

Reem: Well, if I have to be honest, I would say that every subject we learn in school is very important for our education. Each one helps us grow through knowledge. If I had to choose some subjects that are specific to our modern world, I would say that because technology is becoming more and more important in our daily lives, I think that it is very important that learners take classes in science and mathematics. These are the building blocks of the future. In addition, English is very important too. In the UAE, English is one of the main languages of communication, so we must speak good English to communicate with all the different people who live here. Moreover, if we want to work or study internationally, we must know English because it is such a global language.

Interviewer: What type of career does studying English prepare learners for?

Reem: Well, as I said earlier, it is a very global language. I think that no matter what career you choose to pursue, studying English will have a big benefit. For example, if I want to work in business, then it is important that I can write to different firms around the world and communicate ideas to them, as well as understand their ideas. Or, like myself, I want to work in science, so it will help me to write for English language scientific journals and communicate with other scientists.

Interviewer: For what careers do you need to go to university?

Reem: Well, some careers, like being a doctor, require that you study at a university to learn a foundation in science, and then you have to go to a medical university where you study specific things you need to know to be a doctor. Many careers require extra education, but not necessarily at a university. For example, if you want to become a police officer, you do not need to attend university, but you do need to attend a police academy. Other jobs, like going into business, also do not require university. But it certainly can help.

Interviewer: What reasons are important in choosing a career?

Reem: Hmm ... I guess one of the first things that comes to mind is money. You want to be sure that you can earn a good living and do the things you want to do. But for me, having a real passion for what I am doing is the most important thing. It would be hard for me to work in a career that I don't love. I want to go to work every day feeling like I am going on holiday!

Track 72

Speaker: A cure for cancer? A colony on the Moon? Our lives have limitless opportunity! Hello everyone, my name is Hassan Al Khaja, and today I want to talk to all of you about my dreams and aspirations. I will be graduating from school very soon, and I have thought quite a bit about my future. And not just my immediate future, but what my aspirations are over the next several years.

Now, I realise that curing cancer or helping to create a colony on the Moon may seem like very lofty goals. But what fun is life without high aspirations? So today I will talk about my immediate plans over the next year, including attending university. Then, I will talk about my long-term goals, like what I want to study at university and my goals and aspirations as well as how my studies will shape my future. So, even if being the first person to set foot on Mars seems ambitious, I am still planning on pushing myself as far as I can to accomplish my dreams.

Track 73

Speaker: To start, I will talk about my short-term goals. My first goal is to be accepted into a great university. I know that it will be a really difficult process, but I feel like I am up to the challenge! Right now, I am preparing by studying for the IELTS exam. I am reading a lot of great classic books with complicated words so that I can improve my reading and vocabulary skills. I am also listening to podcasts in English about topics that I really enjoy. For example, right now I am listening to a fascinating podcast about the Emirates Mars Mission. Not only do the podcasts improve my listening skills, but I am learning so much interesting information about our space programme. So, after all that hard work, hopefully by this time next year, I am hoping to be studying at Khalifa University. This is important for the next stage of my goals.

So, now for my long-term plans. After entering Khalifa University, I am planning to study Aerospace Engineering. Ever since reading about the American Apollo 11 Space Mission to the Moon when I was younger, I dreamed of becoming the first person on Mars. So, when at university, I will have to study physics. It is a difficult subject for me, but it is something that I know that I can master if I put in the effort! Likewise, I will need to have a good understanding of astronomy. I can't really expect to become an astronaut if I don't know anything about space.

Conversely, while I am determined to work in Aerospace Engineering, my best friend, Ahmed, has no idea what he wants to do. One week he is thinking about becoming a doctor, the next week an English teacher. So, who knows? Maybe I will wake up tomorrow and want to start looking to becoming the next great Emirati poet!

But back to my goals. Finally, after finishing university, I am hoping to get a job with the UAE Space Agency and work at the Mohammed Bin Rashid Space Centre in Al Khawaneej. Working for the Space Program, I know that I can be on the cutting-edge of technology. I hope to be a major contributor to the Mission to Mars, and maybe even become one of the astronauts to go!

Track 74

Speaker: So, in conclusion, I have a lot of goals and aspirations for my life. Right now, I need to work hard to get into a great university. Next, I can study Aerospace Engineering so that I can finally realise my dreams and work for the UAE Space Programme. However, if I don't attempt to fulfil my dreams, then I will never be happy knowing that I never tried.

