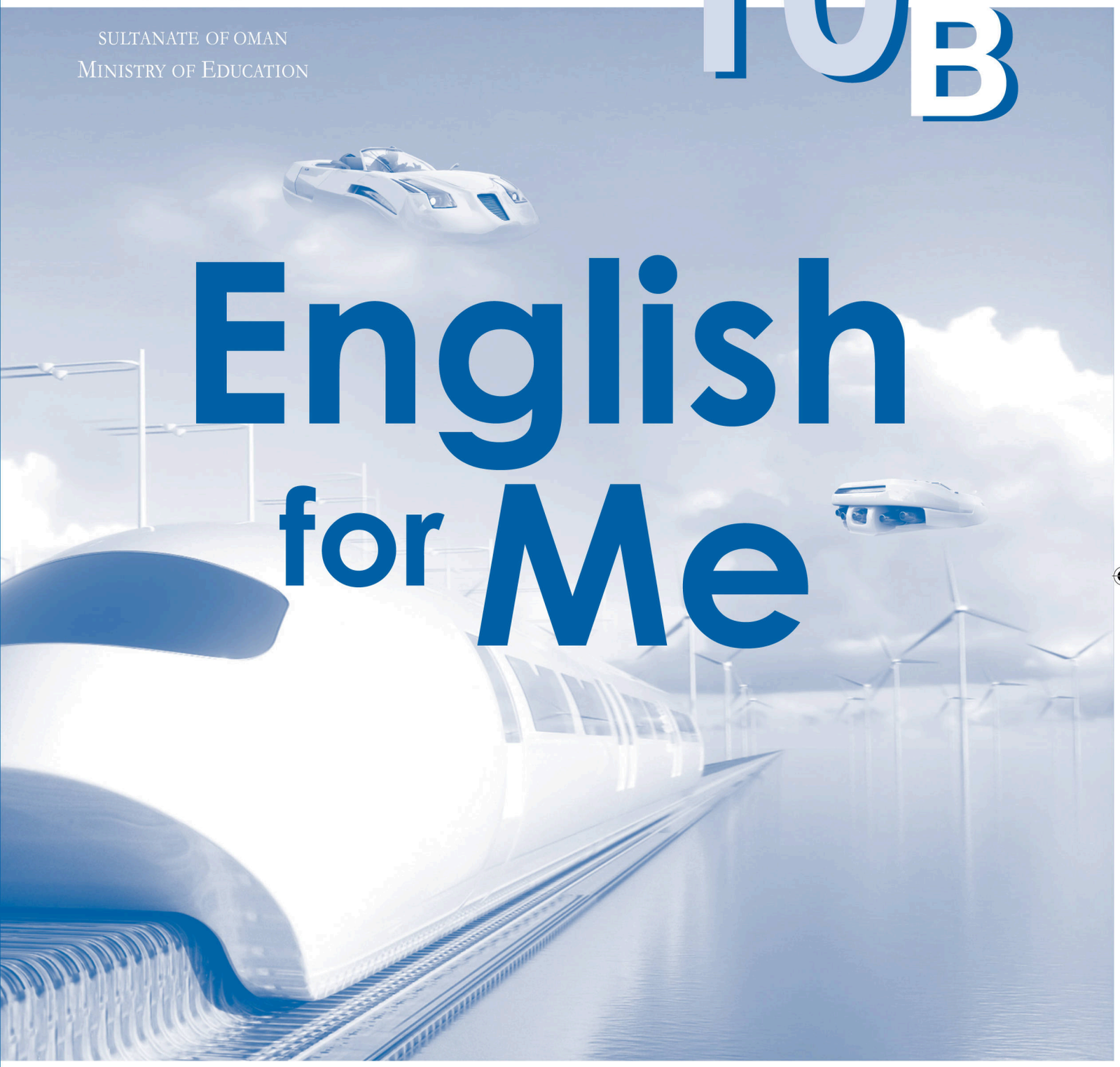
SULTANATE OF OMAN
MINISTRY OF EDUCATION

10B



English for Me

SKILLS BOOK

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 Skills Book.

Thank you.

Sultanate of Oman
Ministry of Education

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Contents

Learning Outcomes for Grade 10B page ii

1 Stories page 2

2 Healthy Lifestyle page 12

3 The Future of Transport page 22

4 Entrepreneurship page 32

Writing Plans page 43

Word Lists page 48

Writing Reference page 50

Grammar Reference page 62

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 advantages 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 Stories

Reading and Understanding

1 Think and circle.

Look at the words below from the three stories in this section. Circle the odd word in each set of words. Be prepared to explain your choice.

How the Bear Lost its Tail

1	fox	fish	tail	bear
2	ice	winter	snow	sun
3	black	trick	shiny	long

Space Waste!

4	moon	waste	junk	rubbish
5	create	build	pull	make
6	president	official	scientist	minister

TRAPPED

7	crowded	dim	dark	gloomy
8	smell	fear	see	feel
9	smoke	sharp	flames	fire

2 Read and answer.

Read the background information and the story Trapped. Answer the questions on page 3.

TRAPPED

Background Information

On October 28, 1995, tragedy hit the city of Baku in Azerbaijan. During rush hour, a fire broke out on an underground train and killed more than 300 people. Read about Vagif's experience.



Azerbaijan

Suddenly all the lights went out. Then the train stopped in the dark tunnel.

We waited. We thought the lights would come on again, but nothing happened. Then I began to smell something. I could smell smoke. The people around me started to scream, "The train is on fire!"

Then I saw flames appearing. "If something doesn't happen soon," I said to myself, "I will be burned alive." As I stood in the blackness of the crowded, burning train, I could see no way to escape.

Then, something happened. I heard a noise like glass breaking. In the dim light, I slowly began to push my way towards the noise until I felt the sharp edges of a broken window. I pushed my body through the window and tumbled onto the ground outside. I shouted at the other passengers in the train to follow me.



Then, mad with fear, we ran away from the burning train. For two hours, we walked down the gloomy train tunnel. At last we saw a bright light in the distance.

www.soon.org

1 **Why did the passengers continue to wait when the lights went out?**
- a They were waiting for help.
- b They expected the lights to come back on.
- c The lights often went out.

2 **How did the passengers know that the train was on fire?**
- a They could smell smoke.
- b They heard a loud scream.
- c The lights did not come back on.

3 **How did Vagif escape from the fire?**
- a He climbed through a broken window.
- b He followed a bright light.
- c He followed a noise.

4 **How did Vagif describe the escape from the train?**
- a It was fast.
- b It was organised.
- c It was scary.

3 Read and complete.

1 **Read the stories How the Bear Lost its Tail, Space Waste! and Trapped again.**
Complete the table with information about each story using the words in the box.

factual Vagif legend the future presidents winter science fiction a tunnel animals

	How the Bear Lost its Tail	Space Waste!	Trapped
Genre			
Setting			
Characters			

2 **Read the sentences below. For each item, circle the correct word(s) to complete the sentence.**

1 A story setting can include the place, time and **weather / people**.

2 If you are a character in a story, you should write in the **first person (I, we) / third person (she, they)**.

3 If you are writing about other characters in a story, you usually write in the **first / third** person.

4 If the characters in a story speak, use **direct / reported** speech.

4 Write.

Imagine that you were also trapped on the train and you followed Vagif to escape the fire.
Write about your escape. Include details about what happened, what you saw and how you felt.

1 Read and choose.

Read this conversation between Laith and his sister, Amna.
Circle the correct verbs to complete Laith's answers.

Amna: Laith, I'm so happy you're safe! What happened?

Laith: Well, I **(1)** walked / was walking home through the forest and I saw a lion.

Amna: Wow! Did you know there was a lion in the forest?

Laith: Yes, I **(2)** was seeing / had seen a footprint earlier that day when I walked to work.

Amna: Were you scared when you saw the lion?

Laith: Yes! I **(3)** felt / had felt really scared. I wished that I had taken the mountain path with Imran.

Amna: How did you escape?

Laith: Luckily, I **(4)** was tricking / tricked the lion. I told him that I didn't have a brain and that he should eat Imran's. While the lion **(5)** had climbed / was climbing the mountain, I warned Imran and he ran home as fast as he could. So did I!

2 Read and complete.

Read sentences 1-5.
Write the verb in brackets in the correct form past simple, past continuous or past perfect to complete each sentence.

1 It was a lovely day and the sun ..... (**shine**).

2 Suddenly, he ..... (**hear**) a loud noise and stopped.

3 After we ..... (**finish**) our homework, we went out to meet our friends.

4 No one even noticed when I got home because they ..... (**watch**) football on TV.

5 At the shop, I discovered that I ..... (**lose**) my wallet.

3 Play a game.

Work in groups.
Read the instructions below and play a game.
Use the phrases from the Useful Language box to help connect the events in your story.

Useful Language

Time Linkers

Later on …
In the end, …
The next morning …
Immediately …
Suddenly …

Tell a story

- The first student in the group starts the story with one sentence.
- The next student adds one sentence to the story.
- The rest of the group take turns to add sentences until the story is complete.

Remember to think about the plot, setting and characters.
Use the past tenses you studied in this lesson.

4 Read and sort.



Read the descriptions below.
Decide whether each description contains a simile or a metaphor.
Write S for simile and M for metaphor in the space next to each description.

