

<b>Grade:</b>	<b>12 Advanced</b>
<b>Units:</b>	<b>10-12</b>

Cambridge Bridge to Success Learner's Book (LB)  
Cambridge Bridge to Success Activity Book (AB)  
Cambridge Bridge to Success Teacher Guide (TG)

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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



الإمارات العربية المتحدة  
وزارة التربية والتعليم

Week	Period	Unit	Lesson	Pages / Audio Tracks	Skill Focus	Language Focus	Lexis Focus	SLOs
<b>1</b> 9-Apr-17	1	10	1	CB: 8, 9 WB: 6, 7 TG: 10-13 Audio: 1, 2, 3	Listening: To develop learners' ability to listen and detect opinion or point of view of a speaker. Speaking: To develop learners' ability to notice and use phrasal verbs for cause and effect and functional language for buying thinking time in a formal discussion	Cause and effect: caused by, results in, due to, as a result of, causes, because of, leads to.	Lexis related to sustainable energy and carbon foot printing: fossil fuels, emissions, deforestation, pollution, sustainable, non-renewable, waste, greenhouse gases, energy, climate change	G12.1.1.1.4 ,G12.2.1.1.7



1 9-Apr-17	2	10	2	CB: 9 WB: 6, 7 TG: 14-17 Audio:	Speaking: To develop learners' ability to utilise phrases for cause and effect and functional language for buying thinking time in a formal discussion	Cause and effect: caused by, results in, due to, as a result of, causes, because of, leads to.	Lexis related to sustainable energy and carbon foot printing: fossil fuels, emissions, deforestation, pollution, sustainable, non-renewable, waste, greenhouse gases, energy, climate change	G12.1.1.1.4 ,G12.2.1.1.7
1 9-Apr-17	3	10	3	CB: 10,11 WB: 8 TG: 17-19 Audio:	Reading: Learners read for gist and detail in an academic type text. Learners extrapolate answers from an extended reading. Speaking: Learners analysis how referencing is used in academic texts.	Referencing works: Cash, J. (2016) Ring of rubbish. The environmentalist. Vol. 10, pg. 73-79	Lexis related to environmental issues: absorbs, current, expands, expected, investigate, massive, nonsense, potential, remote swept, vast, visible, marine, pollutants, murky, plagiarism	G12.4.4.1.3 ,G12.4.3.1.1, G12.3.3.1
1 9-Apr-17	4	10	4	CB: 10, 11 WB: 8, 9 TG: 20-22 Audio:	Reading: Learners read for gist and detail in an an academic type text. Learners extrapolate answers from an extended reading. Writing: Learners write a concluding paragraph, paraphrasing and quoting the text.	Referencing works: Cash, J. (2016) Ring of rubbish. The environmentalist. Vol. 10, pg. 73-79	Lexis related to environmental issues: absorbs, current, expands, expected, investigate, massive, nonsense, potential, remote swept, vast, visible, marine, pollutants, murky, plagiarism	G12.4.4.1.3 ,G12.4.3.1.1, G12.3.3.1
1	5	10	5	CB: 12 WB: 10 TG: 23-26	Listening: To listen to a scientific text and extract key information, key	mixed conditionals for past and present results, mixed conditionals with	Lexis related to ecosystems: carnivore, herbivore, omnivore, habitat, ecosystem, shrub, species, nocturnal, flora, fauna	G12.1.1.1, G12.2.1.1.3



9-Apr-17				Audio: 4, 5	vocabulary and the language point formation.	different modal verbs of speculation: If I had studied harder in school, I would be at a better university now; If I had studied harder in school, I might be at a better university now.		
1 9-Apr-17	6	10	6	CB: 13 WB: 10, 11 TG: 27-30 Audio:	Reading: To be able to identify language points in a written text; to extract information and key vocabulary from a written text. Speaking: To produce statements using specific language points.	mixed conditionals for past and present results, mixed conditionals with different modal verbs of speculation: If I had studied harder in school, I would be at a better university now; If I had studied harder in school, I might be at a better university now.	Lexis related to ecosystems: carnivore, herbivore, omnivore, habitat, ecosystem, shrub, species, nocturnal, flora, fauna	G12.3.4.1.3, G12.3.4.1.2, G12.2.1.1.1
2	1	10	9	CB: 16, 17 WB: TG: 39-42 Audio: 7	Listening: To develop learners' ability to listen for gist. To develop learners'	Phrases for circumlocution: I can't remember the word but ..., it's like	Lexis related to light and noise pollution: thoroughfare, ailments, stress, anxiety, depression, sleep deprivation,	G12.2.1.1.2, G12.1.1.1.1, G12.1.1.1.3