Track 75

Presenter: Good afternoon ladies and gentlemen. I know that most of you will probably be graduating this year. Congratulations! Graduation is a time to celebrate. After all that hard work and sacrifice, you certainly deserve it. You will hopefully now be ready to embark on the next stage of your life – landing that perfect job.

But be warned. This definitely won't be easy. Fear of unemployment and the pressure of finding a job you love will obviously take their toll ... unless you prepare yourselves. Don't panic, that's why I am here – to offer you some advice to help you start your professional journey.

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

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

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

Track 76

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

Unit 5, page 101

Use of English

We can use the passive form of verbs in other text types for the following reasons:

- We don't know who does an action.
*Bollywood **was invented** in the 19th century.*
- The topic is more important than who did it. Use **by** to say who does the action.
*The Film Awards **were hosted** in Dubai last month **by** the Times of India.*
- To reference another person's work in literary and scientific texts.
*The remodelled wind turbine **was proposed by** Sarju Patel.*

Every tense has a passive form. Form the passive by using the verb **be** + **past participle**. Change the verb **be** to match the tense.

Present simple passive: *A new film **is made** every few days **by** the studio.*

Past simple passive: *The first film **was made** under the British Raj **by** a small studio.*

Present perfect passive: *A new film **has been made** to celebrate over 100 years of film making **by** a major studio.*

Future passive: *A new film **will be made** next week **by** the same actors.*

Unit 6, page 112

Use of English

We use **wish** and **if only** to talk about regrets.

For example,

If only I knew how to swim when I was younger. I wouldn't be so afraid of the water.

I wish I had more time. Then I could do all the things I want to do.

Unit 6, page 120

Use of English

Read *Alia79's* reply again in your Workbook.

Which words/expressions are used to give advice?

Which words/expressions are used to express obligation?

Can you think of any other words/expressions to give advice or express obligation?

Unit 7, page 132

Use of English

We can use the **future simple passive** and **present perfect passive** for formal register when the subject (who/what made the action) is not important.

We use the **future simple passive**, will be + past participle, to speak about actions that someone will do in the future.

Example: The building *will be planned* at the meeting next week.

We use the **present perfect passive**, has/have + past participle, to speak about actions that have already been completed, but are connected to the present.

Example: The building *has been planned*.

In formal speech, we do not use the contractions **won't** and **hasn't/haven't** in the negative.

Unit 7, page 139

Use of English

Would is used to write about a future circumstance, where if the situation allows, you will do something.

For example:

I would be happy to come ...

I would welcome an opportunity ...

Unit 7, page 141

Use of English

Independent clause + dependent clause = complex sentence.

We connect a dependent clause to an independent clause with a subordinating conjunction:

***When** his family noticed the benefits of their new healthy lifestyle, they began to tell their friends and neighbours.*

*I wouldn't have been able to cope **unless** I changed something.*

Find examples of subordinating conjunctions in the newspaper article and circle them. What do you notice about the punctuation?

Unit 10, page 201

Use of English

Look at the verb phrases in the following sentences:

- *Using his best camera*, Majid took photos of the rare birds.
- *Having joined* a conservation group, you will be more aware of the environment.

-ing participle clauses allow you to express condition, reason, cause and effect with fewer words than two clauses linked by a conjunction.

After he had finished the exam, he was very happy.

Having finished the exam, he was very happy.

(have +-ing + past participle)

We can also use -ing participles, OR *by + ing* to show how something can be achieved:

Restricting human access to these areas will help the species recover.

By restricting human access to these areas, the species will recover.

Unit 11, page 209

Use of English

In the interview both Salem and the interviewer use reflexive pronouns:

Interviewer: How would you describe yourself?

Salem: I would describe myself as ...

We use reflexive pronouns to refer back to the subject of a sentence if the object is the same as the subject.

Personal pronouns (subject)	I	you	he	she	it	we	you	they
Reflexive pronouns (object)	myself	yourself	himself	herself	itself	ourselves	yourselves	themselves
	<i>singular</i>					<i>plural</i>		

Unit 11, page 212

Use of English: Modals in the past

We can use modals to talk about certainty, ability and advice in the past.

When using positive modal verbs in the past, use the construction: *modal verb + have + past participle*.