1 Her hair was as black as night. ☐

2 My computer is a dinosaur. ☐

3 Her words are always pearls of wisdom. ☐

4 She was as busy as a bee. ☐

5 Read and discuss.

Read and discuss the meaning of each simile or metaphor with your group. Write the meanings in the spaces provided.



Similies

I **slept like a baby** last night.
Meaning: .....

Her answer was **as clear as mud**.
Meaning: .....

My brother is **as brave as a lion**.
Meaning: .....

Metaphors

My exam was **a breeze**.
Meaning: .....

My sister is an **early bird**.
Meaning: .....

I was **dead tired** after the hike.
Meaning: .....

6 Write.

Read the examples of similes and metaphors to describe characters.
Write a simile or a metaphor to describe the appearance, feelings and behaviour of a character.

	Appearance	Feelings	Behaviour
Examples	Her skin was as white as snow. (S) His eyes were diamonds. (M) She was an ugly duckling. (M)	Her hands were like ice. (S) She felt as free as a bird. (S) His mood was dark. (M)	She's as quiet as a mouse. (S) He acts like a clown. (S) He's a bad apple. (M)
	.....	.....	.....

1 Listen and match.

Listen to a lecturer describing the stages of a plot.
Match the stages to their definitions.

Climax | Resolution | Falling action | The beginning | ~~Rising action~~

1 ..... This stage is the start of the story. The characters and setting are introduced.

2 Rising action In this stage, the main conflict or problem of the story is developed.

3 ..... This stage is the main part of the story when most of the action takes place.

4 ..... In this stage the characters start to overcome the problem or conflict.

5 ..... This stage is the end of the story. Usually, the characters solve the problem they were facing or achieve their goal.

2 Read and label.

Read the key events from the story, The Farmer without a Brain.
Write the stage of the plot of each event. Use the stages from Activity 1.

1 Laith met the lion on the path. The lion wanted to eat Laith's brain.
Stage of plot

2 The lion left Laith and went to eat Imran's brain.
Stage of plot

3 One day Imran and Laith were walking to their fields. They saw a lion's footprints on the path.
Stage of plot

4 Laith continued on the same path, while Imran took a different path through the mountains.
Stage of plot

5 Laith explained that Imran's brain was better, because he was clever and took the other path to escape from the lion.
Stage of plot

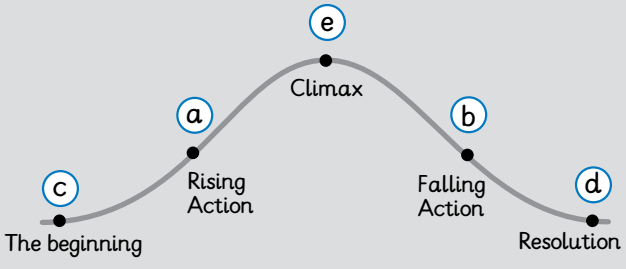
3 Discuss and order.

The following events are from stories in this unit but they are not in the correct order.
Look at the example and put the events of the second story in the correct order.
Write the title of the second story in the space provided.

Example

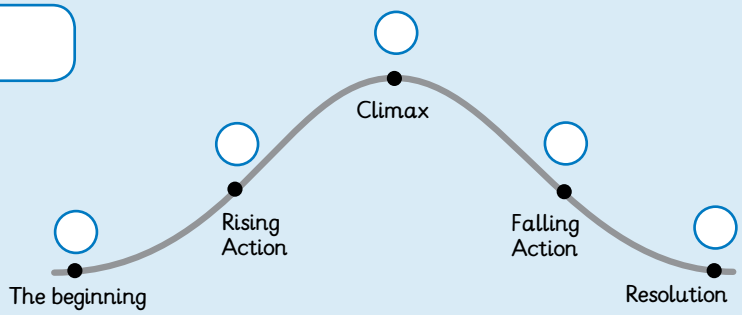
Story title: Trapped

a The smell of smoke filled the train.
b People escaped through the windows.
c The lights went out on the train.
d People walked away from the burning train.
e Flames entered the train and the windows shattered.



Story title: _____

a Bear saw that his tail was missing.
b Bears no longer have tails.
c Fox decided to trick Bear.
d Bear sat fishing all night and his tail froze.
e Bear saw Fox catching fish with his tail.



4 Pronunciation.

Silent Letters in English

We don't always pronounce every letter in English words, for example we do not pronounce the first letter **d** in Wednesday or the letter **k** in knife.

1 The words below contain a silent letter. Listen to the words and practise pronouncing them.

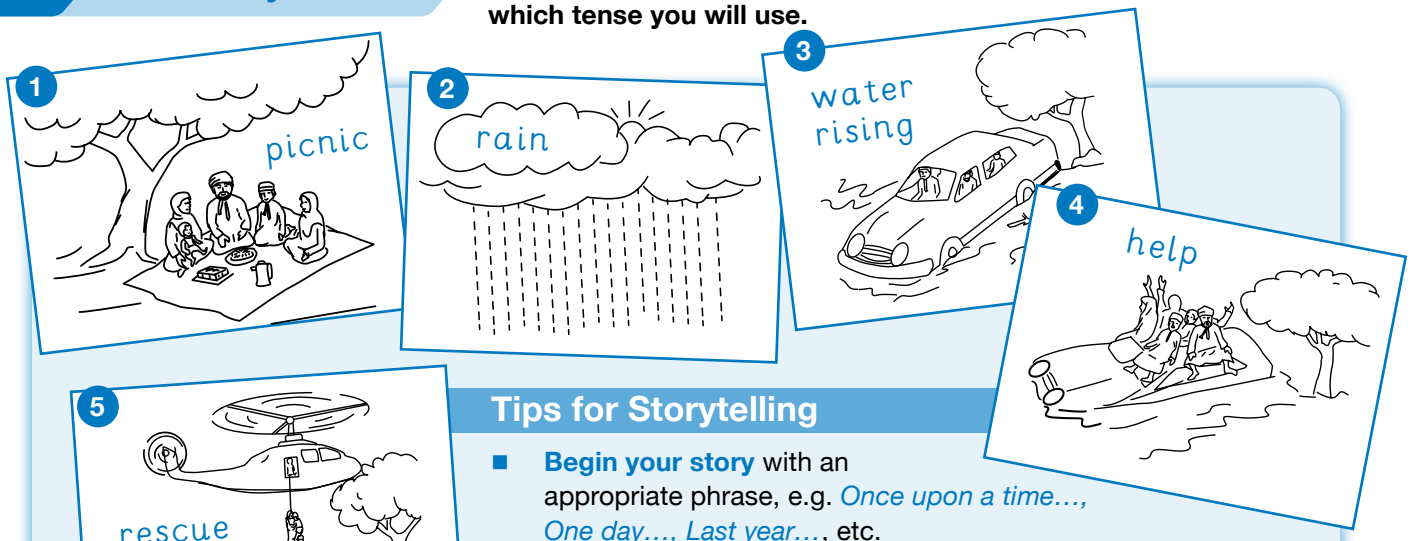
1 climb (silent **b**)
2 scene (silent **c**)
3 evening (silent **e**)
4 foreign (silent **g**)
5 why (silent **h**)
6 walk (silent **l**)
7 castle (silent **t**)
8 window (silent **w**)

2 Read the words below with a partner. Circle the silent letter in each word.

1 write
2 design
3 scientist
4 who
5 talk
6 would
7 interesting
8 where
9 thumb
10 listen

5 Tell a story.

Work in pairs. Tell a story using the pictures below. Use the storytelling tips to help you and think carefully about which tense you will use.

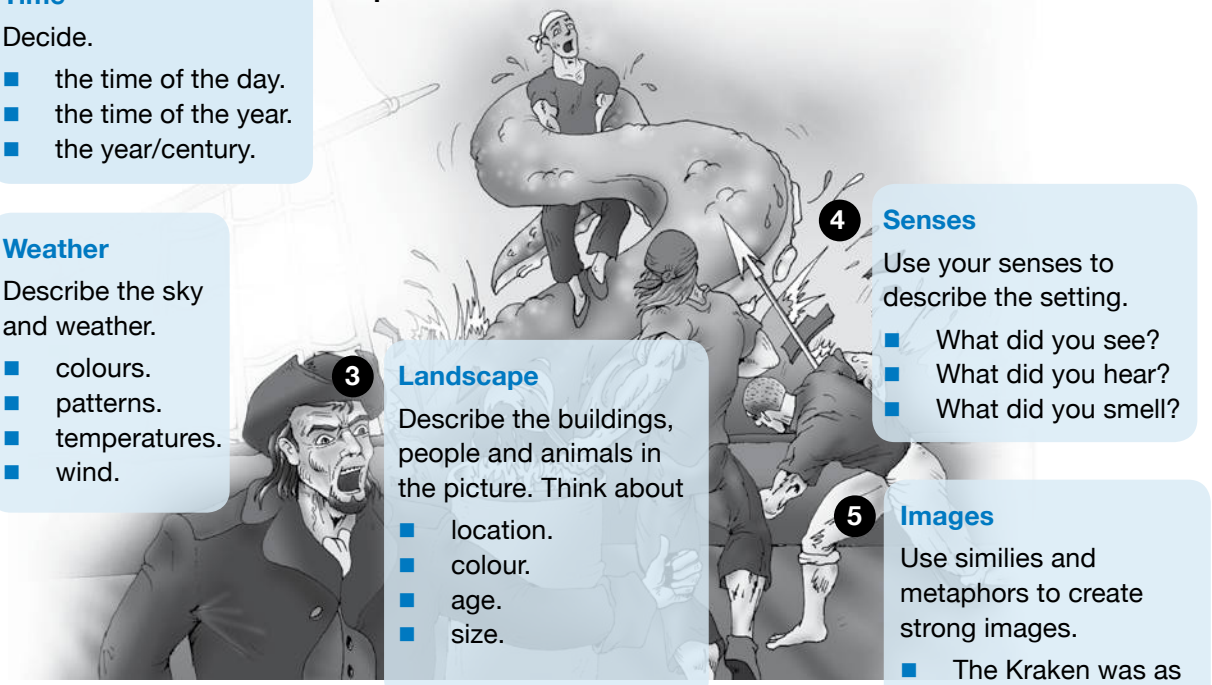


Tips for Storytelling

- **Begin your story** with an appropriate phrase, e.g. *Once upon a time…, One day…, Last year…*, etc.
- Include descriptions of the **characters** and **setting**.
- Think about the **plot** and include the beginning, rising action, climax, falling action, resolution.
- When you tell your story, remember to use different storytelling techniques.

