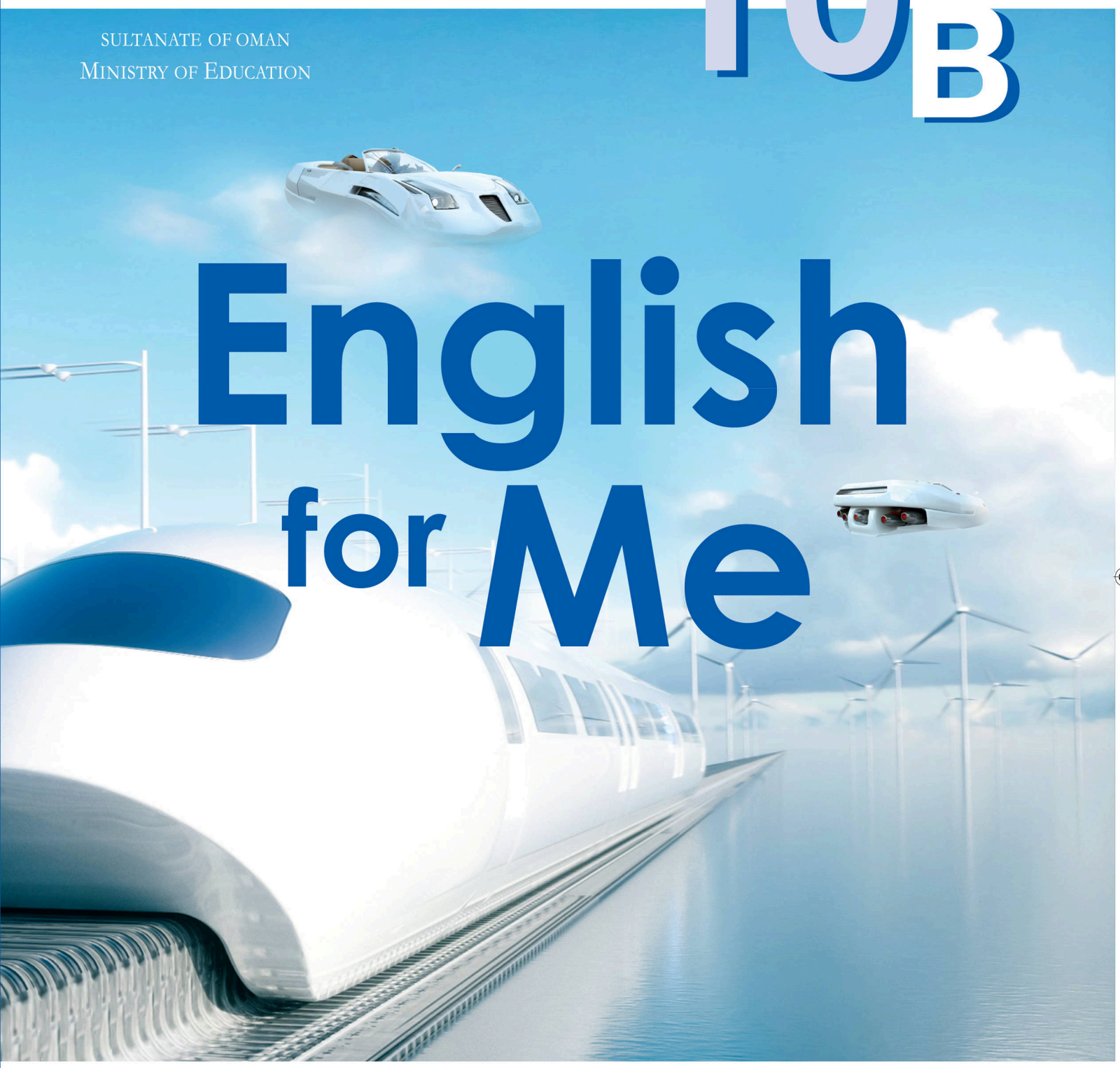
SULTANATE OF OMAN
MINISTRY OF EDUCATION

10B



English for Me

CLASSBOOK

2020



His Majesty Sultan Qaboos Bin Said
Sultan of Oman

Sultanate of Oman



Message from the
Minister of Education

Praise be to Allah and peace be upon His Messenger, Mohammed

The Ministry of Education is committed to the ongoing improvement of the Sultanate's education system. It aims to meet the needs of an ever-growing and evolving nation.

Following careful review and assessment of the current educational system, the Ministry has taken measures to overcome challenges and revise priorities in order to bring about increased development. Educational objectives have been developed further, with study plans now focusing more on science and language. In addition, there has been a major overhaul across the different curricula, in terms of methodology and teaching strategy with an emphasis on a more learner-focused approach.

With new, modern and flexible courses, the features of the new curricula are plentiful, designed to assist the individual student's academic progress as well as supporting them on mental, psychological, social and cultural levels. There is also a greater emphasis on creativity and 21st Century skills in response to the Sultanate's educational philosophy of encouraging the development of more balanced personalities in students. Furthermore, these textbooks reinforce valuable learning skills, be it on an individual basis or working in collaboration with others. As such – with all the knowledge, skills and values they contain – they are only guides for the student, leading the way to a greater range of knowledge sources including libraries and online learning. The student's role therefore is to take the initiative and responsibility of exploring more deeply in their quest for knowledge.

Finally, dear students, we would like to hand this book to you in the hope that you will find it both interesting and useful, whilst enabling us all to contribute to the success of our beloved country – the Sultanate of Oman – as led by the inspiration and wisdom of His Majesty, Sultan Qaboos Bin Said.

I wish you every success.

Dr. Madiha Ahmed Al-Shaibani
Minister of Education
Sultanate of Oman

Note from the Writing Committee

Dear Students,

Welcome to Grade 10 and the *English for Me* textbook for Semester B.

As you will see, there are four units in your Classbook and Skills Book. Each unit is about a different topic, and consists of fifteen lessons all related to that topic. Each lesson in the unit has a different main language focus. These are Reading and Understanding; Grammar and Vocabulary; Listening and Speaking; Writing; a Project and a Review section.

In addition to the Classbook and Skills Book, you will need an exercise book to make notes and write down answers to some of the activities in the Classbook.

Remember to look after your Classbook.

Thank you.

Sultanate of Oman
Ministry of Education

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Learning Outcomes for Grade 10B

1 Stories



In this unit you will

- Read and understand a variety of stories
- Listen to and understand a variety of stories
- Form and use past tenses in narrative writing
- Recognise synonyms, similes and metaphors and understand their meaning.
- Tell a story based on picture prompts
- Use different story telling techniques.
- Plan and write a story
- Self and peer-edit written work
- Work in a team to convert a story into a comic strip
- Reflect on your learning



2 Healthy Lifestyle

In this unit you will

- Read and understand advice, factual and non-linear text
- Listen to and understand an interview and a dialogue
- Form and use Yes/No questions and Wh-Questions
- Do a survey
- Describe symptoms when feeling unwell.
- Use appropriate language to ask for and give advice
- Talk about healthy lifestyles and well-being
- Plan and write a report based on a survey
- Self and peer-edit writing work
- Reflect on your learning



3 The Future of Transport

In this unit you will

- Read and understand articles and factual texts about the future of transport
- Listen to a variety of listening text, including dialogues and conversations
- Use future tenses and modal verbs to make predictions about the future
- Recognise idioms and understand their usage.
- Discuss opinions and evaluate advantage and disadvantages
- Talk about the future of transport
- Plan and write an opinion essay (advantages and disadvantages)
- Self and peer-edit written work
- Work in a team to research and present a new means of transport.
- Reflect on your learning



4 Entrepreneurship

In this unit you will

- Talk about entrepreneurship
- Learn about Omani entrepreneurs
- Read and understand texts about entrepreneurs and business
- Use indefinite pronouns to refer to people, places and things
- Use compound adjectives
- Listen to and understand texts about entrepreneurship
- Use appropriate language to persuade people
- Plan and write an application request
- Self and peer-edit written work
- Plan and present a business pitch
- Reflect on your learning

1 Overview



1 Read and sort.

Read the categories and the words below. Sort the words into categories 1-4. Think of one more word to add to each category.

1 Type of story

2 Parts of a story

3 Characters

4 Setting

animals forest mystery Sinbad
middle comedy people fable city
ocean end beginning monster

2 Find and match.

Look at pictures a-d below. Look through the Classbook and find the name of the story that matches each picture.









Stories



3 Read and discuss.

1 Read the text and discuss the questions.

1. Which different ways of telling a story are mentioned in the text?
2. What three features do all stories have in common?
3. What is your favourite story genre? Why do you like it?

2 Look at the vocabulary in bold. Discuss the meanings of these words.

S T O R I E S

Stories have been an important part of human culture for thousands of years. **Storytelling** has been passed down through poems, songs, dances and writing from all cultures and languages in order to educate and entertain us. There are many different types of story **genres**, including **legend**, adventure and stories with **morals**. All stories have several things in common. Firstly, every story needs a **setting** - this is where the story takes place. Secondly all stories have **characters** – these are the people or animals in the story. Finally every story needs a **plot**. A plot means the events in a story, starting with the beginning, reaching the climax or most exciting part and ending with a resolution.

1 Discuss.

Read the titles of the story on this page and the story on page 5.
Make some predictions about what happens in each story.
Use the pictures to help you.

2 Read and answer.

Read the stories.
Answer the questions below.

How the Bear Lost its Tail

1 How did Fox catch a fish?
2 What happened to Bear's tail?
3 Why do you think Fox wanted to trick Bear?

Space Waste!

4 Why did the leaders and officials meet?
5 What did the scientist suggest?
6 What happened to Earth?
7 What do you think would have been a better solution for the waste?

Learning Strategy

Identifying key words in the questions will help you find information faster in a text.

How the Bear Lost its Tail

Many years ago, Bear had a long, black tail. He was very proud of his shiny tail and he used to wave it around so that the other animals could admire it. One day, Fox saw Bear waving his tail around and he decided to play a trick on him. It was winter. The wind was blowing hard, snow was falling and ice covered the lake. Fox walked onto a frozen lake and made a hole in the ice. Soon, Bear walked past and he saw Fox sitting on the ice. While Bear was watching, Fox put his tail in the hole and pulled out a huge fish.

"Greetings," said Bear, looking at the fat fish next to Fox. "What are you doing?"

"I'm fishing," answered Fox. "This is the best way to fish. Would you like to try?"

"Oh, yes," said Bear.

Fox deliberately took Bear to a place which didn't have any fish. He cut a new hole in the ice and said, "Now, turn your back to the hole and place your tail inside it. Soon a fish will come and you can pull him out."

"But how will I know if a fish has grabbed my tail if my back is turned?" asked Bear.

"I will hide and watch", said Fox. When I see a fish pull your tail, I'll shout and you must quickly pull your tail out of the water. But do not move until I tell you."

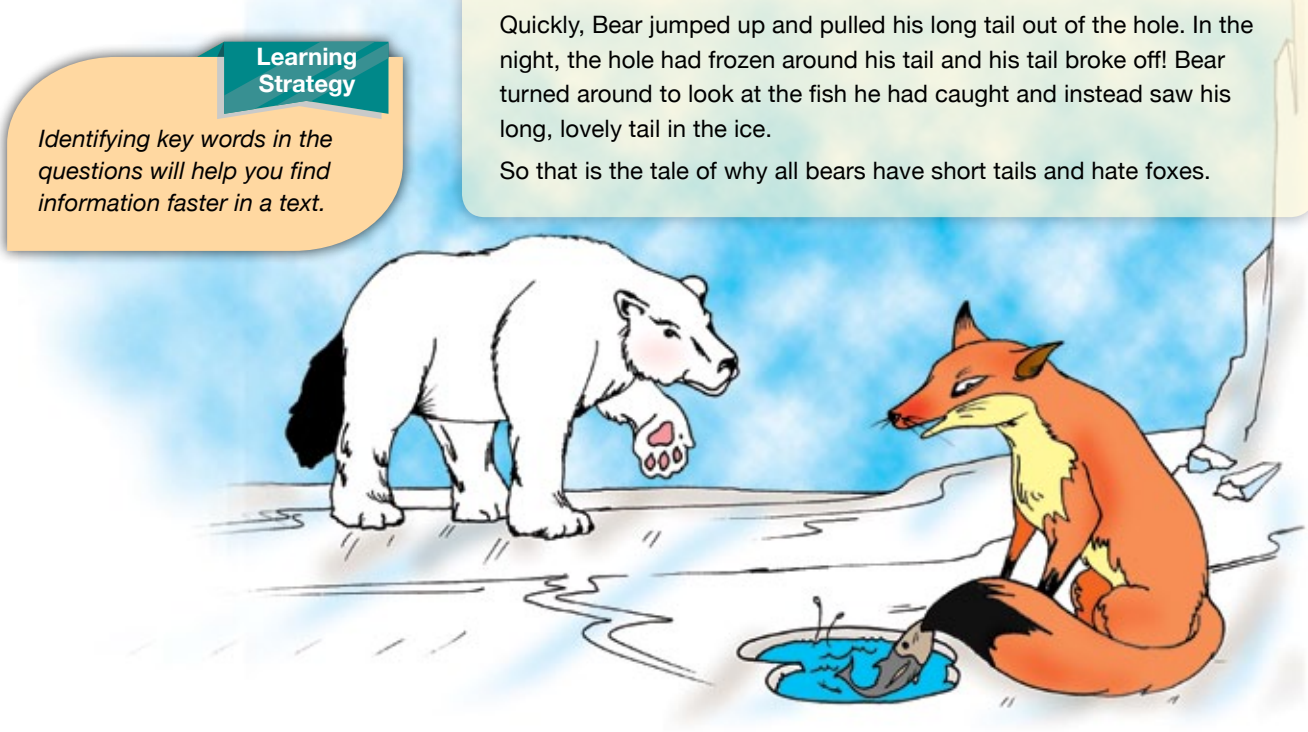
Bear said, "I will do exactly as you say."