16-Apr-17					ability to listen for key information. Speaking: To develop learners' ability to summarise monologues or conversations, reporting what people say, demand or advise.	..., 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 ...	to disturb / disturbance, to disrupt / disruption, charity, donation	
2 16-Apr-17	2	10	10	CB: WB: 14, 15 TG: 43-46 Audio:	Listening: To develop learners' ability to listen for gist. To develop learners' ability to listen for key information. Speaking: To develop learners' ability to summarise monologues or conversations, reporting what people say, demand or advise.	Phrases for circumlocution: 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 ...	Lexis related to light and noise pollution: thoroughfare, ailments, stress, anxiety, depression, sleep deprivation, to disturb / disturbance, to disrupt / disruption, charity, donation	G12.2.1.1.2, G12.1.1.1.1, G12.1.1.1.3
2 16-Apr-17	3	10	11	CB: 18, 19 WB: 16, 17 TG: 47-49 Audio:	Reading: To get learners read for detail in a variety of short text types. Speaking: To develop learners' ability to take part in a collaborative discussion.	Expressions related to recycling: exhausting natural resources, separate rubbish, recycling initiatives, conserving resources,	Lexis related to to recycling: initiatives, packaged, community, resources, converted, biodegradable, expansion, sustainability, landfill, compost, melting, opposed	G12.3.1.1.1 ,G12.3.4.1.1, G12.2.1.1.5
2	4	10	12	CB: 19 WB: 17 TG: 50-52 Audio:	Reading: To get learners read for detail in a variety of short text types.	Expressions related to recycling: exhausting natural resources, separate	Lexis related to to recycling: initiatives, packaged, community, resources, converted, biodegradable,	G12.3.1.1.1, G12.4.4.1.1, G12.2.2.1.1.7



16-Apr-17					Speaking: To develop learners' ability to take part in a collaborative discussion.	rubbish, recycling initiatives, conserving resources,	expansion, sustainability, landfill, compost, melting, opposed	
2 16-Apr-17	5	10	13	CB: 20, 21 WB: 18 TG: 53-55 Audio:	Reading: To get learners to interact with short factual texts. To develop learners' ability to deduce the meaning of vocabulary from context and co-text.	-ing participle clauses: Having finished his homework, he went out; By expanding agricultural areas into the desert...	Lexis related to endangered species: native, decreasing, hunting, declined, prey, habitat, dwindled, (critically) endangered, vulnerable, threatened, illegal hunting, extinct, die out	G12.3.1.1.1
2 16-Apr-17	6	10	14	CB: 21 WB: 18, 19 TG: 56-58 Audio:	Speaking: To develop learners' ability to work collaboratively to decide on the content of a multimodal text. Writing: To develop learners' ability to design and produce an informational / advisory multimodal text.	-ing participle clauses: Having finished his homework, he went out; By expanding agricultural areas into the desert...	Lexis related to endangered species: native, decreasing, hunting, declined, prey, habitat, dwindled, (critically) endangered, vulnerable, threatened, illegal hunting, extinct, die out	G12.4.4.1, G12.2.1.1.5, G12.2.1.1.6
3 23-Apr-17	1 2	<b>National Holiday</b>						
3	3							
3	3	11	1	CB: 28, 29 WB: 21 TG: 71-74 Audio: 10	Listening: To develop learners' ability to listen and detect the tone, mood or emotion of a speaker.	Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves,	Lexis related to personal attributes: dynamic, motivated, enthusiastic, communicative, energetic, pessimistic,	G12.1.1.1.4, G12.2.1.1.1