1 Write.

Imagine you are describing the setting of this scene from The Kraken.
Write a description in your exercise book.
Use the ideas around the picture to help you. Remember to use past narrative tenses.



1 Time
Decide.
- the time of the day.
- the time of the year.
- the year/century.

2 Weather
Describe the sky and weather.
- colours.
- patterns.
- temperatures.
- wind.

3 Landscape
Describe the buildings, people and animals in the picture. Think about
- location.
- colour.
- age.
- size.

4 Senses
Use your senses to describe the setting.
- What did you see?
- What did you hear?
- What did you smell?

5 Images
Use similies and metaphors to create strong images.
- The Kraken was as big as a whale.
- Its tentacles were deadly weapons.

2 Discuss and write.

Read the incomplete story below. Work with a partner and use the prompts in brackets to complete the story. Be creative.

The beginning

One day, last year, I had just arrived at my school. (Describe the setting) .....

Rising action

I was walking towards my classroom, when the meanest student in my school stood in front of me. (Describe the student). .....

.....

Climax

I tried to walk past the student, but she / he said, 'Wait!'
(Describe what the student did next) .....

.....

Falling action

(Describe how you felt) .....

.....

(Describe what you said or did) .....

.....

Resolution

(Describe how the story ended) .....

.....

..... I will never forget that day!

3 Brainstorm.

You are going to write your own story.
Your story can be from any genre and you can write about any topic.
Brainstorm ideas for your story and make some notes below.

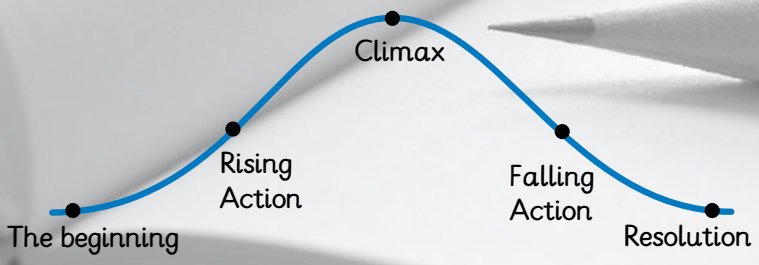
Genre

Characters

Setting

Useful words

Plot



4 Plan.

Complete the plan provided on page 44 of this book.

Learning Strategy

Remember to use descriptive language such as synonyms, similes and metaphors to make your writing more interesting.

5 Write.

Write the first draft of your story in your exercise book.

6 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

	Writing Checklist	First draft	Second draft
1	I have written a clear genre.		
2	I have included all the stages of a plot.		
3	I have described the setting.		
4	I have used narrative past tenses.		
5	I have used descriptive language including a simile or a metaphor.		
6	I have used direct or reported speech.		
7	I have used capital letters and punctuation marks.		
8	I have checked my work for grammatical and spelling errors.		

7 Write.

1. **Exchange your story with a partner. Give your partner feedback.**
2. **Write the final draft of your story. Use the writing checklist to evaluate your work again.**

Review

1 Think and write.

Think about what you have learnt about the topic Stories in this unit.
Write a definition for Storytelling using your own words.



.....

.....

.....

.....

.....

2 Read and complete.

Read the sentences about the stories in this unit.
Choose the correct tense to complete each sentence.
Then write two more sentences about the stories from this unit using the past simple, past continuous or past perfect.

1 Fox **decided /was deciding** to play a trick on Bear.

2 Laith was walking home when he **saw/ had seen** the lion.

3 Vagif was following a sound when he **was finding/ found** a window.

4 Captain Sven **told/ was telling** stories when the Kraken appeared.

5 Bear's tail fell off because the water **was freezing / had frozen** around it.

6 The Kraken tried to sink the ship but the sailors **fought / had fought** it.

7 .....

.....

8 .....

.....

3 Read and sort.

Read the words and phrases below.
For each word or phrase, decide if it relates to plot (p), setting (s) or character (c).
Write p for plot, s for setting or c for character in the space next to each word.

1 resolution ◯
2 dark and gloomy ◯
3 climax ◯
4 eyes like fire ◯
5 Once upon a time, … ◯
6 roar in pain ◯
7 the beginning ◯
8 icy fingers of the wind ◯
9 shiny tail ◯
10 It was the year 2100,… ◯

4 Read and order.

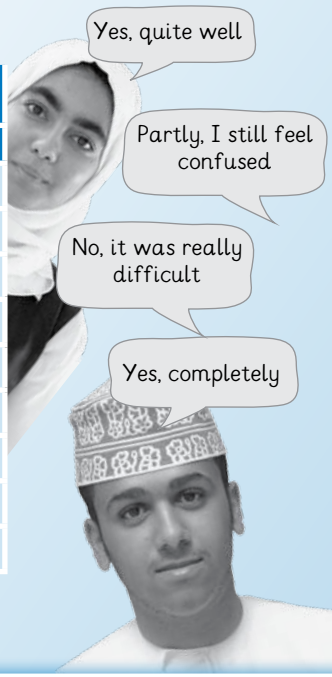
Read and order the story.

- ◯ **a** Suddenly, a snake appeared and asked, 'What's wrong?'
- ◯ **b** When she got home, her stepmother shouted at her because the wood was not crooked.
- ◯ **c** The girl said, 'I will take him out of the house if you let me marry him.' Her stepmother agreed.
- ◯ **d** Many years ago, there lived a kind girl who had a very wicked stepmother. The stepmother made the girl work very hard.
- ◯ **e** The snake said, 'I can help you. I will hide in the wood and scare your stepmother. In return, when your stepmother sees me, you must ask her permission to marry me.'
- ◯ **f** As they left the house, the snake turned into a prince. He told the girl that she had been kind to him when all others had been cruel. He married the girl and she never had to work again.
- ◯ **g** The snake slithered out from the wood. The stepmother screamed at the girl to take the snake out of the house.
- ◯ **h** The girl was very scared, but the snake said, 'Don't cry.' The girl realised the snake was a kind creature and explained her problem.
- ◯ **i** The girl agreed to follow the snake's plan and took him home in the wood.
- ◯ **j** One day, the stepmother told the girl to collect some crooked wood. She looked everywhere for the crooked pieces of wood but she couldn't find them. She started to cry.

5 Reflect.

1 Reflect on your learning in this unit. Work with a partner. How well did you achieve the learning aims for this unit? Tick the appropriate column.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including different types of stories			
Understand a variety of listening texts, including stories and a lecture			
Use the past simple, continuous and perfect tenses in speaking and writing			
Understand and use synonyms, similes and metaphors			
Tell a story using appropriate storytelling technqiues			
Use expressions for beginning and ending stories			
Understand the elements of a plot			
Write a story			
Work in a team to create a comic strip			



2 Think about the activities you did in this unit and write about the following:

Write about an activity you enjoyed and say why you enjoyed it .....

.....

Write about an activity you found challenging and say why it was challenging .....

.....

Set a personal learning goal for the next unit .....

.....

2 Healthy Lifestyle

Reading and Understanding

1 Discuss.

What kind of health issues do teenagers worry about? Make a list in groups.

2 Read and check.

In texts 1-5 below, five teenagers describe a health issue they are worried about.
Read the texts. Are any of the ideas on your list mentioned in the texts?



1. I'm feeling very sad because my parents don't have time for me. They are busy with work most of the time. They like my brother and sister more than me. I can't remember what I did to make them unhappy. I feel really **disappointed** and lost. Please help me. *Yuri*



2. I need some advice and I'm too **embarrassed** to talk to my friends. I'm really frightened of gaining weight. If I eat more than a piece of toast for a meal, I feel very fat and uncomfortable. I am 16 and I weigh around 40kg. My mother thinks that I am too thin and she worries about me all the time. *Alison*



3. I'm very overweight and I don't feel **confident** when I'm with other people. I try to avoid eating with my parents because they ask me to eat more than I want. I need to lose weight so I can be healthier and play sports with my friends. What should I do? *John*



4. Sometimes my friends give me cigarettes. When I smoke, it makes me feel **relaxed** and I forget my problems. But now my teeth have gone brown and I'm worried because my friend told me that it can cause mouth and stomach cancer. I really want to stop but I'm finding it difficult. Can you help me? *Chandresh*



5. Can you help me with this problem? I feel really **worried** when I have exams. I always study hard but when I start the exam, I forget everything! I have trouble eating and sleeping during exam times. Please help! *Rana*

3 Read and match.

Read the texts from Activity 2 again.
Match the topics to the texts 1–5. Write the text number in the space next to each topic.