He sat down next to the hole and placed his long, beautiful black tail in the icy water. While Bear was patiently waiting, Fox crept quietly back to his own house and curled up in his warm bed.

The next morning Fox went back to the lake. When he arrived, Bear was still waiting for Fox to tell him to pull his tail out of the lake. Fox crept very close to Bear's ear, took a deep breath, and shouted: "Now, Bear!"

Quickly, Bear jumped up and pulled his long tail out of the hole. In the night, the hole had frozen around his tail and his tail broke off! Bear turned around to look at the fish he had caught and instead saw his long, lovely tail in the ice.

So that is the tale of why all bears have short tails and hate foxes.



Space Waste!

People are buying more things, but where do the old televisions, cars and air conditioners go? This story from Britain encourages people to think about waste.



3 Write.

Rewrite the sentences from How the Bear Lost its Tail and change them from direct speech to reported speech.
Use the information about Reported Speech to help you.

1. "I'm fishing," said Fox.
2. "I will hide and watch," said Fox.
3. "But how will I know if a fish has grabbed my tail if my back is turned?" asked Bear.

Direct speech

Bear said, 'I will do exactly as you say.'

Reported speech

Bear said that he would do exactly as the fox said.'

In reported speech, when we use the verbs said and asked, we remove the speech marks, use 'that', change the pronouns, and change the present tense to the past tense.

4 Discuss.



Work in groups to discuss the following points about each story.

- The moral of each story.
- The character you liked the most and why.
- The story you enjoyed the most and why.

Grammar Focus — Past Tenses for Storytelling

Past Simple

We use the past simple for something that:

- happened in the past — e.g. *The train stopped in a dark tunnel.*
- was true for some time in the past — e.g. *Long ago, Bear had a long black tail.*

Past Continuous

We use the past continuous to describe:

- an action that continued for some time in the past
  e.g. *The wind was blowing, snow was falling and ice covered the lake.*
- a longer action that happened before and after a shorter action
  e.g. *While Bear was waiting, Fox crept back to his house.*

Past Perfect

- We use the past perfect for an action that happened in the past before another action in the past
  e.g. *The hole had frozen around his tail and his tail broke off.*

1 Read and answer.

Read the traditional Arab story The Farmer without a Brain.
Think of a suitable verb to complete each gap.
Write the verb in the correct form past simple or past continuous to complete the gap.



The Farmer without a Brain



Many years ago, two farmers, Imran and Laith, **(1)** ..... through a wood to their fields when they **(2)** ..... the footprints of a lion on the path.

"Look, there are lions nearby. We should go home," whispered Imran.

"No, we've got work to do," Laith replied.



The men **(3)** ..... to the farm. They worked all day in the fields until it was time to return home.

"Let's take a different way home," suggested Imran.

"No. The same path is much shorter," answered Laith. Imran shook his head and stepped onto the mountain path. As he **(4)** ..... away, he **(5)** ..... to Laith and shouted, "Well I'm not going that way. I don't want to be a lion's dinner!"



Meanwhile, Laith **(6)** ..... the same way back through the wood. Soon, he **(7)** ..... the lion who was waiting for him on the path. The lion **(8)** ....., "I need to eat your brain to make me clever and powerful!"

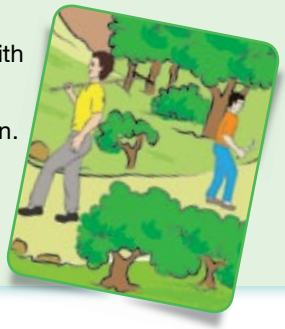


While the lion **(9)** ....., Laith **(10)** ..... Imran on the mountain path.

Then, he looked at the lion and replied, "Listen, I cannot help you because I have no brain. If I had a brain I wouldn't have returned this way. The one with a brain is up on the other path."

"Thank you," said the lion, and started to climb the mountain towards Imran.

Quickly, Laith whistled to his friend and warned him about the lion. Imran heard the whistle and ran home safely.



Adapted from: Arab Folktales by Helen Thomson, Collins, (1990)

Synonyms, Similes and Metaphors

To write interesting stories, writers often use **synonyms**, **similes** and **metaphors**.

- A **synonym** is a word or phrase that has a **similar meaning** to another word or phrase.
  e.g. *old, ancient, antique, aged – all of these words mean* **'not new'**.

Using synonyms in a story makes it more interesting.

- A **simile** is an expression that **compares** two things with similar characteristics using **as** or **like**.
  e.g. *The thunder roared like an angry lion. She was as quiet as a mouse.*

- A **metaphor** is an expression **that describes something by comparing it to something else with similar characteristics**. Metaphors are often not literal and you may need to think about them to understand.
  e.g. *He has* ***a heart of gold*** *– a person cannot really have a heart made of gold, so this is not literal. It means the person has a good heart and is kind.*

Similes and metaphors create **rich descriptions**.

2 Read and find.

Read the story extracts below.
In each extract, find a word with the same meaning as the word in bold.



2
I followed the instructions carefully and switched on the **machine**. Suddenly, it made a loud noise and exploded. There was something wrong with the device.

1
We entered the dark forest nervously. It was so **gloomy** that we couldn't see beyond our own hands!

3
His grandmother looked over her glasses and asked him to **bring** in the bags. Then she asked him to fetch more wood for the fire.

3 Read and complete.

Read the sentences below and choose the correct option, a or b, to complete each sentence.

1 People say **(a) fierce / (b) violent** video games have a negative effect on teenagers.

2 Reem will **(a) travel / (b) commute** to France in the summer.

3 The ice on the lake was too **(a) slim / (b) thin** to walk on.

4 At the end of the story, the police caught the **(a) wrong / (b) incorrect** person.

5 He yawned and said, 'Let's go **(a) house / (b) home**.'

Learning Strategy

Some synonyms cannot be used interchangeably. For example, we can say 'an old woman' but cannot say 'an antique woman'. Therefore, it is important to learn both the meaning of words and the contexts in which they can be used.

1 Discuss and sort.

Look at the phrases for beginning and ending stories below. Work in pairs. Discuss which phrases are used to begin stories and which are used to finish stories.

Once upon a time, …	Before you were born …
And they lived happily ever after.	And they never did that again.
They walked off into the setting sun.	Once, in a land far, far away …
Many years ago, …	That's the reason why …
When we were young, …	This tale is about a man/woman who …

2 Listen and order.

Listen to A Little Knowledge is Dangerous, a Kikuyu story from Kenya.
Put phrases a-g in the same order as they appear in the story.

a Why not teach? Because of the money.
b Who put these things here? We three.
c Three men go to school.
d Men put in prison.
e Walking home. Find a dead man.
f Policeman asks questions: Who? What? Why?
g What did you use to sharpen the pencils? A knife.



3 Listen and tick.

Listen to the story, A Little Knowledge is Dangerous again. This time, pay attention to how the storyteller tells the story. As you listen, identify the storytelling techniques that the storyteller uses.



Learning Strategy

How you tell a story is as important as the story itself.
If you do not tell the story in an interesting way, the people listening will feel bored. There are different storytelling techniques you can use to make your story entertaining.

The storyteller …

1 spoke at the same speed from start to finish
2 spoke loudly and softly
3 used different voices for different characters
4 always pronounced words clearly
5 used his voice to express different emotions
6 reacted to the audience
7 paused at dramatic moments in the story

4 Discuss.

Work in groups.
Discuss the questions about the storytelling techniques from Activity 3.

1. In your opinion, what is the most important storytelling technique for communicating meaning?
2. Which storytelling technique do you think is the easiest to do? Which is the most challenging?
3. Which storytelling technique are you good at?

5 Practise.

Practise saying the extracts from the story, 'The Farmer without a Brain' in different ways.



1 Read the first line of the story

- quickly
- slowly
- in a loud voice
- in a quiet voice

Many years ago, two farmers, Imran and Laith, were walking through a wood to their fields when they saw the footprints of a lion on the path.



2 Read this line from the story – use a different voice for Imran and say it in a whisper

"Look, there are lions nearby. We should go home," whispered Imran.

3 Read this line from the story – use a different voice for Laith and try to sound

- annoyed
- scared
- impatient

"No, we've got work to do," Laith replied.

4 Read this line from the story

- angrily
- with fear
- in a loud voice
- in a quiet voice

"Well I'm not going that way. I don't want to be a lion's dinner!"

6 Perform.

Choose one story from this unit.
Practise telling the story using the storytelling techniques from Activity 3.
You can read the story directly or retell it in your own words.
You will perform your story for your group.

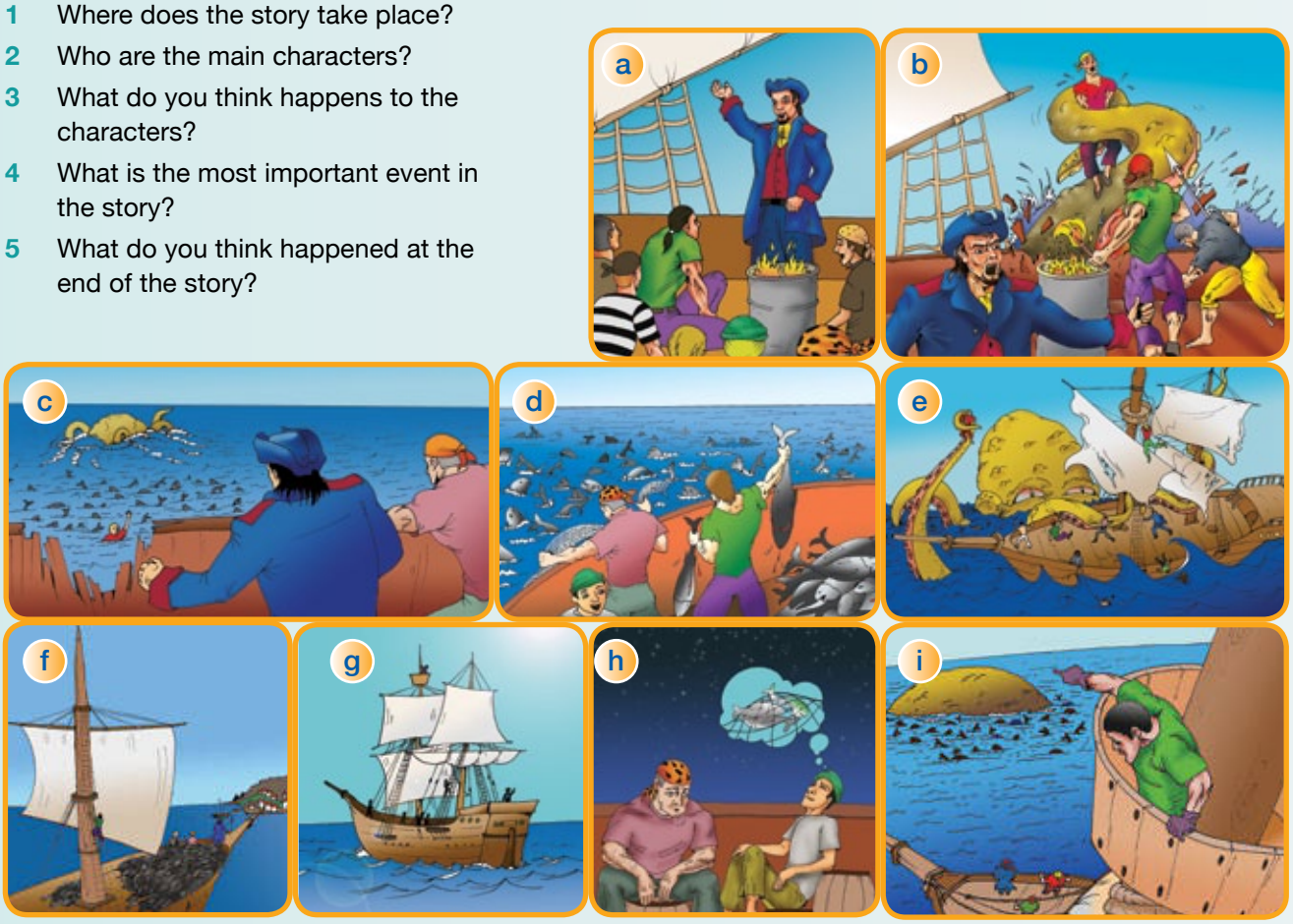


1 Discuss.

The pictures below are from the story The Kraken.
Look at the pictures and discuss questions 1-5.