23-Apr-17					Speaking: To develop learners' ability to notice and use reflexive pronouns and adjectives effectively.	yourselves, themselves.	ambitious, productive, aggressive, reserved, independent, lazy	
3 23-Apr-17	4	11	2	CB: 29 WB: 22 TG: 75-78 Audio: 10, 11	Speaking: To develop learners' ability to notice and use reflexive pronouns and adjectives effectively	Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.	Lexis related to personal attributes: dynamic, motivated, enthusiastic, communicative, energetic, pessimistic, ambitious, productive, aggressive, reserved, independent, lazy	G12.1.1.1.4, G12.2.1.1.1
3 23-Apr-17	5	11	3	CB: 30, 31 WB: TG: 79-81 Audio:	Reading: Learners read for gist and detail. Learners use the information in a target text to complete comprehension tasks. Writing: Learners develop their ability to write a short factual / descriptive paragraph.	Idiomatic phrases: what makes us tick, small talk, gut feeling, use your head, get a kick out of, eye-opener	Lexis related to personality profiles: logic, suited, intuition, psychologists, perceiving, dominant, external, internal, circumstances, theory, recharge, consistency, introspection	G12.3.4.1.1, G12.3.1.1.1, G12.4.2.1.2
3 23-Apr-17	6	11	4	CB: WB: 23, 24 TG: 82-84 Audio:	Reading: Learners read for gist and detail. Learners use the information in a target text to complete other tasks. Writing: Learners create questions for a Likert type questionnaire.	Idiomatic phrases: what makes us tick, small talk, gut feeling, use your head, get a kick out of, eye-opener	Lexis related to personality profiles: logic, suited, intuition, psychologists, perceiving, dominant, external, internal, circumstances, theory, recharge, consistency, introspection	G12.3.4.1.1, G12.3.1.1.1
4	1	Midterm Exam						



30-Apr-17								
4 30-Apr-17	2	11	5	CB: 32 WB: 25 TG: 85-87 Audio:	Reading: To get learners to read a text to recognise specific language structures.	Modals of certainty, ability and advice used in past meaning: I must have made a poor impression, I was scowling the entire time! My friend Mona couldn't have been in class today, she is on holiday in Ras al Khaimah all week.	Lexis related to body language: smile, grin, disarm, convey, frown, scowl, smirk	G12.3.4.1.1, G12.4.2.1.1
4 30-Apr-17	3	11	6	CB: 33 WB: 26 TG: 88-91 Audio: 12	Listening: To get learners to listen and recognise target language structures and vocabulary in a dialogue. Reading: To read statements and differentiate truth from falsehoods	Modals of certainty, ability and advice used in past meaning: I must have made a poor impression, I was scowling the entire time! My friend Mona couldn't have been in class today, she is on holiday in Ras al Khaimah all week.	Lexis related to body language: smile, grin, disarm, convey, frown, scowl, smirk	G12.3.3.1.1, G12.1.1.1.3, G12.3.4.1.2



4 30-Apr-17	4	11	9	CB: 36 WB: 29 TG: 99-102 Audio: 15	Listening: Develop learners' ability to listen to dialogue and identify key points. Reading: Get learners to define vocabulary using the co-text to support meaning.	Elements of spoken discourse - backchannelling, checking for comprehension etc: Hmm, okay, Do you know what I mean? Are you with me? Do you follow me?	Lexis related to personality traits: approachable, proactive, receptive, confident, impression, applicant, interview, trait	G12.1.1.1, G12.3.4.1.1
4 30-Apr-17	5	11	10	CB: 36, 37 WB: 30 TG: 103-105 Audio:	Speaking: Get learners to use backchanneling and comprehension checks in a conversation. Listening: Develop learners' ability to identify backchanneling cues	Elements of spoken discourse - backchannelling, checking for comprehension etc: Hmm, okay, Do you know what I mean? Are you with me? Do you follow me?	Lexis related to personality traits: approachable, proactive, receptive, confident, impression, applicant, interview, trait	G12.2.1.1.1, G12.2.1.1.5
4 30-Apr-17	6	11	11	CB: 38 WB: TG: 106-108 Audio:	Reading: Learners read for detail. Use the information in the text to apply to their context. Writing: learners prepare for writing an argumentative essay by examining a sample essay.	Linking words: while, firstly, therefore, however	Lexis related to community: initiative, independence, freedom, community, determination, emphasis, focused, based, categories, rely	G12.4.1.1.2, G12.3.1.1.1