Exam stress ◯ Obesity ◯ Smoking ◯ Depression ◯ Eating disorder ◯

4 Read and complete.

Match the adjectives in bold in the texts in Activity 2 to their definitions.

1 ..... to feel anxious or stressed about something.

2 ..... to feel positive about your own abilities, qualities and ideas.

3 ..... to feel shy or ashamed.

4 ..... to feel unhappy because something was not as good as you expected.

5 ..... to feel happy because nothing is worrying you.

5 Read and match.

Read the advice below.
Match the advice, a-e, to texts 1-5 in Activity 2.

a ( ) It's a very bad habit and can harm your health. I think you should say 'no' to your friends if they offer you cigarettes.

b ( ) I'm sure your parents love you very much. Why don't you talk to them or talk to a good friend about how you're feeling?

c ( ) I think you should talk to your parents and explain that you want to eat healthier food. Try to start exercising for 30 minutes a day too.

d ( ) My advice is to try and reduce your stress level using exercise or an activity that helps you relax.

e ( ) Eating disorders are very serious. I think you should speak to your mum and doctor to get some professional help.

6 Discuss and write.

1 **Work in pairs. Imagine that the teenagers in Activity 2 asked you for some advice.**
Use the phrases from the Useful Language box to help you.

2 **Choose one person in Activity 2 and give him/her some advice.**

.....

.....

.....

.....

.....

.....

.....

.....

Useful Language

Giving advice

- You should …
- Why don't you …?
- My advice is …

1 Read and complete.

Complete the questions with the missing word.
Then ask and answer the questions with a partner.

1 ..... you like exercising?
2 ..... kind of exercise do you like?
3 Do you ..... enough water?
4 ..... you run for 1km?
5 How healthy ..... your diet?
6 Do ..... ever feel stressed?

2 Read and correct.

Read the questions below.
Find the error(s) in the questions and correct them.
Rewrite each question in the space provided.

1 How many hours you sleep? .....
2 You are healthy? .....
3 How you are feeling? .....
4 You eat for breakfast what? .....
5 You like sport? .....

3 Read and write.

1 Read the text about happiness below.
Write three questions about the text to ask your partner.

Happiness

We all want to feel happy in our lives but did you know that feeling happy also has an effect on our health? Happier people get sick less often and feel less pain. According to the UN's World Happiness Report (2019), Finland is the happiest country in the world. But you don't have to go to Finland to improve your mood. Doing good things for other people, like donating to charity, can increase your happiness. So can smelling flowers. The colour of your clothes can also affect your mood. Wearing dark clothes could make you feel depressed, but wearing clothes in bright colours like yellow can make you feel happy. Spending time outdoors is also great for your mood and mental health.

https://worldhappiness.report/ed/2019/

1 .....
.....
.....
2 .....
.....
.....
3 .....
.....
.....

2 Ask your questions to a partner and answer your partner's questions.

4 Listen and circle.

Mark, Jane and Paul are sick. Listen to them describing how they feel.
Draw a circle on the parts of their body where they have a problem.



Mark



Jane



Paul

5 Read and complete.

1 Read the information box about Collocations.
Use the information to complete the sentences below the box.

Collocations

Collocations are words that are commonly used together.

When we are talking about our health and being sick, we often use **have got** and **feel**.

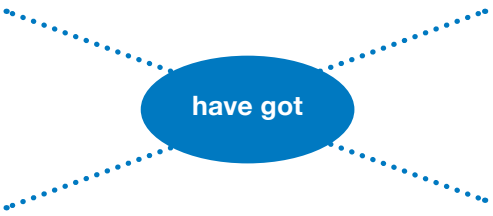
e.g. I'**ve got** a headache. She'**s got** a fever.

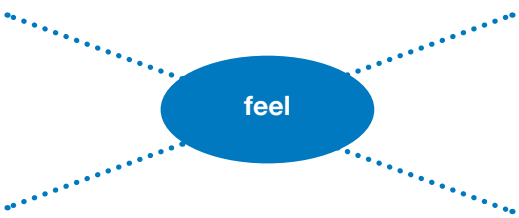
e.g. I **feel** tired. He **feels** hot.

We collocate **have got +** ..... .
(adjective / noun)

We collocate **feel +** ..... .

2 Complete the spider diagrams with the words from Activity 3 on page 19 of the Classbook.
Then think of two more words of your own to add to each diagram.





1 Listen and order.

Listen to the dialogue between the doctor and patient 1 again.
Put the conversation in the correct order.
Read the dialogue with a partner.

____ How are you today, Yasir?
____ No, I don't have any pain.
____ How many days have you been sick?
____ No, I think my temperature is normal.
____ Okay. Well it sounds like you probably have a cold. I recommend you get some medicine for a cold from the pharmacy.
____ Hello, doctor.
____ Please take a seat.
____ About four days now.
____ Good morning, Yasir.
____ I'm feeling a bit sick. I've got a sore throat and a runny nose.
____ Do you have any pain anywhere?
____ Thanks.
____ Four days, okay. Have you had a fever or a high temperature?



2 Do a role play.

Role Play 1

Student A
Role: Patient
Problem: Headaches and dizziness

Student B
Role: Doctor
Advice: Less time looking at phone screen
Take some tablets for a headache
Come back if headaches continue

Role Play 2

Student A
Role: Patient
Problem: Hurt your arm while doing sport

Student B
Role: Doctor
Advice: It could be broken
Go to hospital to get an X-ray
Take some painkillers

Useful Language

At the doctors

Doctor
What's the problem?
Where does it hurt?
Do you have any other symptoms?
When did it start?
You need to (rest / take medicine)
Take (1) tablet, (3) times a day.

Patient
I feel (sick / tired / stressed).
I've got a (cough / cold / stomach ache).
My (arm) hurts.
It started yesterday.
How often should I take them?

3 Design a survey.









You are going to design a survey about a topic related to healthy lifestyle.
Choose your topic and give your survey a title.
Complete the survey with five questions and three options for each question.

Title .....

Questions	Responses	Total
1		
a		
b		
c		
2		
a		
b		
c		
3		
a		
b		
c		
4		
a		
b		
c		
5		
a		
b		
c		

4 Ask and answer.

Ask ten or more of your classmates to complete your survey. Record their answers in the space provided. Add up the total when you have finished the survey.
You will write about your results in the Writing lessons so you must complete this task.

1 Write.

Make some notes about the main findings from your survey.

Topic of survey		**Number of people**	
		Conclusions	
Main findings		**Recommendations**	

2 Discuss.

Use the prompts to ask a partner questions about their survey results.

Example: What / your survey about?
What was your survey about?

1 Why / choose this topic?
2 How many / completed survey?
3 What / main findings?
4 Were / findings expected / surprising?
5 What /conclusions / draw from findings?



3 Write.

Complete the sentences about your survey findings.

1 I did a survey to learn about .....

.....

2 My survey had ..... questions and ..... people answered the survey.

3 The main finding from my survey was .....

.....

4 Plan.

Complete the plan provided on page 45 of this book.

5 Write.

Write the first draft of your report in your exercise book.

Learning Strategy

When writing reports, make sure that you give clear details describing the topic and survey sample.

6 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

	Writing Checklist	First draft	Second draft
1	I have provided background information about my topic.		
2	I have provided information about my survey.		
3	I have talked about the main findings of my survey.		
4	I have included my conclusions and recommendations.		
5	I have organised my report into paragraphs.		
6	I have used the present simple and past simple tenses.		
7	I have used capital letters and punctuation marks.		
8	I have checked my work for grammatical and spelling errors.		

7 Write.

1 **Exchange your report with a partner. Give your partner feedback.**
2 **Write the final draft of your report. Use the writing checklist to evaluate your work again.**

4 Another important finding was .....

.....

5 I think the main reason that .....

.....

6 In conclusion .....

7 I recommend that .....

Review



1 Think and write.

Think about what you have learnt about the topic Healthy Lifestyle in this unit.
Write a definition for a healthy lifestyle using your own words.

.....

.....

.....

.....

.....

2 Write.

Use the clues to write questions.
Then write an answer to each question.

Example:

How  you  ?

1 Do   ?

2 How often   ?

3 Do you  enough  ?

4 When feel  ?

How many hours do you sleep?
I sleep for 8 hours per night.

.....

.....

.....

.....

.....

.....

.....

.....

3 Read and complete.

Read and complete the phrases.

1 I ..... dizzy.

2 She's ..... a fever.

3 Do you have any other ..... ?

4 ..... one tablet a day.

5 Where does it ..... ?

6 It ..... two days ago.

7 I feel ..... .



4 Do a word search.

Find the words from the box in the word search.

lifestyle
diet
healthy
relax
exercise
stress
worried
doctor
sick
headache
sleep
cough

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

5 Reflect.

1 Reflect on your learning in this unit. Work with a partner. How well did you achieve the learning aims for this unit? Tick the appropriate column.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including posters and flyers			
Understand a variety of listening texts, including dialogues and descriptions			
Understand and use vocabulary related to health			
Use Yes/No and Wh- word questions in speaking and writing			
Understand and use collocations to describe symptoms			
Create and conduct a survey			
Use phrases for talking with a doctor			
Understand how to write about survey results			
Write a report			
Work in a team to plan an event			



2 Think about the activities you did in this unit, and write about the following:

Write about an activity you enjoyed and say why you enjoyed it .....