Note: *The pictures are not in the correct order.*

1 Where does the story take place?
2 Who are the main characters?
3 What do you think happens to the characters?
4 What is the most important event in the story?
5 What do you think happened at the end of the story?

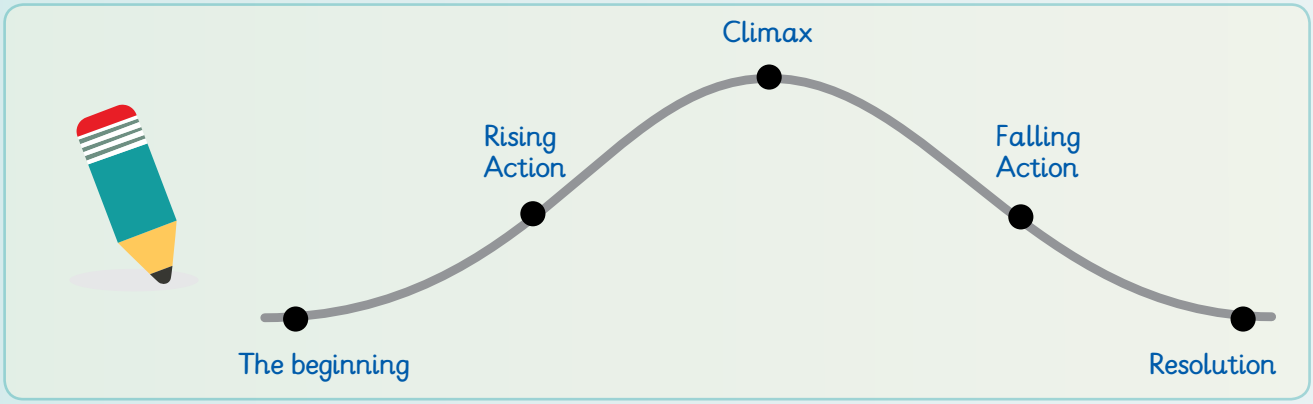


2 Read and order.

Read the story The Kraken on page 11.
Put the pictures a-i from Activity 1 into the correct order.

3 Write.

Read The Kraken again.
Copy the diagram into your exercise book.
Write a summary for each stage of the story onto the diagram.



The Kraken

1 The year was 1752. Captain Sven and his men set sail on board the ship 'Horizon' on a cold December day. Everyone knew that when you sailed with Captain Sven, you always returned with a boat full of fish. But today was different.

2 The Horizon had sailed far out to sea when, without warning, the wind died. The crew began to feel anxious and gloomy about being stranded at sea. They sat around a warm fire while Captain Sven told stories about pirates, but the icy fingers of the wind still chilled their bones.

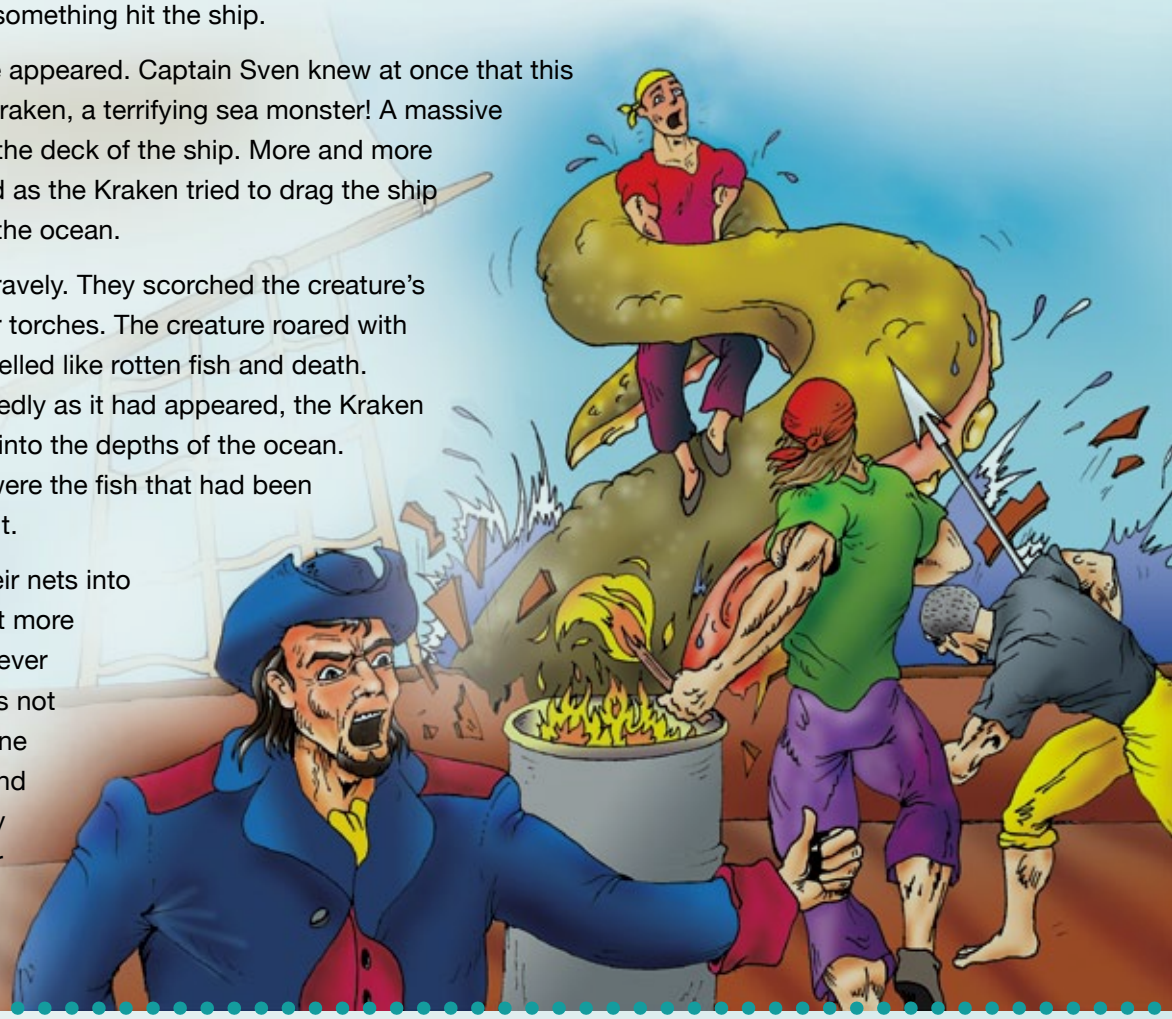
3 Suddenly, one of the sailors turned as white as a ghost. He pointed with a trembling finger. The sea was dancing. Captain Sven saw what looked like a massive island surrounded by fish. But the island was moving! It came closer and closer to the ship.

4 Realising the danger, Captain Sven ordered his crew to light as many torches as they could from the fire. For a moment the dancing stopped and there was only silence. Then the sea exploded! There was a huge cracking noise as something hit the ship.

5 A colossal tentacle appeared. Captain Sven knew at once that this creature was the Kraken, a terrifying sea monster! A massive tentacle smashed the deck of the ship. More and more tentacles appeared as the Kraken tried to drag the ship into the depths of the ocean.

6 The crew fought bravely. They scorched the creature's tentacles with their torches. The creature roared with pain. Its breath smelled like rotten fish and death. Then, as unexpectedly as it had appeared, the Kraken disappeared back into the depths of the ocean. All that remained were the fish that had been swimming around it.

7 The crew threw their nets into the sea and caught more fish than they had ever seen. As if that was not enough good fortune for one day, the wind picked up and they sailed back to their homes and families.



4 Language review.

Read 'The Kraken' one more time and find the following items in the story.

Two metaphors

Three synonyms for the word 'big'

Two similes

1 Discuss.

Majid created a comic strip called A Whisper from a Wolf. Read the comic strip and answer the questions below.

1. Who are the characters in the story?
2. What is the setting of the story?
3. What happens during the climax of the story?
4. What is the message of the story?
5. Did the wolf really whisper to Said?
6. Do you like this comic strip? Why? Why not?

A Whisper from a Wolf

Hamood and Said were walking through a dark and gloomy forest.



Suddenly, the friends hear a rustling noise...



A huge, black wolf with teeth as sharp as knives appeared.



The friends looked for a way to escape.



Hamood climbed a tree and left his friend, Said.



Said remembered that wolves do not like dead things. He laid down and held his breath.



Said stayed as still as stone as the wolf sniffed his head. Then the wolf walked away.





2 Listen and answer.

Listen to Majid talking about how he created his comic strip. Choose the correct option, a or b, to complete each sentence.

1 The first step in creating a comic strip is thinking about the **(a) setting / (b) plot** of the story.

2 Comic strips are made up of **(a) panels / (b) events** which are sections that contain one illustration.

3 A Whisper from a Wolf has **(a) one / (b) eight** panels.

4 Panels in a comic strip contain illustrations, descriptions of events and **(a) speech bubbles / (b) reported speech.**

5 Comic strips have **(a) fewer / (b) more** words than other types of stories.

3 Plan.

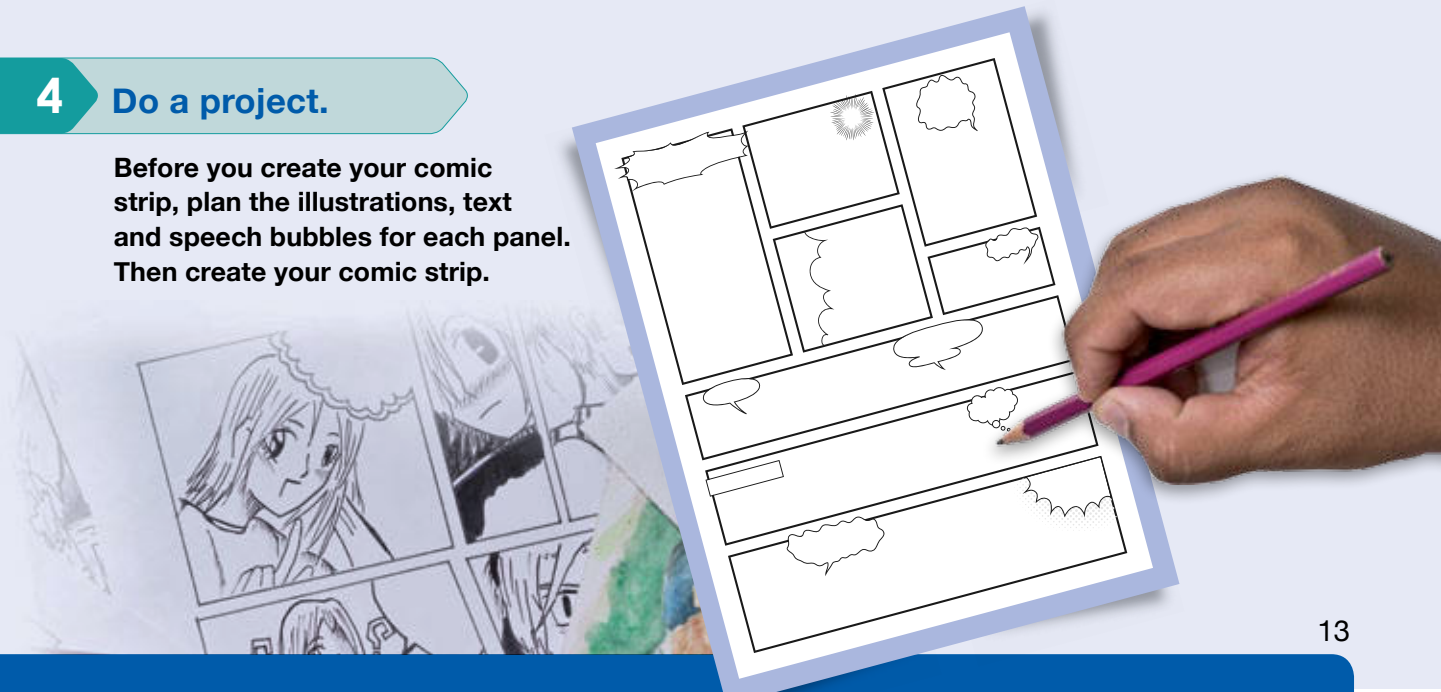
You are going to work in groups to create a comic strip. Your comic strip story can be about any topic, but it must include the four elements below. Look at the elements and then answer the questions to help you plan your comic strip.