I must have made a poor impression, I was scowling the entire time!

When using modal verbs in a negative verb phrase in the past, use the construction: *modal verb + not + have + past participle*.

My friend Mona couldn't have been in class today, she is on holiday in Ras al Khaimah all week.

Unit 12, page 233

Use of English: Inversions with negative adverbials

In formal writing, we can create an *inversion* by switching the position of the subject and auxiliary verb when using negative adverbials such as *not only*, *only* and *rarely*.

Regular: *I have rarely heard such a beautiful song.*

Inversion: *Rarely have I heard such a beautiful song.*

If a structure does not have an auxiliary verb, we use the verb *do* or *did*.

I not only like pizza, but also pasta.

Not only do I like pizza, but I also enjoy pasta.

Unit 5, page 96

Language tip

Notice the phrase Abdullah uses to remind us of the positive side of fame: *Let's not forget that fame does have a positive side.* We can use **Let's not + infinitive** as a way to strengthen an imperative:
Let's not go home now;
Let's not make the same mistake again.

Unit 5, page 97

Language tip

Use expressions like these to let the listener know you are clarifying your point of view or adding extra information:
You know ... ,
I mean ... ,
To put it another way ...

Unit 6, page 117

Language tip

When someone is telling us about something new or explaining a new idea, we can use phrases or questions like: *Please go on. Tell me more. What makes you say that? Can you tell me more about that?* to show we are interested, extend the conversation and find out additional information.

Unit 6, page 119

Language tip

We can use the word *what* at the beginning of a sentence to refer to something that was mentioned earlier.

Unit 7, page 130

Language tip

Adverb intensifiers are used to add emphasis to a verb, adjective or adverb.

Unit 7, page 141

Language tip

The subordinating conjunction comes before the dependent clause. This means that the listener or reader are clear that this information is not as important.

Unit 8, page 161

Language tip

Using compound, complex and compound-complex sentences really takes your English to the next level.

Unit 9, page 171

Language tip

In persuasive texts authors try to grab the attention of the reader by addressing them directly using generic 'you' e.g.
'It's a fantastic offer that you can't ignore ... you will save money.'

Unit 9, page 178

Language tip

Attitudinal adverbs express the writer/speakers attitude towards the topic. They are unusual in that they refer to the whole clause or sentence and can occur at the beginning or end of sentence as well as before the verb, for example;

Unfortunately, I won't be able to go to lunch.

I won't be able to go to lunch, unfortunately.

Other examples of attitudinal adverbs are: *luckily, obviously, honestly, simply, definitely, sadly, hopefully*

Unit 10, page 189

Language tip

When Maitha talks about how people's actions effect the environment, she uses some phrases that are linked to *cause* or *effect*. These phrases can be phrasal verbs like the example below:

*It's amazing that our habits and routines can **result in** a large carbon footprint*

Or prepositional phrases like:

*There are many animals that are now endangered **due to** the changes in global temperatures*

In which sentence above is the effect given before the cause? Find the other examples of phrases that are used to sign post cause and effect in the audio transcript. Which ones describe the effect before the cause?

Unit 10, page 197

Language tip

When we report what we have heard, we usually change the tense.

*"I **didn't sleep** well last night."* → *She said (that) she **hadn't slept** well last night.*

In this example, the direct speech is spoken in the past simple, but when it is reported it is shifted back to the past perfect.

However, there are also occasions where we do **not** backshift.

*"Light pollution **is** bad for your health."* → *They said (that) light pollution is bad for our health.*

In this example, the direct speech is spoken in the present simple and it remains the same when it is reported. This is because light pollution is still bad for our health.

If we say "They said light pollution was bad for our health.", then backshifting to the past simple makes it seem as if it is no longer bad for our health.

Unit 12, page 229

Language tip

Being able to compare and contrast is an effective skill to master. There are a number of ways to do it.

You can use **comparatives** and **superlatives** to contrast; for example:

*Your work is so much **more energetic** than mine.*

*I wish my holidays were **as long as** yours.*

*This is definitely **the best** job for me.*

Unit 11, page 216

Language tip

You can check that a person understands what you are trying to say using phrases like these:

Do you know what I mean?

Are you with me?

Do you follow me?

Unit 11, page 217

Language tip

Phrasal verbs are verbs that are combined with prepositions. Phrasal verbs can be split into two categories: **separable and inseparable**.