.....

Write about an activity you found challenging and say why it was challenging .....

.....

.....

Set a personal learning goal for the next unit .....

.....

3 The Future of Transport

Reading and Understanding

1 Read and match.

Look at the text below about space travel.
Match the means of transport with the correct pictures.

The Future of SPACE TRAVEL

Today, space exploration has developed to such a degree, that space tourism seems more possible than ever before. Scientists have developed new ways to send spacecrafts to **outer space.** Here are three potential possibilities.

1 Space Elevators

In 1985, a Russian scientist wrote about a tower tall enough to reach space. This tower could carry goods to an international space station. He got this idea from the Eiffel Tower in Paris, France. In 2002, NASA's scientists further developed the idea by suggesting that a magnetic levitation cable be used to carry goods or people into space.

As the material used for the elevator would need to be strong and flexible, it could be expensive. However, using a space elevator could be less expensive than sending rockets to launch aircrafts into space. If suitable material is found, the idea might become a reality by 2030.

2 Nuclear Powered Spaceships

Nuclear power could be used to launch spaceships into space instead of using chemical rockets. Nuclear power might help in launching safe and **sustainable** spaceships.

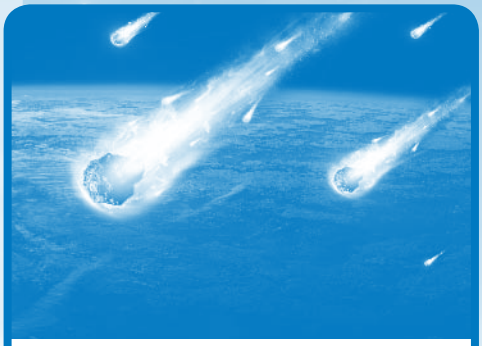
Nuclear powered spaceships can reach speeds of up to thousands of kilometers per second. Therefore, these spaceships could make travelling to other planets in the **solar system** such as Mars possible within a few years.

3 Comets

Scientists believe that **spacecrafts** could one day attach themselves onto a moving comet and use the comet's energy to push it further into space at a very high speed. The spacecraft would fix a nanotube cable to the comet. It would also be more environmentally friendly as there would be no more need to use fuel. The idea sounds unrealistic, but with billions of comets available, it might be possible to use them as a source of space transport.

Someday it may even be possible, to not only find a way to launch **equipment** into space, but for large numbers of people to travel into space for leisure purposes.

Source: http://moneyinc.com/five_potential_modes_outer_space_travel_rockets/



a .....



b .....



c .....

2 Read and complete.

Use the words in bold in the text to complete the definitions below.

1 The area outside the earth's atmosphere .....

2 A vehicle that travels in space .....

3 The sun and the planets that move around it .....

4 Tools needed for a special purpose .....

5 Something that can continue or be continued for a long time .....

3 Read and answer.

Read the statements below.
Is each statement True (T) or False (F)?

1 Space tourism could be possible in the future. ☐

2 Using space elevators was first thought of in the 21st century. ☐

3 The material needed to build the cable in space elevators is available today. ☐

4 Nuclear power might make spacecrafts move faster. ☐

5 Using comets for space travel will reduce the need to use fuel. ☐

4 Read and answer.

Read the statements below.
Tick the means of space travel each statement describes.

According to the text …	Space Elevators	Nuclear Spaceships	Comets
1 The idea was inspired by the Eiffel Tower.			
2 It is quite far from reality these days.			
3 The idea is possible by 2030.			
4 It will be used to travel to other planets at high speed.			
5 It is less expensive than launching rockets into space.			

5 Write.

Read the statement below and write your opinion.

Space travel will be possible for everyone in the coming years.

.....

.....

.....

.....

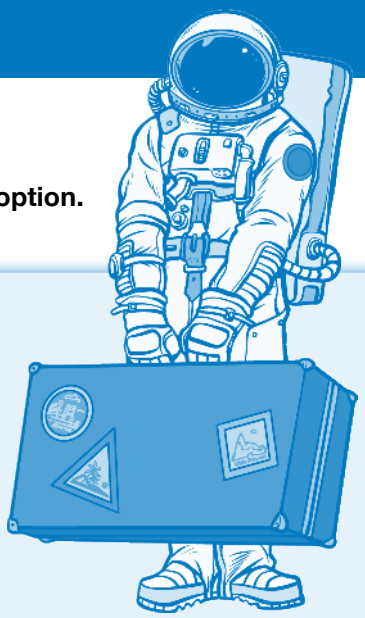
.....

.....

.....

.....

Grammar and Vocabulary



1 Read and circle.

Read the sentences and circle the correct option.

1 You look tired. I **will** / **am going to** help you carry those heavy bags.

2 Look at those clouds! We **will** / **are going to** get wet.

3 What would you like to drink? I **will** / **am going to** have a cup of tea please.

4 Faris is always late. I'm sure he **will** / **is going to** be late tomorrow as well.

5 I think the new phone **will** / **is going to** have a new type of camera.

6 In future, I think people **will** / **is going to** spend their holidays in outer space.

2 Read and order.

Read and order the words to make sentences.

1 Amnah / I'm sure / your project. / help / will / you / with

.....

2 are / miss / the / You / going to / train.

.....

3 playing / They / are / they / the room / the TV. / and / in / break / might

.....

4 traffic / reduce / cities. / Hyperloops / in / big / could

.....

5 the barbecue / come / may / tonight. / I / not / to

.....

3 Look and write.

Look at the pictures below and discuss what you think may happen. Write a sentence for each picture.



buy



live



fall

1 .....

2 .....

3 .....

4 Read and choose.

Read the idioms and choose the correct meaning below.

1

He is **in the driver's seat** because no one wants to be the manager.

a He is in charge of the company.
b He is the company's driver.
c He likes driving cars.



I am driving!

2

There are technical problems with our new product, but they're just a **bump in the road**. I'm sure we'll solve the problem quickly.

a They need to try the new product on the road.
b They have serious problems with a new product.
c They are facing a problem that can easily be solved.



3

He is always complaining about the traffic but we're all **in the same boat**. It is a very busy city.

a There are lots of boats in the city.
b They have a problem with the traffic.
c They sail on a boat when it is busy in the city.



5 Read and complete.

Complete the sentences below using idioms from Activity 4.

1 If this project is not successful, we will all lose out, as we are .....

2 You are ..... now, you are in charge of the project.

3 It was my first time to design a website. Initially, there were ..... but I learnt a lot and am a lot more confident now.

6 Play a game.

There are some famous idioms. Discuss their meanings with a partner. Act them out.

call it a day

miss the boat

see eye to eye

just around the corner

kill two birds with one stone



add fuel to the fire

cry over spilt milk

the ball is in your court

1 Read and answer.

1 Look at the the picture of Sami and Khalid and discuss these questions.

Where are they?



What are they talking about?

2 Read the dialogue. Answer the questions below.

1 What is Sami's problem? 2 How does he feel about it? 3 Why did he arrive late to class?



Khalid: What's up Sami, you look upset.

Sami: I got low marks in my exam, although I was prepared and had worked hard for it.

Khalid: Oh…you got low marks? You're joking!

Sami: No. I'm not. It's true.

Khalid: I'm shocked. You're always so good at school. Why did you get low marks?

Sami: I was late and when I arrived, I found that my classmates had already started, and the teacher didn't give me any extra time to finish the exam even though I was late.

Khalid: But why were you late Sami?

Sami: Well, you know I come to school by bus and there was a lot of traffic and we got held up.

Khalid: Oh! I think school buses should have a separate lane. Then they wouldn't get caught in traffic.

Sami: You're absolutely right, but why don't we think of a better way to get to school?

Khalid: What do you mean?

Sami: I mean how can we solve this problem? Can't we think of some other kind of transport.

Khalid: Like what?

Sami: Imagine if there was another way to get to school other than the school bus?

2 Listen and answer.

Listen to the second part of the dialogue between Sami and Khalid and write (T) if the statement is True and (F) if it is False.

		T	F
1	Sami thinks that they do not need to use school buses any longer.		
2	Using auto-electric bikes will solve the problem of being caught in traffic.		
3	Khalid thinks that this kind of bike might be safer than other kinds of transport.		
4	If students use this kind of bike, parents will know where their children are.		
5	The auto-electric bike won't have any space for the school bag.		

3 Pronunciation.

1 Listen to the words or phrases and pay attention to how each one is pronounced.

Elision is the deletion of one or more sounds in a word or a phrase. It usually happens when a short, unstressed vowel occurs between voiceless consonants.

Deleting unstressed vowel.

- int(e)rest
- sim(i)lar
- libr(a)ry
- diff(e)rent
- t(o)night

The / h / sound is also often deleted.

- Tell (h)im
- give (h)im

/t/ and /d/ sounds.

- san(d)wich
- mus(t) be
- you an(d) me

2 Read the words or phrases and underline the deleted sounds. Listen and check your answers.

want to temperature history vegetable I didn't look handsome

I don't want it reasonable can't stand chocolate last summer

4 Debate.

Work in your group. Debate Sami's idea below about the future of school transport.

"We don't need school buses any longer; they should be replaced by auto-electric bikes."

Do you agree with Sami? Make notes about your arguments and supporting evidence for each argument.