A Setting	A Clear Plot	These words/ phrases	A simile or metaphor
(Describe the setting in one panel)	With a beginning, a rising action, a climax, a falling action and a resolution	*Escape* *Run!* *Look out!*	(To describe a character, setting or feeling)

1 What kind of story will your comic strip be about?
2 Who are the characters in your comic strip?
3 What are the main events in your plot?
4 How will you create the illustrations?
5 How many panels will your comic strip have?

4 Do a project.

Before you create your comic strip, plan the illustrations, text and speech bubbles for each panel. Then create your comic strip.



2 Overview

1 Discuss and sort.

Sort the pictures into two categories, healthy and unhealthy.

1


2


3


4


5


6


7


8


2 Read and Listen.

Read the three descriptions of a healthy lifestyle. Which one do you think is most suitable? Listen and check your answer.

A healthy lifestyle means:

1 eating healthy food.

2 doing things to look after your physical and mental health.

3 never doing anything unhealthy.

Healthy Lifestyle



3 Read and discuss.

1 Read the text and discuss the questions.

1. Name two activities which are important for a healthy lifestyle.
2. What does a *'balanced diet'* mean?
3. According to the text, which habits are harmful to our health?

2 Look at the vocabulary in bold. Discuss the meanings of these words.

A healthy **lifestyle** involves several things. It is important to have a balanced **diet**, which means eating a **healthy** mixture of different foods so that your body gets the energy and nutrients it needs. It is also important to **exercise** regularly and get enough sleep. We should avoid harmful habits like **smoking**, eating too much **junk food** or spending too much time sitting down. It is also really important to **relax** and look after our mental health. Our lives are very busy but we need to make time for activities that we enjoy and spend time with family and friends. When we do not do these things, we may get sick or feel **unwell**.

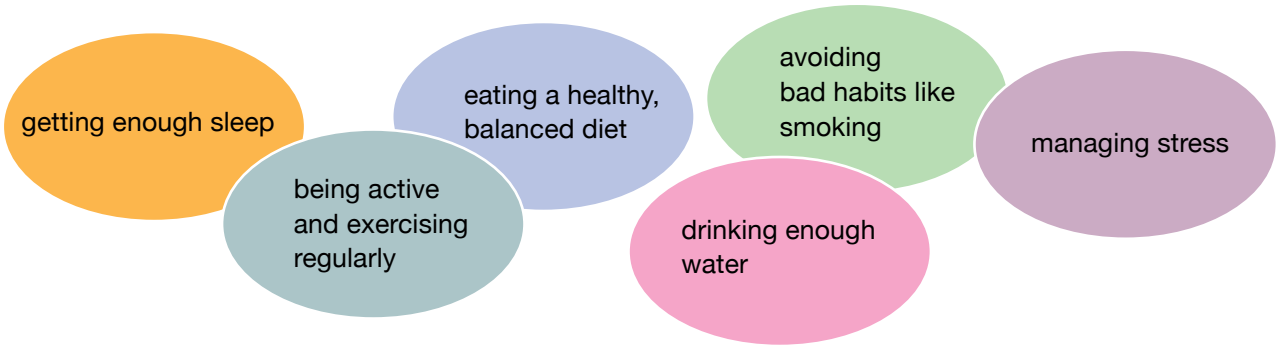
4 Discuss.

Discuss the question with a partner.

How healthy do you think your lifestyle is?

1 Discuss.

Look at the six habits for a healthy lifestyle below. Order them from most to least important and say why.



2 Read and answer.

Read the text about Healthy Living for Teens on page 17. Find the numbers in the boxes below in the text and the information they relate to.

11 minutes	7 to 9 hours	1 in 5 teenagers	30,000 kg	60,000 – 70,000

3 Read and complete.

Read the text on page 17 again. Complete the sentences in your exercise book.



1 Teenagers need ..... sleep than adults.

2 Teenagers around the world are not getting enough .....

3 Teenagers who are overweight have a greater risk of ..... like diabetes or cancer.

4 ..... can cause headaches and affect your mood.

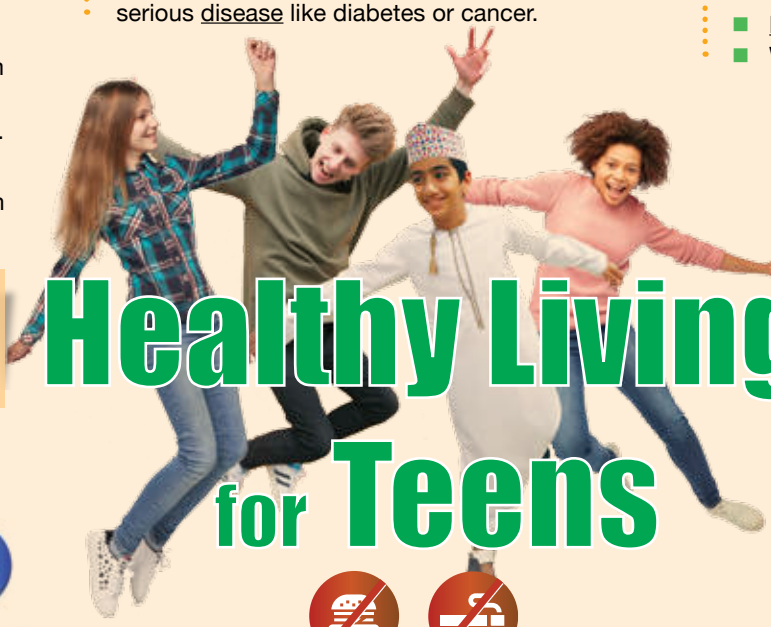
5 You can reduce stress by .....

4 Read and match.

Look at the underlined words in the text on page 17. Match the words to definitions 1-6 below.

1 an illness or sickness
2 worry caused by a difficult situation
3 things you do often
4 when the water in your body drops below its normal level
5 the amount a person weighs
6 the way you feel at a particular time

Healthy Living for Teens



Move

Benefits of exercise include:

- Healthy weight
- Healthy heart
- Better sleep
- More energy
- Better mood
- Reduced stress

Did you know?

Adults should aim to be active for 30 minutes, 5 times a week.

Teenagers should aim to be active for 60 minutes every day.

Globally only 1 in 5 teenagers get enough exercise.

Lack of exercise now causes as many deaths as smoking!

Eat

Fact 1: In your lifetime you will eat about 30,000kg of food.

Fact 2: Globally about 1 in 6 teenagers is dangerously overweight.

It's important that teenagers eat a healthy, balanced diet to give them the nutrients and energy they need.

Your diet should include plenty of fruit and vegetables. Try to avoid food with a lot of fat or sugar.

Being overweight increases your risk of getting a serious disease like diabetes or cancer.

Sleep

Did you know?

Adults need 7 to 9 hours of sleep per night but teenagers need 8 to 10 hours.

Lack of sleep can negatively affect your:

- Health
- Appearance
- School work and grades
- Mood and energy levels
- Weight

Sleep Tips

- Go to bed at the same time every day
- Try to relax before going to bed
- Avoid looking at screens before sleeping

Fact: The human body is 50-65% water!

Drink

Did you know?

Our bodies cannot function properly if we do not drink enough water.

Dehydration can affect our brain, memory and our mood. It can also cause headaches.

20% of our water comes from food. Foods like watermelon, broccoli and tomatoes are more than 90% water.

Drink 8 -10 glasses of water per day.

Avoid!

Fact:

Smoking one cigarette shortens your life by 11 minutes

Unhealthy habits such as smoking, eating too much junk food and sugar or spending too much time looking at screens can have a negative impact on our physical and mental health.

Avoiding these habits will help you feel better today and help you stay healthy in the future.

Relax

Teen stress around the world is increasing.

Causes of teenage stress include academic stress, worrying about the future and social media.

Exercising, getting enough sleep and relaxation techniques can help reduce stress.

It is important to talk to somebody you trust if you feel overwhelmed.

Did you know?

Experts estimate we have 60,000 to 70,000 thoughts per day!

Source: www.who.int

5 Discuss.

Discuss the questions with a partner.

1. Which information in the text did you find most interesting and why?
2. Do you think you get enough sleep and exercise?
3. Do you ever feel stressed? Why?
4. What changes could you make to have a healthier lifestyle?

1 Do a quiz.

1 **Work in groups and answer the questions in the quiz. Swap your answers with another group. Listen to the answers and calculate their score.**

Quiz!



1. What is the heaviest part of the human body?
2. What causes dehydration?
3. Can humans breathe and swallow at the same time?
4. What is the average speed of a sneeze? (km/hour)
5. Which part of the human body contains 25% of our bones?
6. Do right-handed people live longer than left-handed people?
7. Is lack of exercise as dangerous as smoking?
8. How many hours of sleep per night do Grade 10 students need?

2 **What do you notice about the answers to questions 3, 6 and 7? What do you notice about the other answers?**

Grammar Focus — Forming Questions

There are two main types of questions

Yes / No Questions

These questions can be answered with either **Yes** or **No**.

For example:

- Are you going to school?
- Can I help you?
- Have you got a pen?
- Do you like pizza?

These questions are usually formed like this:

auxiliary verb + subject + main verb

Auxiliary verbs are **be**, **do** and **have** but we can also use modal auxiliaries **can, could**, **should**, **shall**, **will** and **would**.

Note: It is also possible to form questions using the verb **be** without another verb, *e.g. Is it hot? Are you okay?*

Wh- Questions

These questions begin with a Wh- question word, such as **what**, **when**, **where**, **who**, **why**.

The answer cannot be **Yes** or **No**.

For example:

- What are you doing?
- When are we going home?
- Who is he?
- Why didn't you do your homework?

These questions are usually formed like this:

Wh word + auxiliary verb + subject + main verb

2 Discuss.

Discuss the questions below with a partner.

1 When was the last time you were sick? What was the problem?
2 What did you do to get better?

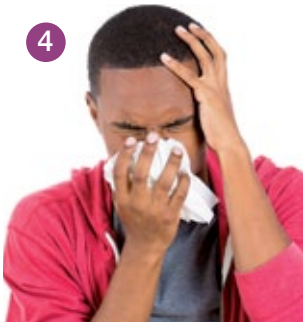
3 Read and match.

Label the pictures using the words in the box.

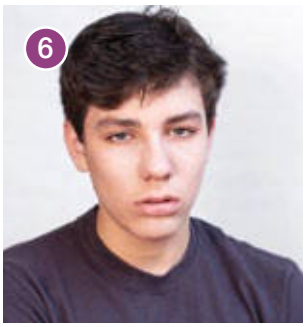
















a sore throat | a cough | dizzy | a headache
a runny nose | a stomach ache | a fever/ high temperature | sick

4 Play a game.

Read the instructions below and play the game What's Wrong?

What's Wrong?



- Work in pairs.
- Student A, ask Student B 'What's Wrong?'
- Student B you cannot talk. Mime your symptoms to your partner.
- Student A, find out what is wrong with your partner by asking questions, e.g. *Do you have a headache?*
- Student B, you can answer **Yes** or **No**.
- When you have identified what is wrong with your partner, change roles and play again.

1 Discuss.

Look at the sentences below.
Decide if a doctor or a patient would say each sentence.
Write D for doctor and P for patient.



2 Listen and answer.

Listen to three conversations between a doctor and her patients.
In each conversation, identify the patient's problem and the doctor's advice.
Note: There may be more than one problem or piece of advice for each patient.