Separable phrasal verbs can have a noun or pronoun inserted between the verb and the pronoun.

call up	call <i>him</i> up
give back	give <i>his book</i> back
tear up	tear <i>the paper</i> up

Inseparable phrasal verbs are phrases that cannot have a noun or pronoun between the verb and the preposition.

get in	get car in
come across	come him across
run into	run wall into

Unit 12, page 230

Language tip

Relative clauses are phrases that attach to the main sentence and provides more information or details. When describing a person, use the pronoun *who* to link the relative clause to the main sentence.

*Fartima is a learner **who** is studious and works hard.*

*Ibrahim and Farhad are boys **who** enjoy playing football in the afternoon.*

Tip: Relative clauses cannot stand on their own, because they are missing a subject.

Unit 12, page 237

Language tip

You can use the present continuous tense with verbs like *plan* and *hope* followed by the preposition *to* when you want to talk about future goals and aspirations.

I am hoping to start university next term.

You can also use the phrasal verbs *think about* and *look into* followed by a gerund.

I am thinking about studying medicine at university.

Workbook

Unit 1, page 6

Language tip

We use frequency expressions to show how often we do something and how often something happens.

Adverbs of frequency, such as *always*, *usually*, *normally*, *sometimes*, *occasionally*, *rarely*, and *never*, come after the subject and before the verb. *We usually go every summer.*

Except with the verb *to be* where the adverb comes after the verb. *It's normally nice and cool, but there's occasionally a lot of rain.*

Other frequency expressions, such as *every summer*, *twice a year*, *every once in a while*, *every now and then*, come at the very beginning or the very end of a phrase. *Every once in a while it's not a good experience. We usually go every summer.*

When we use the frequency expression *all the time* it always appears at the end of the phrase. *We stay at my uncle's house all the time.*

Unit 1, page 16

Language tip

Present perfect tense is used to write about things that happened at an unspecified time before now.

People **have lived** here for many years. (**have/has + past participle**)

Use the present perfect with unspecific expressions such as: *ever, never, once, many times, several times, before, so far, already, yet, etc.*

Unit 2, page 20

Language tip

We use the **past perfect** tense to indicate that an action was completed at some point in the past before something else happened.

had + past participle → had been, had eaten

*Moving goods **had been** a major problem for traders before purpose-built containers were introduced.*

Unit 2, page 28

Language tip

We use an **indefinite pronoun** when we do not want to refer to a specific person.

We can form some indefinite pronouns by adding to either *body* or *one* as follows:

somebody → singular	someone → singular	no one → singular negative
anybody → singular	anyone → singular	not everyone → plural negative
everybody → plural	everyone → plural	nobody → singular negative

Example: *Anyone/Anybody can go to Al Janadriyah Festival.*

Someone/Somebody left their handbag at our stall.

Everybody/Everyone had a fantastic day out.

Nobody/No one left early.

Not everyone was able to get a ticket.

Can anyone/anybody attend the festival?

What time is everybody/everyone going?

We can also use *one* and *you* as indefinite pronouns to address people in general. For example:
You/One can also watch horse races.

Unit 2, page 30

Language tip

When you are referring to a diagram, use phrases like
The diagram shows ...
You can see ...
Notice the ...

The diagram shows a proposal for a new Majlis. You can see there is seating for 10 to 12 people.

Unit 3, page 36

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.*

Unit 3, page 38

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

Unit 3, page 39

Language tip

Commas separate non-defining relative clauses.

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

Unit 3, page 43

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.

Unit 4, page 49

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>

Unit 4, page 50

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)*

Unit 5, page 64

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*

Unit 5, page 72

Language tip

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

Unit 5, page 75

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.

Unit 6, page 80

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.*

Unit 7, page 98

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.*

Unit 7, page 101

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.

Unit 8, page 107

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.*

Unit 8, page 113

Language tip

Before listening, try to predict what type of word or number you will need to fill it in. For example,

I play the ____.

the tells us that the word that follows is a noun, *I play* tells us it could be a musical instrument.

Unit 9, page 122

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?

Unit 9, page 131

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.

Unit 12, page 171

Language tip

Common negative adverbials include:

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

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

Only if, only when, only later

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

Rarely, seldom, hardly

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

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Bridge to Success

Coursebook

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Advanced

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

This book sets out to:

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



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