Useful Language

- I feel / believe ...
- It might be ...
- It sounds interesting ...
- I think, there is one problem with …
- You are absolutely right.
- Not necessarily.
- That makes sense.
- Perhaps. But if you ask me …
- I am not sure (that) ...

1 Read and write.

Read paragraphs 2 and 3 in the text on page 34 of the Classbook and complete the table below.

Paragraph 2	Topic sentence	.....
	Advantage 1:	Flying cars can be time-saving.
	Advantage 2:	.....
Paragraph 3	Topic sentence	.....
	Disadvantage 1:	.....
	Disadvantage 2:	.....

2 Read and write.

Read paragraph 2 again and find the supporting ideas for the advantages provided.
Write them on the space given.



Advantage: Flying cars can be time-saving.

Supporting idea 1 .....

.....

Supporting idea 2 .....

.....

3 Brainstorm.

What are the advantages and disadvantages of using driverless cars?

Discuss it with a partner.



4 Plan.

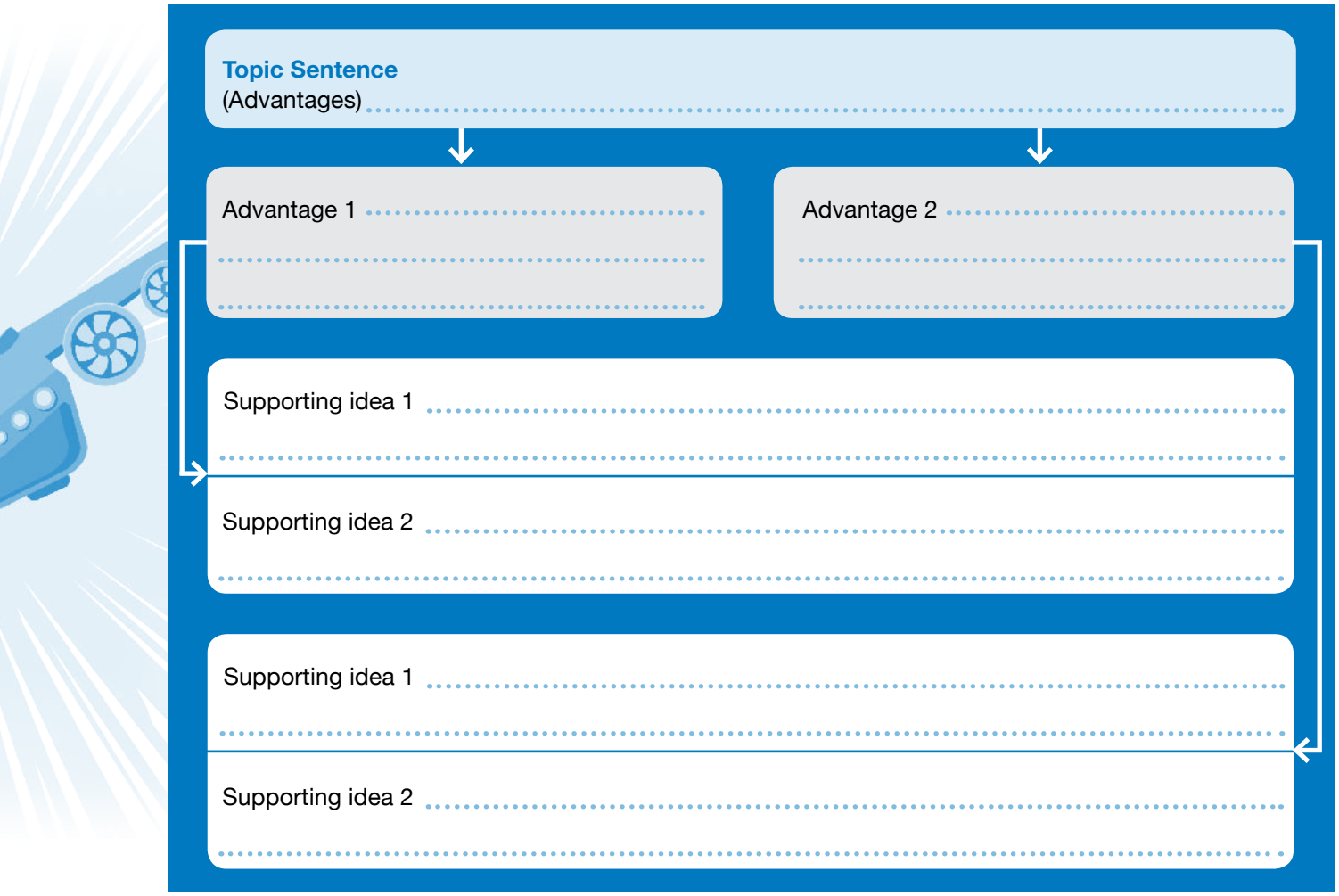
You are going to write an essay about the topic in Activity 3. Complete the plan provided on page 46 of this book.

Learning Strategy

In the **conclusion** *of an opinion essay (advantages and disadvantages), we sum up the topic, stating our own opinion clearly.*

5 Write.

1 **Complete the following plan using your own words. This will form the body of your first paragraph about the advantages. Refer to paragraph two in your writing plan.**



2 **Write the first draft of your opinion essay.**

6 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

	Writing Checklist	T	F
1	I have introduced the subject of the essay and both sides of the topic.		
2	Each paragraph has one main idea.		
3	The main idea in each paragraph is supported with examples, facts or explanations.		
4	I have presented the advantages and disadvantages of the topic in separate paragraphs.		
5	I have used connectors to make my essay cohesive.		
6	I have used capital letters and punctuation marks.		
7	I have checked my work for grammatical and spelling errors.		

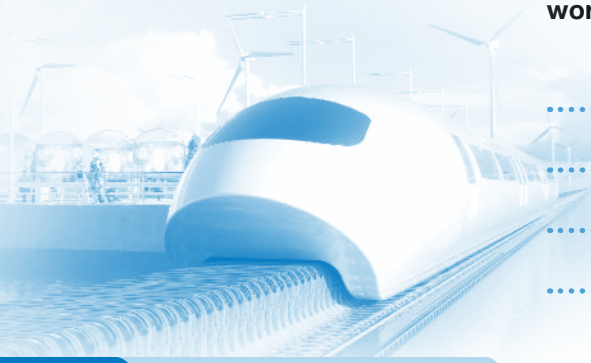
7 Write.

1 **Exchange your essay with a partner. Give your partner feedback.**
2 **Write the final draft of your essay. Use the writing checklist to evaluate your work again.**

Review

1 Think and write.

Think about what you have learned about the topic in this unit and write a definition for The Future of Transport using your own words.



.....

.....

.....

.....

2 Read and complete.

Read and complete the sentences using will or going to.

1 Where ..... you be in ten years' time?

2 The weather is good today. We ..... the beach.

3 I crashed my father's car yesterday. He ..... be very angry.

4 In 25 years, I believe that many people ..... have a jetpack.

3 Think and write.

Think with your partner about what your life will be like in 15 years' time. Use the future tense as well as modal verbs. Write 3-5 sentences in the space below.

.....

.....

.....

.....

4 Read and complete.

Read the sentences and complete them with the appropriate idiom.

1 I ..... with my friend about almost everything. We have a good friendship and we rarely quarrel.

2 We have a lot of work in the office but nobody complains, as we are all ..... .

3 I am going to buy my favourite car but I am waiting for the new edition. It is ..... .

4 I got ..... during my trip as I relaxed on the beach in the morning and went shopping in the city in the evening.

- the best of both worlds
- just around the corner
- cross your fingers
- see eye to eye
- call it a day
- in the same boat

5 Read and match.

Read and match the words with the correct definition.

1. automated
2. passenger
3. entrepreneur
4. magnetic levitation
5. destination
6. distance

a the amount of space between two places or things.

b operated by using machines or computers.

c a place to which a person is going or something is being sent.

d to make something rise into the air using a magnet.

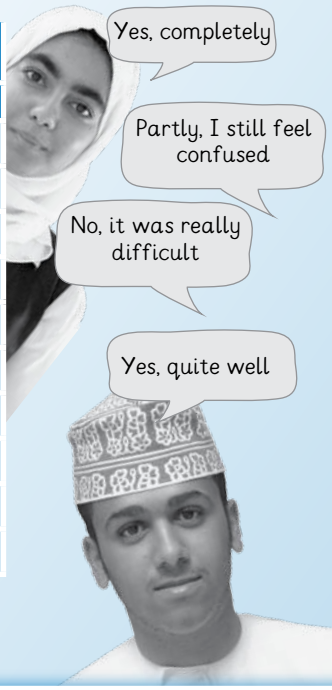
e a person who is travelling from one place to another in a vehicle.

f a person who starts a business.

6 Reflect.

1 Reflect on your learning in this unit. Work with a partner. Reflect on how well you have achieved the learning aims for this unit. Tick the appropriate column for each learning aim.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including factual texts and an essay			
Understand a variety of listening texts, including a dialogue and presentation			
Understand and use vocabulary related to the future of transport			
Understand and use idioms			
Use will/going to in speaking and writing			
Actively participate in a debate			
Use expressions for agreeing and disagreeing			
Understand the elements of an opinion essay			
Write an opinion essay			
Work in a team to search and present about a new form of transport			



2 Think about the activities you did in this unit, and write about the following:

Write about an activity you enjoyed and say why you enjoyed it .....

.....

Write about an activity you found challenging and say why it was challenging .....