1 Yasir



Problem

a fever
b sore throat
c runny nose

Advice

d sleep
e medicine for a cold
f take a day off

2 Reem



Problem

a back pain
b headache
c dizziness

Advice

d rest
e see a specialist
f painkillers

3 Younis



Problem

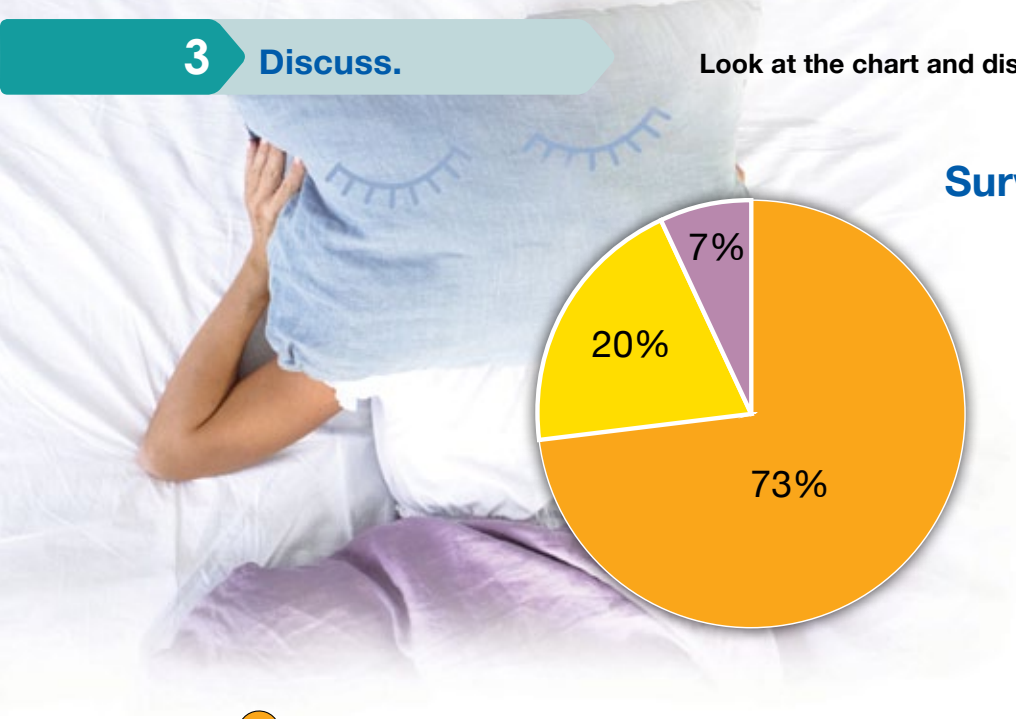
a stress
b cough
c stomach ache

Advice

d sleep more
e exercise
f take medicine

3 Discuss.

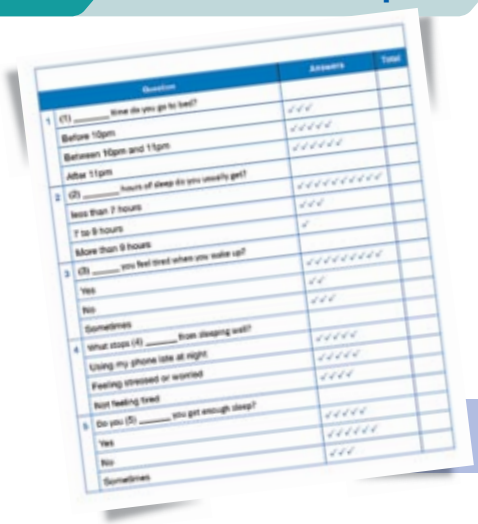
Look at the chart and discuss what it shows.



Survey results:

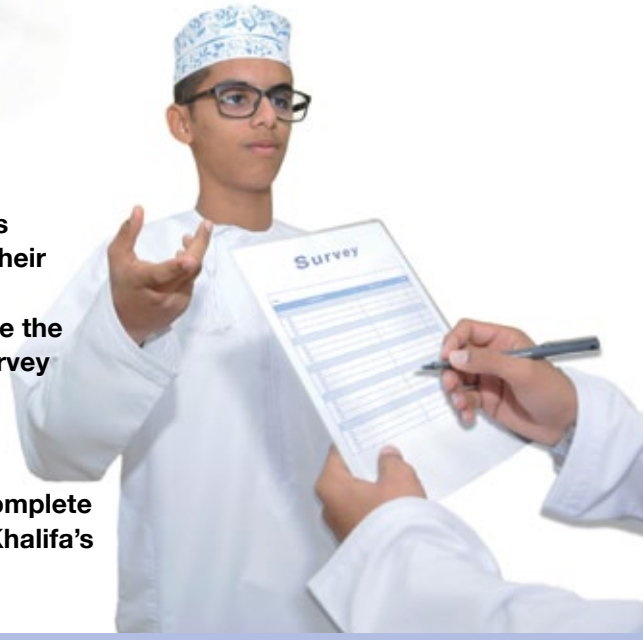
Average number of hours Grade 10 students sleep per night.

4 Listen and complete.



1 **Khalifa is asking his classmates about their sleep habits.**
Listen and complete the questions in the survey on page 42 of the Skills Book.

2 **Listen again and complete the answers from Khalifa's friend, Ahmed.**



5 Pronunciation.

1 **Copy the questions from the survey into your exercise book.**
Listen to the intonation in each question.
Draw an arrow to show whether the intonation rises or falls at the end of the question.

Example: What time do you go to bed?

1 How many hours of sleep do you usually get?

2 Do you feel tired when you wake up?

3 What stops you from sleeping well?

4 Do you think you get enough sleep?

2 **Copy and complete the sentences below.**

In **Yes/No** questions the intonation ..... at the end of the question.

In **Wh-** questions, the intonation ..... at the end of the question.

1 Read and write.

Khalifa has written a report about the results of his sleep habits survey.
Read the survey and think of a title for his report.

Report

.....

Background information

Sleep is very important. Sleep helps us concentrate at school. It also helps us feel happy and maintain a healthy weight. Adults need seven to nine hours of sleep per night. But teenagers need eight to ten hours of sleep.



Survey

I did a survey to learn about the sleep habits of my Grade 10 classmates. The survey had five multiple choice questions and I asked 15 students. I will discuss the main findings below.

Main findings

The main finding is that my classmates do not get enough sleep. Only one person gets more than 9 hours sleep. Most of my classmates get less than 7 hours sleep. This is less than the 8 to 10 hours recommended for teenagers. Only two people said that they do not feel tired when they wake up. Seven of my classmates do not go to bed until after 11pm. Based on the survey results, I think the main reason that people do not get enough sleep is because they go to bed quite late.

Conclusion

In conclusion, I think my classmates could improve their sleep habits. I recommend that they go to bed earlier so that they can get between 8 and 10 hours sleep a night.

2 Read and match.

Read the information about the contents of the report from Activity 1.
Complete each sentence with a sub-heading from the report.

1 The _____ section discusses the most important findings from the survey. Not all of the questions and results have been included.

2 The _____ summarises the main findings again. It also includes the author's recommendation about how teenagers could improve their sleep habits.

3 The _____ section provides some facts about sleep including why it is important and how much we need.

4 The _____ section provides some information about the report including how many people answered it and how many questions it had.

3 Read and discuss.

Read the report from Activity 1 again and discuss the questions below.
Make some notes about your answers in your exercise book.

1 According to the report, why is sleep important?

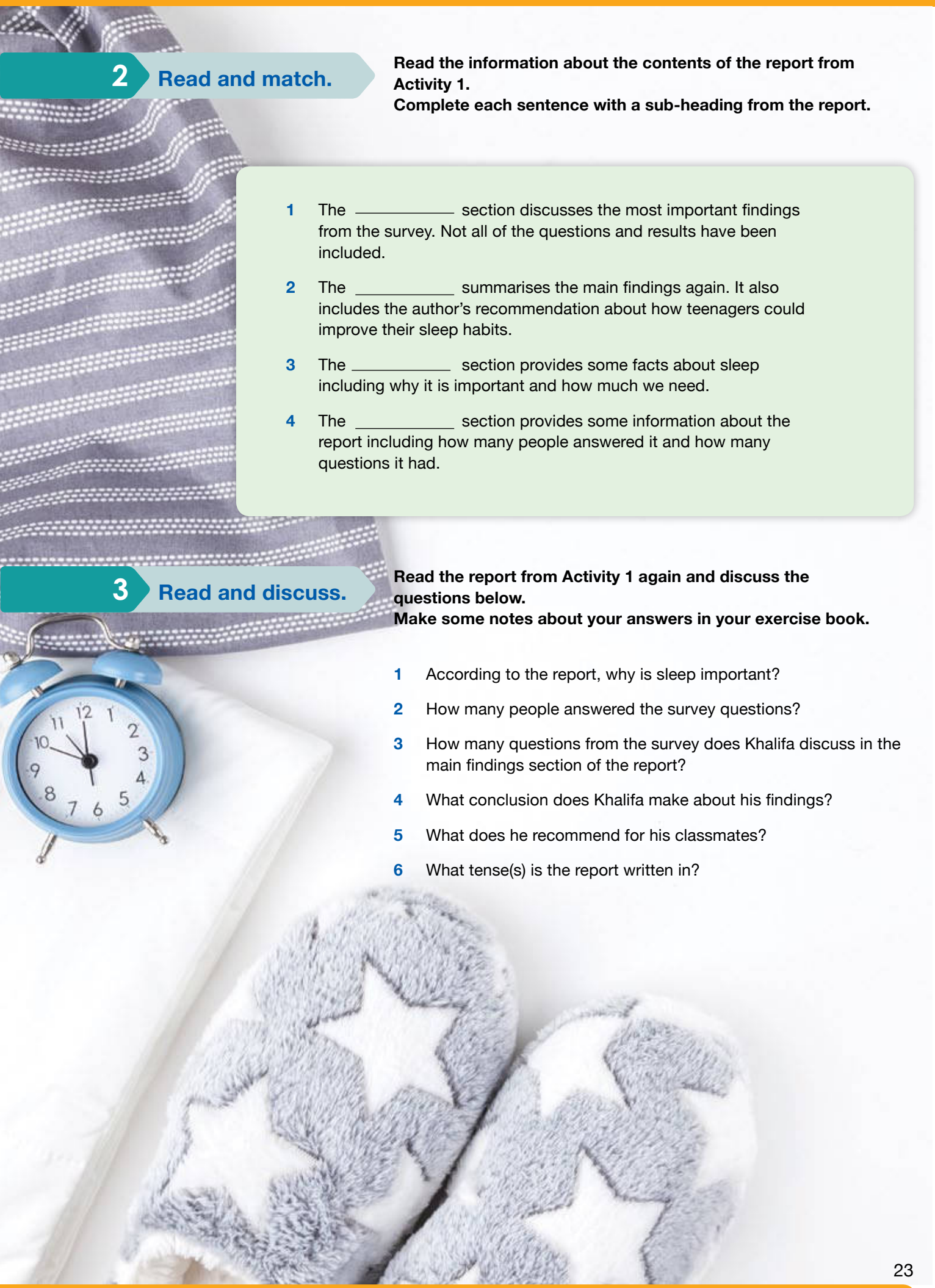
2 How many people answered the survey questions?

3 How many questions from the survey does Khalifa discuss in the main findings section of the report?

4 What conclusion does Khalifa make about his findings?

5 What does he recommend for his classmates?

6 What tense(s) is the report written in?



1 Discuss.

Manar and her group are planning a healthy living event for their school.
Look at the flyer for the event and discuss the questions.

1 What area of healthy living does the event focus on?
2 What is the aim of the event?
3 Who is invited to the event?
4 What activities does their event include?
5 Who is the special guest at the event?



Schedule

8.30 – 8.35	**Welcome**
8.35 – 9.00	**Presentation** The benefits of an active lifestyle
9.00 – 10.00	**Try a new sport** Choose a new sport to try
10.00– 11.00	**Guest speaker** Maha from Star Gym How to become more active
11.00– 11.30	**Healthy snacks** Make your own healthy snacks
11.30 – 12.00	**Lunch**
12.00 – 12.30	**My Active Plan** Create a personal plan for a more active lifestyle with Maha
12.30 – 13.00	**Yoga** for relaxation

2 Listen and complete.

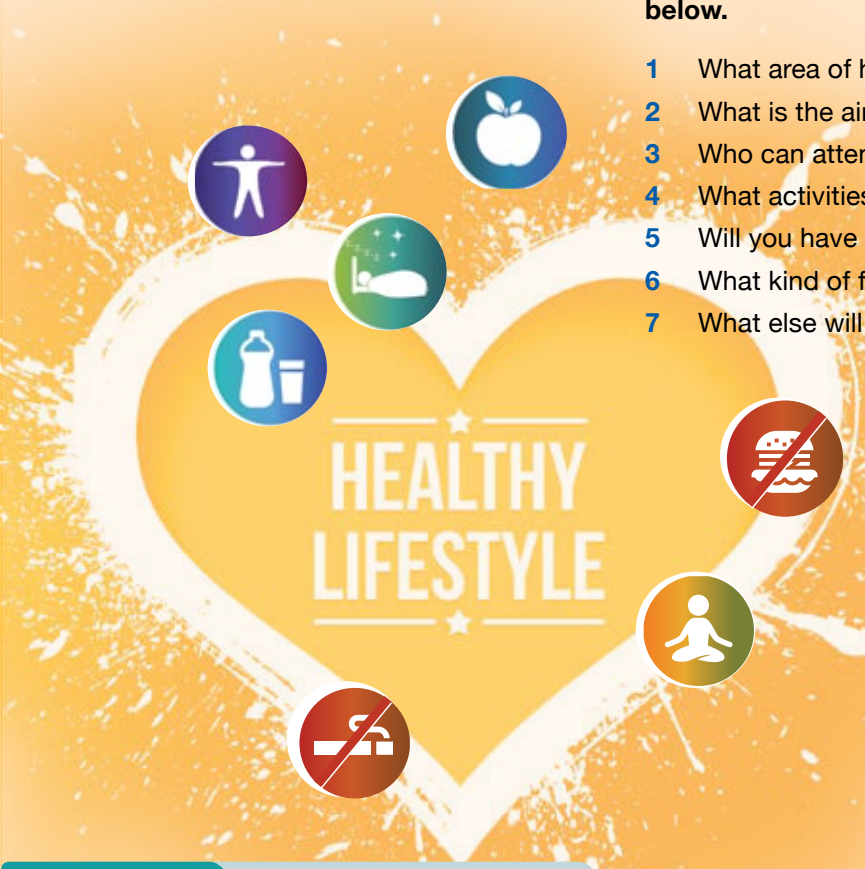
Listen to Manar and her team planning their event.
Complete the missing information in their event planner.