5 7- May- 17	1	<b>Midterm Exam</b>						
5 7- May- 17	2	11	12	CB: 39 WB: TG: 109- 111 Audio:	Reading: Learners read for detail. Use the information in the text to apply to their context. Writing: learners prepare for writing an argumentative essay by examining a sample essay.	Linking words: while, firstly, therefore, however	Lexis related to community: initiative, independence, freedom, community, determination, emphasis, focused, based, categories, rely	G12.4.1.1.2, G12.3.1.1.4
5 7- May- 17	3	11	13	CB: 40, 41 WB: 33 TG: 112- 114 Audio:	Reading: To get learners to read an informative article for global understanding. To identify language used to avoid over-generalisations. Speaking: To use a short article as a basis for discussion.	Language for hedging and generalising: generally speaking, on the whole, more often than not	Lexis related to proxemics: public distance, social distance, personal distance, intimate distance), neutral, zone, unacceptable, interact, react, trusted	G12.3.1.1.1, G12.3.4.1.3
5 7- May- 17	4	11	14	CB: 41 WB: 33, 34 TG: 115- 118 Audio:	Writing: To write a short informative article for a magazine. To use language that avoids over-generalisations.	Language for hedging and generalising: generally speaking, on the whole, more often than not	Lexis related to proxemics: public distance, social distance, personal distance, intimate distance), neutral, zone, unacceptable, interact, react, trusted	G12.4.1.1.3 , G12.4.3.1.1
5	5	12	5	CB: 52 WB: 39	Listening: To develop learners ability to extract	Inversions with negative adverbials:	Lexis related to unusual jobs: overwhelming, enticing,	G12.1.1.1.3



7- May- 17				TG: 142-144 Audio: 17	specific information and infer the meaning of words from a radio style text.	Rarely have I heard such a beautiful song; Not only do I like pizza, but I also enjoy pasta.	revolting, culmination, exact, fragrance, blended	
5 7- May- 17	6	12	6	CB: 53 WB: 40 TG: 145-147 Audio:	Reading: Get learners to read and evaluate a text, determine text type and context for content.	Inversions with negative adverbials: Rarely have I heard such a beautiful song; Not only do I like pizza, but I also enjoy pasta.	Lexis related to unusual jobs: overwhelming, enticing, revolting, culmination, exact, fragrance, blended	G12.3.2.1.2, G12.3.4.1.2
6 14- May- 17	1	<p style="text-align: center;"><b>Speaking &amp; Listening Exams</b></p>						
6 14- May- 17	2							
6 14- May- 17	3							



6 14-May-17	4	Speaking & Listening Exam						
6 14-May-17	5	12	13	CB: 60, 61 WB: 47 TG: 171-173 Audio: 25, 26	Speaking: To discuss and rank items in order of importance and usefulness. Listening: To recreate a short audio text through working collaboratively and using prior knowledge of target language.	Will for prediction: This definitely won't be easy; A strong personalised presence relevant to the position you are looking for will undeniably help you access a wider audience. Adverbs of certainty: undeniably, certainly, undoubtedly	Lexis related to post-graduation: recruit, employable, land a job, graduate, graduation, technical expertise, soft skills, online presence, take its toll, proactive, get on the first rung of the (career) ladder	G12.1.1.1.3 ,G12.2.1.1.3
6 14-May-17	6	12	14	CB: 61 WB: 47, 48 TG: 174-176 Audio:	Writing: To write a short advisory article on how to prepare for a job interview.	Will for prediction: This definitely won't be easy; A strong personalised presence relevant to the position you are looking for will undeniably help you access a wider audience.	Lexis related to post-graduation: recruit, employable, land a job, graduate, graduation, technical expertise, soft skills, online presence, take its toll, proactive, get on the first rung of the (career) ladder	G12.4.3.1.1, G12.4.1.1.2



						Adverbs of certainty: undeniably, certainly, undoubtedly		
<b>7</b> 21- May- 17	<b>1</b>	<b>Term 1 Review</b>						
<b>7</b> 21- May- 17	<b>2</b>	<b>Term 2 Review</b>						
<b>7</b> 21- May- 17	<b>3</b>	<b>Term 3 Review</b>						
<b>7</b> 21- May- 17	<b>4</b>	<b>Reading &amp; Writing Exam Preparation</b>						



<b>7</b> 21-May-17	5	<b>Reading &amp; Writing Exam Preparation</b>
<b>7</b> 21-May-17	6	<b>Reading &amp; Writing Exam Preparation</b>
<b>8</b> 28-May-17	1-6	<b>Grade 12 Exam Weeks</b>
<b>9</b> 4-Jun-17	1-6	