.....

.....

Set a personal learning goal for the next unit .....

.....

4 Entrepreneurship

Reading and Understanding

1 Read and answer.

1 **Look at the pictures and discuss the following questions.**

1. Who do you think the people in the pictures are?
2. What services or products do you think they have introduced?

2 **Skim the texts and check your answers.**





There are many successful stories of young Omani entrepreneurs who have built their own businesses regardless of the challenges they have faced. They benefitted from the **financial** support provided by Al Raffd Fund. They also got technical support (training, consulting, mentoring and incubation) from (SME) - Riyada.

Omani Entrepreneurs

Mohammed Al Shanfari is the founder of the National Natural Honey Company which was established in 2014. It is the first Omani company to specialise in the production of Omani honey to the highest of standards. The company aims to develop the business of beekeeping everywhere in Oman. Mohammed won international awards for the best honey competitions in 2017 and 2019. Mohammed was able to prove that Omani honey is of the highest quality. He has presented his products at both national and international markets.

Mohammed faced many challenges when starting his business including issues related to finance, not knowing how to start or how to market his products. However, he never gave up, so he started working on a plan. He produced different types of honey in various sizes to meet customers' needs. He also studied **consumer** evaluation feedback. Fortunately, he got the necessary funding from Al Raffd Fund and this support helped him establish his business. His advice is to be passionate, work hard to achieve success, always move forward and never **give up** on your dreams.

Mariam Al Amri is a young, **ambitious** Omani entrepreneur. In 2009, she launched "Youth Vision," the first company in Oman to direct social and voluntary work that targets young Omanis aged 14-35. She was supported by Riyada through the training workshops that helped the company to improve and develop. Youth Vision aims to qualify leaders and models by preparing and designing educational programmes and projects, using new and **innovative** tools and ideas that best suit them, so that everybody involved can develop both themselves and their country.

Mariam faced a lot of **challenges** such as a lack of entrepreneurial skills, financial support and the withdrawal of the company's co-founders which resulted in her being the only one left to manage the company. She refused to give up and continued training Omani youth to become innovators in different sectors. Mariam's future plans are to prepare digital programmes, establish the Youth Vision Academy and expand this to the Gulf and the rest of the world. Her advice is to take the opportunity now before it is too late. You must love your work, be brave and patiently wait for the results. She believes there is no room for failure and that everyone can be successful no matter the challenges.

2 Read and answer.

Read the articles in Activity 1 again and fill in the table below. Write short answers.

	Mohammed Al Shanfari	Mariam Al Amri
Name of business/company:	.....	.....
Type of business (product/service):	.....	.....
Year started:	.....	.....
Challenges:	.....	.....
Advice given:	.....	.....

3 Read and match.

Look at the words in bold in the texts in Activity 1. Match them to their definitions below.

Definition	Word
1 Introducing or using new ideas	.....
2 Connected with money	.....
3 Difficult tasks that test someone's abilities and skills	.....
4 Having a strong desire to be successful	.....
5 To stop trying to do something	.....
6 A person who buys goods or uses services	.....

4 Write.

Write a short paragraph about a business you want to start. What is your business? What skills do you need to be successful?



.....

.....

.....

.....

.....

.....

1 Read and identify.

Read the texts on page 32 again and underline the indefinite pronouns.

2 Read and choose.

Read the sentences. Choose the correct indefinite pronouns to complete each sentence.

1. I don't know **someone** / **anyone** who speaks French as fluently as she does.
2. Entrepreneurs own and operate **everybody** / **everything** from small shoe stores to tech startups.
3. **Nothing** / **Nowhere** can stop you from making your dreams come true.
4. This service is great. **Everyone** / **Everything** is benefitting from it.
5. He is trying to find **something** / **somewhere** near his house to set up the project.



3 Read and choose.

Read the following sentences. Complete them with indefinite pronouns.

1. ..... has to submit their work by the end of the week.
2. Let's go to that electronic store. ..... is on sale.
3. Ali has opened his new shop ..... close to the petrol station.
4. I need to buy groceries because there is ..... left in the fridge.
5. Does ..... speak German?

4 Play a game.

Work in your group and play a card game with indefinite pronouns.



5 Make words.

Use the words in the box to complete the missing half of the compound adjectives below.

new	battery	known	year
home	low	working	decision

1 A brand-..... car.

2 A twenty-..... -old person.

3 A well-..... company.

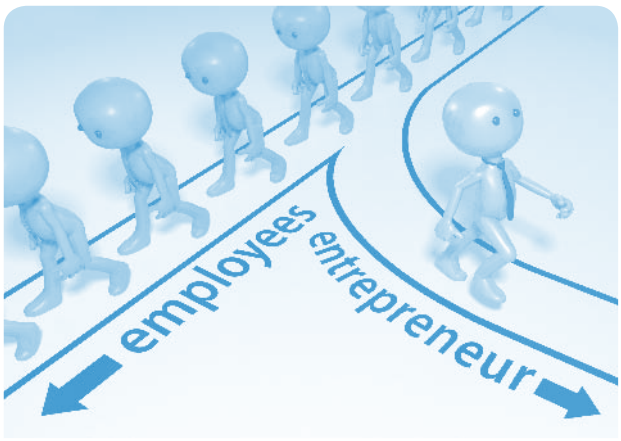
4 A hard-..... entrepreneur.

5 They sell ..... -powered equipment.

6 A ..... -based business.

7 A..... -making skill.

8 A ..... -fat dairy product.



6 Read and complete.

Read the text. Complete the gaps using five compound adjectives from Activity 5.

In 1917, there was a (1) .....-old trainee working at the Osaka Electric Light Company in Japan. He had no formal education but he was a (2)..... person. One day, he came up with an idea for (3) ..... light sockets which would be child-safe. His boss was not interested, so the young man started making samples in his basement at home. He later experimented with (4)..... bicycle lamps and other new and innovative electronic products. After a few years he set up his own company and called it Matsushita Electric. This remained its official name until 2008 when the company changed it to Panasonic. It became a (5) ..... international company. It is now worth $66 billion.

7 Write.

Choose three compound adjectives from Activity 5 and write sentences.

Example: *"Well-known" He is a well-known businessman.*

1 .....

2 .....

3 .....

Listening and Speaking

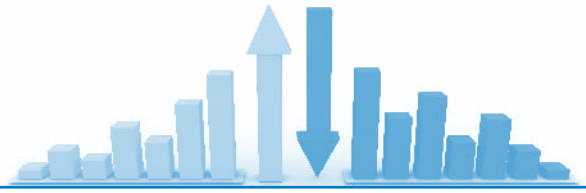
1 Discuss.

Read the following practices. Discuss which ones might lead to the success or failure of a business.

rewarding individuals | lacking experience | getting financial support | activating social media to market products | firing employees without reason

2 Listen and match.

Listen to four people talking about making business decisions which resulted in their success or failure. Match each statement with the person. Put a tick (✓) in the right box.



		 Aisha	 Fahad	 Reem	 Sultan
1	Lacked the experience in setting up a business				
2	Was given financial help to start a small business				
3	Got an award in recognition of the business				
4	Refused well-known shop contracts to sell products				
5	Fired workers to save money				
6	Used social media to sell products				

3 Pronunciation.

Word Stress for Compound Adjectives

Compound adjectives can be composed of adverbs, past participles, present participles, and numbers. In compound adjectives the stress is often on the first syllable of the **second word**.

Examples:

self-**con**scious | risk-**ta**king | record-**brea**king | bad-**tem**pered | old-**fash**ioned

1 Listen to the compound adjectives below. Underline the stressed word.

heavy-handed | well-behaved | open-minded | well-known | home-based

2 Find some compound adjectives that you have taken on **page 43 of your Classbook**. Practise saying them with a partner.

4 Read and discuss.

Read the following advertisement about a water park. Decide whether you would like to visit this water park. Why? Why not?



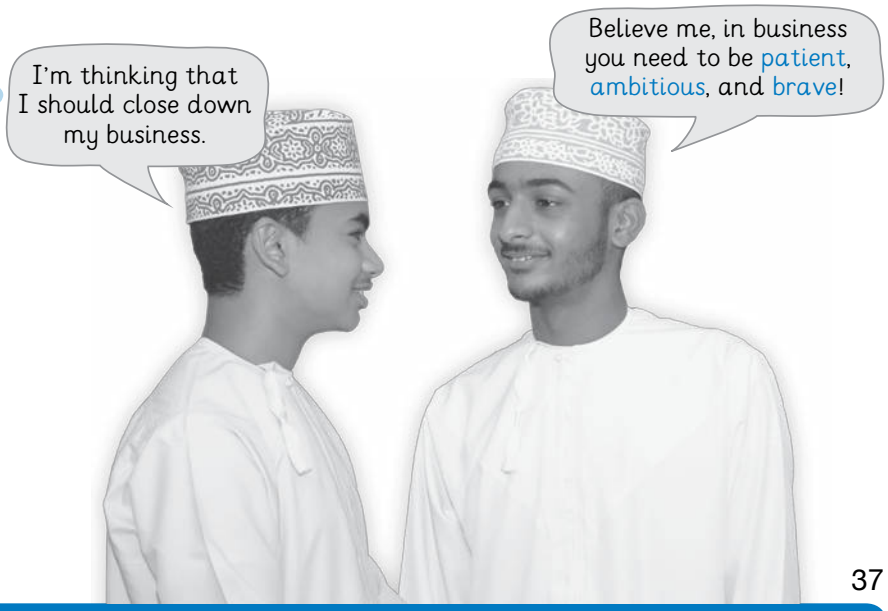
5 Read and find.