Date / Time	4th April / 8.30 - 13.00	**Location**	School
Theme	Being more active	**Food**	**3** _____
Sports students can try	Tennis, aerobics and **1** _____	**Other**	Tell students to bring/ wear **4** _____
Job of guest speaker	**2** _____		Organise sports equipment
			Buy **5** _____

3 Plan.

You will plan a healthy living event for the students at your school. Brainstorm your ideas for your event and answer the questions below.

1 What area of healthy living will your event focus on?
2 What is the aim of your event?
3 Who can attend your event?
4 What activities will you include in the event?
5 Will you have a special guest? Who?
6 What kind of food will be served at the event?
7 What else will you have to prepare?





4 Do a project.

1 **Work with your group to plan your event. Create a flyer for the event.**

Your flyer should include the following information:

- The name of the event
- Details about the event (date, time, location)
- Who can attend the event
- The activities included in the event
- The schedule for the event
- The food at the event
- Any other important information

2 **Prepare a short presentation about your event. Each member of your group has to participate in the presentation. Use the Useful Language box below to help you.**

Useful Language

Talking about your event

The name of our event is …
The aim of our event is …
Our event will be on (date) at (time).
During our event, students will…
Activities include …
The event will start / finish with …
The special guest is …
(Food) will be provided at the event.
Students should bring …
Do you have any questions about the event?

5 Present.

Present your event to your classmates. As a class, vote on which event you would like to hold at your school.

3 Overview

1 Look and discuss.

Look at the pictures and discuss the questions.

1 Which ones exist now? Have you ever seen or used them?
2 Which one do you like to use in the future? Why?

1

hover bike

2

time machine

3

flying car

4

electrical tram

5


smart pod vehicle

6

horse carriage

The Future of Transport

2 Read and discuss.

1 Read the text below. Discuss the questions.

1. What is the text about?
2. Name some examples of future means of transport.
3. What is the main reason behind the change in transportation?

2 Look at the words in bold and discuss their meanings.



The Future of Transport

Different means of **transport** have developed over time. However, in the coming years, we are likely to see many more changes in transportation.

Technology will play a key role in bringing about this change. For instance, most means of transport will be **automated**. **Self-driving** cars, **hyperloops**, and **hovercrafts** will replace most of the current means of transport. Air travel will be more **efficient** as it will enable us to travel faster and will offer **non-stop** flights for long **distances**. High-tech transportation is committed to improving the time spent in air by increasing passenger comfort and safety as well as protecting the environment.

3 Discuss.

In your group, discuss the following future prediction.

In the near future, people won't drive normal cars anymore.

I don't think people will ...

I think we might ...

There might not be ...

1 Read and match.

Read the texts. Match the titles to the texts.

a Self-driving vehicle b Jetpack c Hyperloop d Flying car



This new form of ground transport is currently being developed by a number of companies.

Passengers will be travelling in a floating pod which will run inside giant low-pressure tubes, either above or below ground. Rather than using wheels like a train or car, the pods are designed to float on air using magnetic levitation to reduce friction. The suggested speed for journeys will be 1080 kilometers per hour. That is approximately 4 to 5 times faster than a normal train. This proposed means of transport could make travel between cities faster, safer, and more environmentally-friendly.



This is a transportation device that is worn over the shoulder. It has two fans, which are powered by an engine. It can fly for up to 30 minutes at a time with a maximum speed of 74 km/h.

This device is a type of air craft so people will need a pilot's licence to use it. Pilots will wear a heat-resistant flying suit, a helmet, and boots. Inside the helmet, a radio system will allow pilots to communicate with air traffic control.

It could fly equipment to areas that are hard to reach. Therefore, it might be more suited for firefighters or emergency rescue teams.

To increase its safety features, this device will include a low-tech plastic parachute.

What transport will be like in the future!



This car or truck can drive itself with little or no help from the driver. This autonomous vehicle will use technologies that are widely available today. For example, it will create an internal map of the surrounding area and will use lasers, radars, and high-powered cameras to guide it.

This kind of transport is **just around the corner**. It is expected to be available in the coming years. It will significantly reduce road traffic accidents and the number of people killed on roads will be less. This is because the software used has proven to be more reliable and is less prone to error when compared with human driven vehicles.



This form of transport can be flown in the sky or driven on roads. It has the basic features of an airplane such as an airscrew but has tyres the same as a car. It is light enough to fly in the air yet strong enough to move on the road. Therefore, it has **the best of both worlds**.

This fully automated vehicle will be used by people who hardly know anything about driving a car or flying a plane. The driver will have to enter the destination's phone number or address and then the vehicle will do everything.

This vehicle needs less parking space than a plane and is more convenient than a car. It will be able to avoid traffic jams due to its advanced technology. In addition, this means of transportation will use less fuel.

2 Read and match.

1 Match the means of transportation with its special feature.

1 This means of ground transportation will travel very fast and will carry a large number of passengers.

2 This means of transportation can be used for emergency purposes.

3 This strong and light vehicle combines the advantages of two modes of transportation.

4 This means of transportation might help reduce road traffic accidents.

a Self-driving vehicle
b Jetpack
c Flying car
d Hyperloop

2 Read the texts on page 28 again and find more features for each means of transportation.

3 Read and complete.

Complete the sentences using the words in the box. Refer to the texts on page 28.

autonomous levitation vehicles licence destinations speed

1 Giant tubes in the hyperloop will carry passengers at high .....:

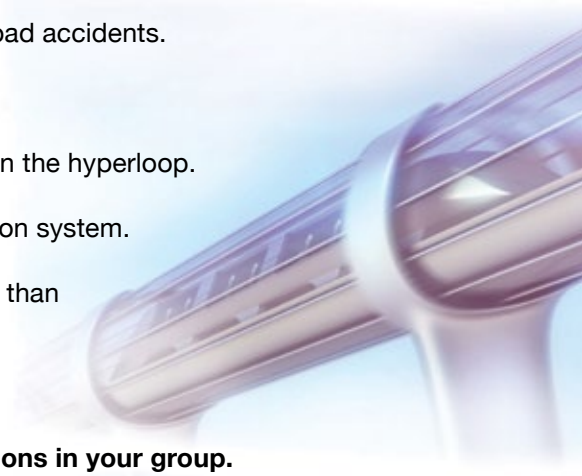
2 ..... vehicles may reduce the number of road accidents.

3 To fly a jetpack, you need to have a .....:

4 To reduce friction, a ..... system will be used in the hyperloop.

5 In future ..... will be directed by a navigation system.

6 In future, passengers will reach their ..... faster than they do nowadays.



4 Discuss.

Discuss the following questions in your group.

1 Which means of transportation do you think might be used in your country in the future?

2 Choose one means of transportation from page 28. What disadvantages can you predict?

3 Can you think of another type of transportation that might improve the way we travel?



1 Order.

1 Read the following phrases predicting the future. Order them based on their possibility of happening in the future.





1 People **will not** drive today's cars because fossil fuels **won't** be available any longer.

2 Space is **going to** become a popular tourist destination.

3 In the future, people **will be** expected to drive electric vehicles.

4 Within 10 years, flying cars **might become** a reality.





2 What do you notice about the tense of the verbs in the sentences?

Grammar Focus — Predicting the Future

1 We use **going to** or **will** for making predictions about the future.

A **(not) Going to:** **giving predictions based on evidence**

*You are **going to** miss the plane unless you hurry up*

B **Will (not):** **giving predictions based on opinion**

*Cars **will** shortly be able to communicate with each other whilst driving.*

2 We also use modal verbs of possibility to make future predictions:

A **May (not)** *Cars **may** soon become autonomous, as a result there will be no need for drivers.*

B **Might (not)** *In ten years' time, we **might** be using flying cars.*

C **Could (not)** *By using a hyperloop, a passenger **could** travel between two cities in a few minutes.*

2 Read and find.

Look at the reading text on page 22 in the Skills Book again. Find examples of modal verbs and write them into your exercise book.

3 Read and guess.

Read the two dialogues with your partner. Guess the meaning of the phrases in bold.



Dialogue 1

Hamzah: Hello, Majid.

Majid: Hello Hamzah, I would like to wish you the best of luck in the coming Teens' Innovative Transport Competition.

Hamzah: Thank you. But how did you know about it? It's meant to be a surprise.

Majid: Yes, I know but your brother was so excited for you that he told me all about it.

Hamzah: So he **let the cat out of the bag**, didn't he?

Majid: Yes. I'm afraid he did.

Dialogue 2

Tony: I'd better be off right now. I don't want to risk being late.

Derick: Stop worrying. I am sure you will get the job.

Tony: Do you really think so?

Derick: Of course. I'm sure you're exactly what they're looking for.

Tony: Let's hope so. **Keep your fingers crossed** for me.

Derick: I will. Good luck.



4 Read and find.

Find some idioms on the texts on page 28 of your classbook. Discuss the following questions.

1 Can you guess their meanings from the context?

2 What other idioms do you know?

Idioms

Idioms are words or phrases, which can mean something different from what their individual words mean but they can be understood because of their popular use.

Note: Some words in idioms can help you figure out the meaning. e.g. *I miss the boat* (I missed a chance/ an opportunity). Some are difficult to understand. e.g. *a piece of cake* (means that something is very easy).

1 Listen and answer.

Look at the picture. Do you know the person in the picture? Now Listen to Sophie and Jean talking about this person. Choose the correct option.





1 His name is
a Elon Musk **b** Elon Mask

2 Elon is an
a engineer **b** entrepreneur

3 Elon created a video game when he was
a 10 years old **b** 12 years old

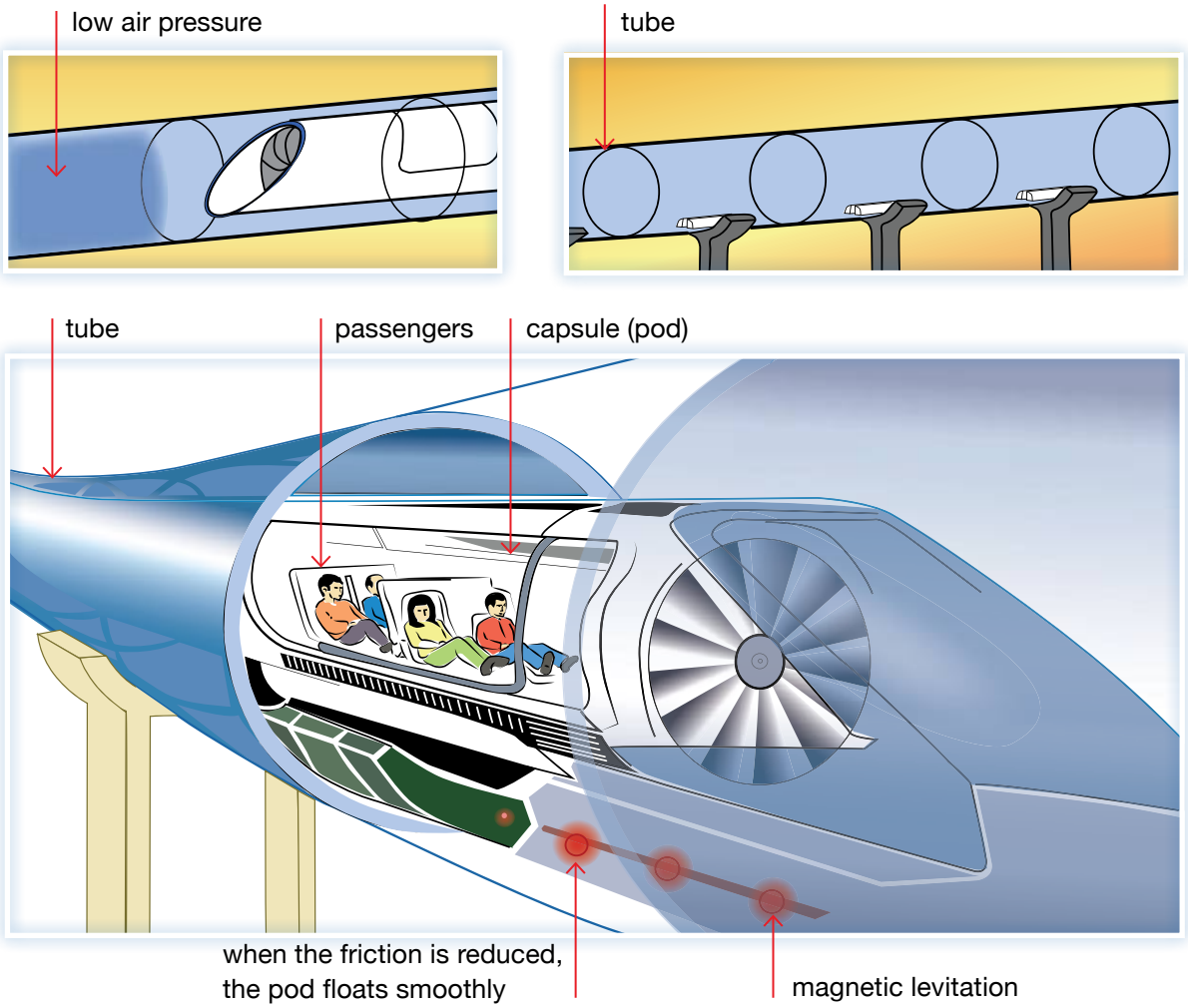
4 SpaceX is a company which manufactures
a spaceships **b** electric cars

5 Elon is interested in
a travelling **b** global climate change

6 Elon works in developing a new means of transportation called a
a hyperloop **b** hyperspace

2 Look, read and discuss.

Look at the following diagram and study it. Imagine how it works and discuss it with your partner.



3 Listen.

You are going to listen to the second part of the conversation between Sophie and Jean talking about the 'Hyperloop'. Write (T) if the statement is true and (F) if the statement is false.

1. Jean was not interested in hearing about the hyperloop.
2. The hyperloop is a new type of train.
3. Passengers travelling by hyperloop will sit in pods.
4. The pods will float on air that will not touch the ground.
5. Travelling by hyperloop will be more expensive than travelling by train.
6. The first hyperloop is likely to be operational in 2025.



4 Listen and match.

Listen to the people in the pictures giving their opinions about the hyperloop. What does each person think about it? Listen and match the statements below with each person's opinion.









a Excited to see the new invention.

b The technology to make the hyperloop is not advanced enough.

c Not safe because passengers might get stuck inside the pods.

d The hyperloop's speed could cause accidents.

5 Discuss.

In pairs, read the following statements about the hyperloop and express your opinion about each statement in one or two sentences.

The hyperloop...

- could reduce congestion on roads
- will make travelling faster
- might be dangerous
- is not going to be a reality anytime soon
- will be expensive



1 Read and discuss.

In pairs, read and discuss these statements. Write (T) if you think the statement is true and (F) if the statement is false. Then, read the text and check your answers.

Flying Cars	Your Opinion	The Text
1 can be time-saving.		
2 will demand less effort from drivers.		
3 are very cheap and everyone can afford them.		
4 are safer than cars as we know them today.		

Flying Cars



Have you ever daydreamed about flying your car over the road? The idea seems mind-blowing, but these cars may soon be filling our skies. In fact, some companies have already begun testing their prototypes based on value for money, efficiency, and safety. Flying cars will help improve transportation, but at the same time, there are some challenges that could affect their general use and popularity.

There are certainly some advantages to using flying cars. To begin with, flying cars can be time-saving as they can fly to their destination directly without having to follow roads or stop at traffic lights. This way, flying cars do not get stuck in traffic jams or become involved in road traffic accidents or other problems. Moreover, flying cars are easy to use because they have an automated system. For example, the driver enters the destination's address and then the flying car will arrive at the exact place. Therefore, you will get to your destination easily and quickly.



On the other hand, flying cars do have some disadvantages. First, flying cars will be expensive as they use the technology of both cars and airplanes. Furthermore, these types of cars require special and expensive materials. Secondly, flying cars might be more dangerous than the cars we use now because they could be badly affected by weather conditions and fall out of the sky. Also, having so many in the air at the same time might make it difficult to control the landing as they would not have the space to land safely.

In conclusion, I believe that flying cars will be used in the near future, because they have so many advantages. However, I am still not convinced about how safe they really are.

2 Read and answer.

Read the text again and answer the questions.

1 What are the advantages of using flying cars?
2 What are the disadvantages of using flying cars?

3 Read and choose.

Read the text again and choose the correct answer.

Learning Strategy

In the **Introduction** *of an opinion essay (advantages and disadvantages), we make* **general remarks** *about the subject, without giving our opinion.*

1 What type of text is it?
   a an opinion essay.
   b a report.

2 What does the introduction include?
   a an opinion about the topic.
   b general remarks about the topic.

3 What does the writer include in the second paragraph?
   a a discussion about the advantages of the topic.
   b a summary of both points of view.

4 What does the writer include in the third paragraph?
   a general remarks about the topic.
   b a discussion about the disadvantages of the topic.

5 What is the conclusion about?
   a a summary of both points of view and stating his/her opinion.
   b a discussion about a new idea.



4 Read and find.

Read the text again and find the following.

Linking words

Future prediction

1 Look and discuss.

Look at the picture of a new type of cargo ship.
Discuss the following questions:

1 What type of transport is it?
2 What are its main features?



2 Listen and tick.

Listen to a student's presentation about the Eco-Ship 2040.
Tick the sentences that describe it.

1 This cargo ship will start sailing in the future.
2 It will be autonomous as it will sail without the help of any crew.
3 It will use solar panels and wind sails.
4 It will be made of steel because it is safer than aluminum.
5 It will be fast as it will be able to sail at a speed of 200 km/h.

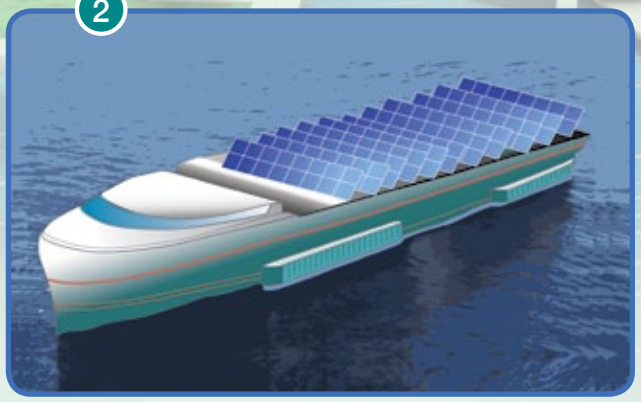
3 Listen and choose.

Listen again and choose one of the following pictures that best matches the description in Activity 2.

1



2

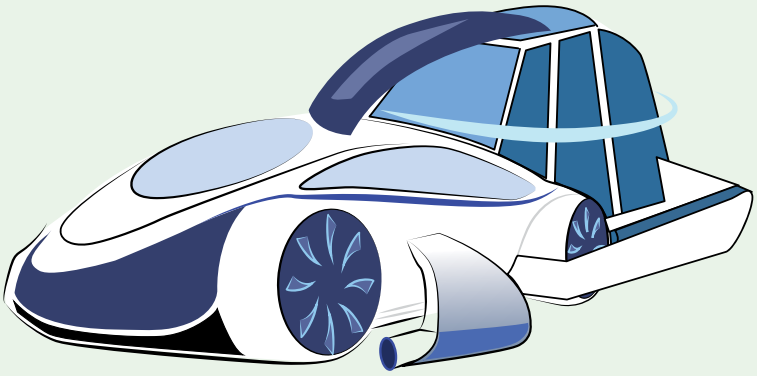


4 Plan.

In your group, you will search for a new means of transport, which has not been discussed in this unit. Then, you are going to present your idea to the class.

Think of the following aspects while you search:

1 What is the means of transport?
3 How does it work?
4 What special features does it have?
5 What are the advantages of this type of transport?
6 What transportation problems will it solve?







5 Do a project.

1 Do the search and prepare your presentation.

1 Search for a future means of transport, which has not been discussed in this book
2 Write a short summary about the means of transport you have selected.
3 Prepare a 1-2-minute presentation for your class about the means of transport you have chosen. Explain to them what it looks like.

2 Present to the class.

1 Present the idea to your class and make sure not to show any images at this stage.
2 Once you have finished, allow each group to ask only one question about the means of transport.
3 Provide each group with a blank sheet of paper and give them 5 minutes to draw the means of transportation that you have spoken about.
4 Get students to stick their drawings on the whiteboard.
5 Show the image of your means of transport to the class and decide which group's design is closest to yours.

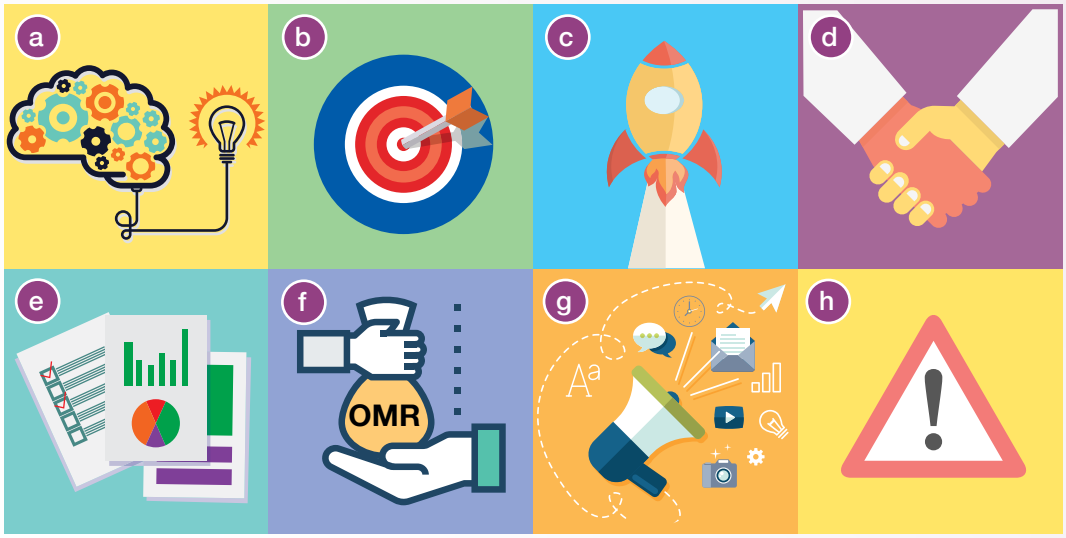


4 Overview

1 Read and match.

Match the illustrations a-h with the words in the box.

ENTREPRENEURSHIP



partners
plan
risk
funding
idea
target
marketing
launch

2 Listen and answer.

Listen to three people talking about their experiences in business.
Match each speaker with the aspects mentioned in Activity 1.



Entrepreneurship



3 Read and discuss.

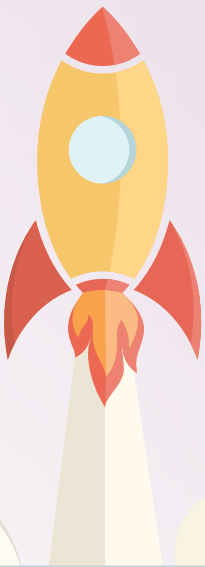
1 Work in pairs. Read the text and discuss the questions.

1. What does **'entrepreneurship'** mean?
2. What should entrepreneurs have in order to succeed in their business?
3. What do some entrepreneurs need to start their own business?

2 Look at the vocabulary in bold. Discuss the meanings of these words.

Entrepreneurship

The term **entrepreneurship** refers to launching any kind of **business** that involves creative ideas and risk-taking. The people who run these businesses are called **entrepreneurs**. To succeed, entrepreneurs should have some **characteristics** like being ambitious, confident and ready to face challenges. They should also know how to **persuade** customers in addition to having some soft **skills** like leadership, self-motivation and flexibility. Some startup entrepreneurs might need financial **funding** to launch their new **products** or services.



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4 Discuss.

Work in pairs and discuss the following question.

Imagine you have a great idea to start your own business, what type of business would it be and why?

1 Discuss.

Look at the illustration and discuss the questions below.

1 What does the illustration show?
2 What does an entrepreneur need to be successful?



2 Read and match.

Read the article below. Match paragraphs 1-4 to their subheadings a-d.

a Importance of entrepreneurship
b Definition of entrepreneurship
c Types of entrepreneurship
d Characteristics of entrepreneurs

Entrepreneurship

(1) Do you know that there are roughly 582 million entrepreneurs in the world today? It means that one in every thirteen people worldwide owns a business! There are many discussions about entrepreneurship but not everyone knows what it means exactly. Entrepreneurship is simply defined as the process of planning and **launching** a new business whether it be products or services. People who run these businesses are known as entrepreneurs. It really involves someone who can take financial risks in addition to having the idea or funding to **succeed** in entrepreneurship.

(2) Entrepreneurship is very **essential** nowadays as it improves living standards for individuals and guarantees the way forward for a sustainable future. It also boosts the economy by providing either brand-new or improved products through the entrepreneur's innovative ideas and concepts.

(3) There are a number of characteristics that successful entrepreneurs should have when starting a business. First and most importantly, they should be able to take **risks** because running a business without being prepared to take risks does not lead to real success. Second, they should be self-motivated individuals who know how to push themselves forward even if they do not get an immediate **profit**. Third, they should know that what they offer, whether it is services or products, fits the market. They should know what customers need and act accordingly.

(4) There are different kinds of entrepreneurship. The first type is known as lifestyle entrepreneurship. It became popular with the growth of the technology, internet and global economy. In this type of entrepreneurship, a business is built on interests and **passion**. The second type is a home-based business which fits under the group of small businesses run from homes rather than from offices or other places. The third type is the online business which can include small, home-based, or even large businesses. The main difference is that this business is activated mostly online. The fourth type is called 'inventors', those going beyond the idea or concept stage to build the product and get it to the market.

https://www.feedough.com/what-is-entrepreneurship-types-importance/



3 Read and answer.

Read the article in Activity 2 again and answer questions 1-4 below. Write your answers in your exercise book.

1 Why is entrepreneurship important?
2 How is entrepreneurship different to entrepreneurs?
3 What skills does an entrepreneur need to succeed in business?
4 What type of entrepreneurship do you like best? Why?

Learning Strategy

Guessing the meaning of new words from context is very useful. It can be done through looking at the examples, definitions or synonyms provided.

4 Read and complete.

Use the words in bold from the article in Activity 2 to complete the sentences below. Write the answers in your exercise book.



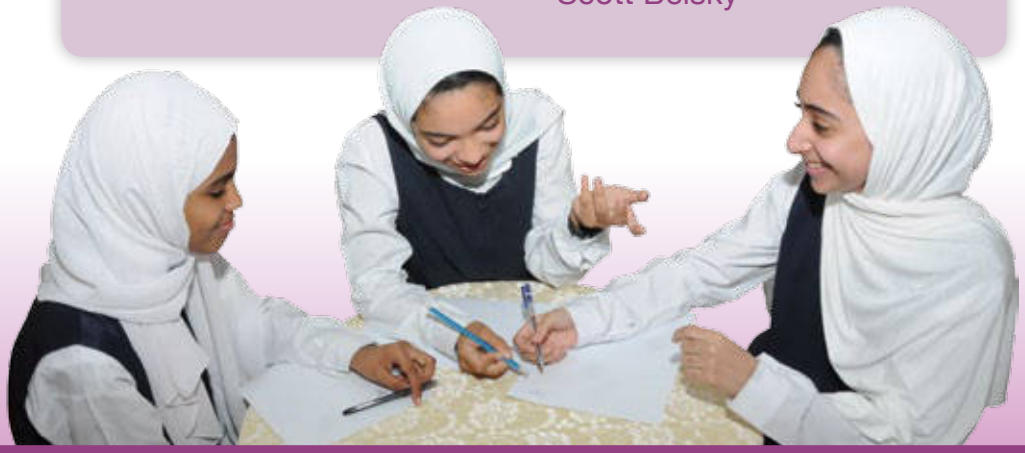
1 The company is ..... a new model next month.
2 He has a strong ..... and interest in starting his own company.
3 I encourage people to take ..... by experiencing new things in their lives.
4 Our daily ..... is usually around OMR 500.
5 Even in small companies, computers are an ..... tool.
6 You will have to work hard if you want to ..... in your business.

5 Discuss.

Work in groups. Discuss the following statement.

"Entrepreneurship is not only about ideas. It's about making ideas happen!"

- Scott Belsky -



1 Read and complete.

Read the dialogue and complete the missing gaps with indefinite pronouns from the box.
Write your answers in your exercise book.

everywhere	someone	anywhere
nothing	anyone	somewhere



Bader: There is (1) _____ more annoying than losing something.

Jamal: What have you lost?

Bader: My exercise book. It must be in the classroom, but I've got no idea where I left it. I can't find it (2) _____.

Jamal: Are you sure you haven't left it (3) _____ else by mistake?

Bader: Of course not. I've searched for it (4) _____ but it's no use. I think (5) _____must have hidden it.

Jamal: Why would (6) _____ hide your book? No one would do that! Oh wait! Do you mean your Math exercise book?

Bader: Yes, exactly! How did you know?

Jamal: Don't you remember? The Math teacher took our exercise books yesterday to check them.

Bader: Oh, I forgot!

Grammar Focus Indefinite Pronouns

	Affirmative	Interrogative	Negative
Countable/ Uncountable	some	any	no
People	someone / somebody	anyone / anybody	no one / nobody
Things	something	anything	nothing
Places	somewhere	anywhere	nowhere

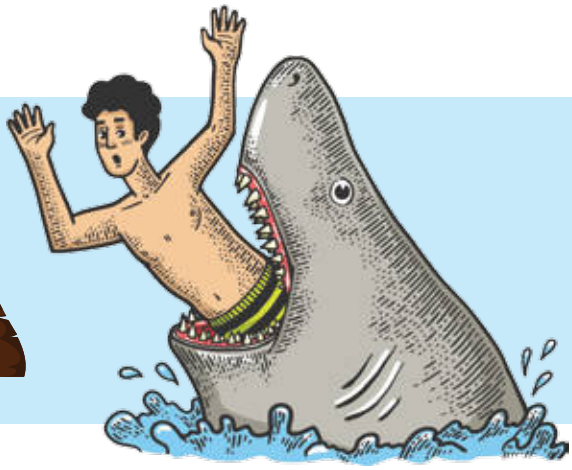
2 Think and discuss.

1 **What is happening in these illustrations?**

2 **What is the difference in meaning between**
"A man eating fish" and
"A man-eating fish"?



A man eating fish



A man-eating fish

3 Read and answer.

Look at the reading article on page 40 of your Classbook again and find the compound adjectives.
Discuss the following questions:

1 Do you understand the meaning of these compound adjectives?

2 How are these adjectives different?

3 What other compound adjectives do you know? Give examples.

Compound Adjectives

A **compound adjective** is an adjective that is made of two or more words.

1 **adverb + past participle:**
This is a well-developed product.

2 **noun + verb-ing:**
Entrepreneurs need to improve their decision-making skills.

3 **adjective + noun:**
My business is based on a short-term plan.

4 Read and complete.

Complete the sentences with the appropriate compound adjectives.
Use the hints between brackets to help you. There are three extra compound adjectives.

record-breaking | six-month | risk-taking | low-paid

1 The _____ entrepreneur accepts different opinions. (willing to consider new ideas)

2 Our business is to sell ____ goods. (excellent)

3 I decided to launch my own business because of the _____ job I was in. (not getting enough money)

4 Entrepreneurship is a _____ experience. (involves taking chances)

5 I will try to achieve _____ sales this month. (better than previous sales)

open-minded | old-fashioned | home-based | high-quality

1 Discuss.

Look at the pictures and discuss the questions below.



1 What do the pictures show?
2 What do you think this App is used for?



2 Listen and answer.

1 Listen to the first part of the interview with Muntasir Al Fahdi. Complete the table below. Write the answers in your exercise book.

Study field	1 .....
Name of App	2 .....
Year started	3 .....
Purpose	4 .....
Challenges	5 Lack of knowledge in IT and .....

2 Listen to the second part of the interview. Decide if the following statements are True (T) or False (F).

1 People around Oman used the application to buy **JA** Products.
2 Young entrepreneurs must have enough money before starting a business.
3 Muntasir plans to only sell his products locally.

3 Read and answer.

1 Read the following dialogue between Safa and Noor and answer the questions below.

1 What business does Safa want to start?
2 How does Noor convince her to market the products?

Noor: Hello Safa. How's everything going?
Safa: Hi Noor, I'm fine thank you.
Noor: You look confused! Is everything alright?
Safa: I'm just thinking about advertising my products but I don't know how to do it.
Noor: What kind of products?
Safa: Something like printing names, logos and photos on T-shirts and mugs.
Noor: Sounds interesting. Why don't you try online business, something like activating social media to market your products?
Safa: It might not be that useful for me. I've never used social media in my life and I don't even have any accounts!
Noor: I can guarantee you that if you have accounts in Instagram and Snapchat, many customers will buy your products. I can help you create an account.
Safa: Really! That's very kind of you.
Noor: No problem! Obviously, this is the best way for young people to market their products, especially nowadays.
Safa: Okay, let's get started then. What should I do first?
Noor: Well, first you should take some photos of your products. Believe me, when customers see good quality photos of the products online, it convinces them to go ahead and buy the product.
Safa: Okay I will get them ready this evening. See you then and thank you Noor.

2 Read the conversation again and find some phrases which the speakers used to persuade each other.



Useful Language

Persuasive Language

Match the phrases which are similar in meaning.

Column A	Column B
1 I can guarantee …	a Trust me …
2 Believe me …	b Without a doubt …
3 Why don't you …	c How about ….
4 Obviously …	d I am certain …

4 Find and match.

Discuss the situations below. Use the phrases above to persuade your friend what you think is best.

1. Your friend is not sure which mobile brand to buy!
2. Muna is a designer. She wants to sell her clothes but she doesn't know how to advertise her business!
3. Tariq is not sure where to spend his summer holiday!

1 Read and think.

Read the email and answer the question below.
What is the purpose of the email?

1 To send a request
2 To send an invitation
3 To make a complaint

Sultanate of Oman
Al Raffd Fund

New message

To support@alraffd.gov.om

Subject Financial Assistance Needed!

Dear Sir/Madam,

Overview
My name is Salima Al Maskery and I am a start-up entrepreneur. I am planning to launch my business which is selling organic beauty products online. I came to know that Al Raffd Fund supports entrepreneurs through 'Ta'zeez Programme' so I would like to benefit from this service. I have already got the official approval and would like to start my company which will be located in Al Duqm.

Business description
My company aims to offer brand-new beauty products for men and women that are made from herbal and organic ingredients. These products can help keep good-looking skin and maintain quality and texture with no side effects. I am also planning to buy expensive machines so that we ourselves can produce beauty creams and related items which can then be sold anywhere in Oman.

Request
Therefore, I am writing to request financial support to establish my business. I have already read your terms and conditions and I hope to get a loan of OMR 20,000. I will pay it back in monthly installments over the next five years.

Attachments
Please find attached copies of my CV, the company file, bank statements and the papers of approval. If you require anything else, please feel free to contact me at this email.

Thanking you in advance and looking forward to hearing from you at your earliest convenience.

Yours sincerely,

Salima Al Maskari

Send

2 Read and answer.

Read the email again and answer the questions below.

1 What kind of business does Salima want to start?
2 What is special about her products?
3 How much does she need to launch her business?
4 Is the language used in the email formal or informal? Give examples.

3 Read and match.

Read the information about the structure of the email in Activity 1. Match the sentences/definitions to words in the boxes. Write the answers in your exercise book.

1 This part gives general information about the entrepreneur, the purpose and location of the company.

2 This part tells you about the nature of the business and how it benefits customers.

3 This part identifies the amount of money required and the period of repayment.

4 This part mentions the documents and proofs to be sent along with the email.

a attachments

b overview

c business description

d request

4 Read and find.

Read the email in Activity 1 again and find an example for each of the following items.

1 a greeting

2 a request

3 a polite closing

5 Sort and write.

Sort the words and write the sentences in the correct order.

Learning Strategy

When you write a formal request, you should:

- *have a strong subject line*
- *identify yourself clearly*
- *keep the message focused*
- *use formal language*

1 to launch / selling handicrafts. / I would like / my own business

2 Indonesian textiles. / aims to sell / My company

3 a financial loan / I am writing / for 5 years. / to request

4 receiving your reply / Looking forward to / at your earliest convenience.



6 Language review.

Read the email in Activity 1 again and find two examples of the following items.

indefinite pronouns

compound adjectives

1 Read and match.

Salima's team are presenting their project to some investors.

1 Look at the slides which detail their business pitch. Match slides a-e to sections 1-5 below. Write your answers in your exercise books.

a



b



c



d



e

- ✕ Expensive to buy machines
- ✕ not all ingredients available
- ✕ ingredients expire quickly

- ✔ get funding
- ✔ make own products to avoid possible risks

1 **entrepreneur's identity**
2 **product benefits**
3 **risks and solutions**
4 **product information**
5 **funding**

2 Listen to Salima giving a presentation about her team's product. Check your answers.

2 Plan.

You will design your own business pitch and give a presentation about your product or service.
Brainstorm ideas for your business pitch and answer the questions below with your group.

1. What is the name of your product/service?
2. What is the aim of your product/service?
3. What will you include in your business card?
4. What are the benefits of your product/service?
5. Does your product/service have any risks? If yes, what are they? Suggest solutions.
6. Where will you get funding from? How much do you need?
7. How would you market your product/service?

3 Do a project.

1 **Work with your group to design a business pitch for your product/service. Present your design on a set of slides or on a large poster.**

2 **Prepare a presentation about your business pitch. Each member of your group has to participate in the presentation. Use the tips below to help you prepare your presentation.**





Learning Strategy

When you present a **business pitch**, *you should include a number of slides that cover the background of your product or service. Your presentation should be short and focused.*

TIPS FOR GIVING PRESENTATIONS

- Speak clearly
- Pause regularly
- Keep it simple
- Make eye contact with the audience
- Use your own words to give more details
- Practise before the presentation
- Use notes to help you
- Have open body language
- Do not read from slides
- Relax and smile
- Put only the main points in your slides

4 Present.

Present your product/service to your classmates.
Listen to your classmates' presentations and ask questions about their products/services.

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