Read the following techniques used to persuade people. Find examples from the text above and write them below each technique.

1 Groups of Three	2 Repetition
When three adjectives or phrases are used to emphasis a point. *e.g. The movie is boring, long and unappealing.* **Example:**	Words or phrases are repeated so that they stick in the reader's mind. *e.g. Remember to watch this exciting movie, remember that it is not too long and will keep you on the edge of your seat.* **Example:** ....

6 Discuss.

Work in pairs.
Imagine your friend is about to close down his business.
Use the techniques above to persuade him to continue.



1 Read and sort.

Read the phrases.
Sort the phrases according to the sections they belong to.



Greeting	.....
Overview	.....
Business Description	.....
Request	.....
Attachments	.....
Closing	.....

Dear Manager,

I will repay monthly installments for the next 10 years.

My company aims to sell dairy products.

Yours faithfully,

Please find copies of my approval papers

Regards,

Dear Sir/Madam,

I would like to start my own business.

I am attaching my CV

It is located near my village.

I hope to get a loan of OMR 10,000.

It will benefit the local people in my area.

2 Write.

Use the situations below and write phrases/sentences.
You can refer to the email in Activity 1 in your Classbook on page 46 to help you.

1 Give a formal greeting.

.....

2 Tell something about your company and its location.

.....

3 Describe your business and how it benefits your customers.

.....

4 Write a request to a local bank asking for financial support and say by when you intend to repay the loan.

.....

5 Say what papers you will attach with your email.

.....

3 Write.

Imagine you are an entrepreneur and you are going to write a request email to a local bank. In the email, ask if the bank would be able to give you a loan to help you launch your business. Make notes in the table below.

information about you and your company	what your company offers	information about the request	what to attach with your email

4 Plan.

Complete the plan provided on page 47 of this book.

Learning Strategy

Refer to the Writing Reference, pages 50-61 for more support.

5 Write.

Write the first draft of your email in your exercise book.

6 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

	Writing Checklist	First draft	Second draft
1	I have written a subject line.		
2	I have used a formal greeting.		
3	I have given enough information about myself in the first paragraph.		
4	I have given a description of what my business offers.		
5	I have made my request in the third paragraph.		
6	I have used a polite and formal closing.		
7	Each sentence begins with a capital letter and ends with a punctuation mark.		
8	I have checked my work for grammatical and spelling errors.		

7 Write.

1 **Exchange your request email with a partner. Give your partner feedback.**
2 **Write the final draft of your email. Use the writing checklist to evaluate your work again.**

Review

1 Think and write.



Think about what you have learnt about the topic Entrepreneurship in this unit.
Write your own definition of 'entrepreneur' below.

.....

.....

.....

.....

2 Read and choose.

Read the sentences below. Choose the correct indefinite pronoun from the options given.

1 The box is empty. There is ..... inside.

a something b nothing c everything

2 Today's lesson is very important. I'm happy that ..... is in class!

a everybody b somebody c nobody

3 I'm sure I left the key ..... here. I must look for it again.

a nowhere b somewhere c everywhere

4 I'm very sad because ..... remembered my birthday!

a no one b someone c everyone

5 I am going to England next month. Do you know ..... who lives there?

a anything b anywhere c anyone

3 Read and complete.

Complete the compound adjectives below. Add to the list four more compound adjectives.

1 brand- .....

2 good- .....

3 home- .....

4 self- .....

5 .....

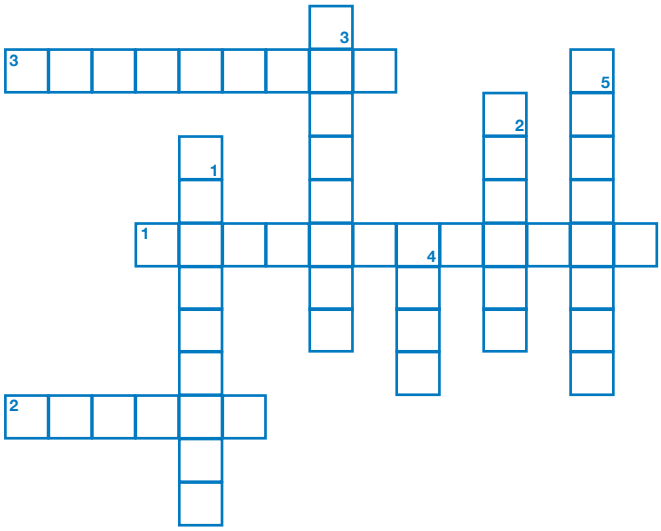
6 .....

7 .....

8 .....

4 Do a crossword.

Read the clues and complete the crossword puzzle.



Across:

1 a person who owns a business
2 the money you make in business or by selling products
3 having a strong desire to be successful

Down:

1 connected with money
2 to start a business
3 the activity of buying or selling products
4 something that causes problems or danger at some time in the future
5 things that are produced, usually for sale

5 Reflect.

1 Reflect on your learning in this unit. Work with a partner. How well did you achieve the learning aims for this unit? Tick the appropriate column.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including emails and short texts			
Understand a variety of listening texts, including interviews and monologues			
Understand and use vocabulary related to entrepreneurship			
Understand and use compound adjectives			
Use indefinite pronouns in speaking and writing			
Actively participate in presenting a business pitch			
Use persuasive language expressions			
Understand the elements of an application request			
Write an application request			
Work in a team to prepare a presentation about a product or service			



2 Think about the activities you did in this unit, and write about the following:

Write about an activity you enjoyed and say why you enjoyed it

.....

.....

Write about an activity you found challenging and say why it was challenging

.....

.....

Khalifa's Survey

Activity 4, Classbook Page 21

	Question	Answers	Total
1	(1) _____ time do you go to bed?		
	Before 10pm	✓✓✓	
	Between 10pm and 11pm	✓✓✓✓✓	
	After 11pm	✓✓✓✓✓✓	
2	(2) _____ hours of sleep do you usually get?		
	less than 7 hours	✓✓✓✓✓✓✓✓✓✓	
	7 to 9 hours	✓✓✓	
	More than 9 hours	✓	
3	(3) _____ you feel tired when you wake up?		
	Yes	✓✓✓✓✓✓✓✓✓	
	No	✓✓	
	Sometimes	✓✓✓	
4	What stops (4) _____ from sleeping well?		
	Using my phone late at night	✓✓✓✓✓	
	Feeling stressed or worried	✓✓✓✓✓	
	Not feeling tired	✓✓✓✓	
5	Do you (5) _____ you get enough sleep?		
	Yes	✓✓✓✓✓	
	No	✓✓✓✓✓✓	
	Sometimes	✓✓✓	

Writing Plans

1 A Story page 44

2 A Survey Report page 45

3 An Opinion Essay page 46
(advantages and disadvantages)

4 A Request Email page 47

1 A Story

Plan your writing.

Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to the Writing Reference on pages 54-55 for more guidance.

Introduction

Introduce the main characters and the setting (time (when), place (where) and atmosphere (what)).

Main Part (not less than 2 paragraphs)

Develop the characters and the setting and events leading to the conflict and climax (high point in the story).

Ending (resolution)

The result of the conflict and how the problem will be solved.

2 A Survey Report

Plan your writing.

Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to the Writing Reference on pages 56-57 for more guidance.

Paragraph 1

Give background information about the topic.

Paragraph 2

Provide some information about the survey including how many people answered the survey and how many questions the survey had.

Paragraph 3

Discuss the most important findings from the survey.

Paragraph 4

Summarise the main findings again and include your recommendations.

3 An Opinion Essay
(advantages and disadvantages)

Plan your writing.

Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to pages 58 – 59 of the Writing Reference for more guidance.

Paragraph 1 (Introduction)
Introduce the topic of the essay and both sides of the topic.

Paragraph 2 (advantages)
Present the advantages with supporting ideas.

Paragraph 3 (disadvantages)
Present the disadvantages with supporting ideas.

Paragraph 4 (conclusion)
Make general statements about the topic stating your own opinion.

4 A Request Email

Plan your writing.

Make notes about what you will write about in each paragraph of the email. Use your notes to write your first draft.
Refer to pages 60-61 of the Writing Reference for more guidance.

Formal Greeting
Greet the recipient in a formal way.

Paragraph 1
Introduce yourself and give an overview about the nature of business and the location of the company.

Paragraph 2
Describe the nature of your business and how it benefits the customers.

Paragraph 3
State your request, the amount of money you need and the period of payment.

Paragraph 4
State the attachments to be sent along with the email.

Ending the email
Write a formal closing and sign off.

Word Lists

1 Stories

abandon
active
animals
bear
beginning
brain
captain
characters
city
climax
comedy
comic strip
commute
crew
crowded
cultures
dangerous
deliberately
describe
description
dim
escape
factual
falling action
farmer
fear
fierce
footprint
forest
fox
genre
gloomy
home
house
ice
illustration
incorrect
junk
legends
lion
monster
moon
moral
mystery
path
plot
president
quickly
resolution
rising action
sail
scared
science fiction
scientist
sea
setting
sharp
ship
shout
slim
slowly
step onto
story
storytelling
tentacle
thin
traditional
train tunnel
travel
trick
violent
warn
whisper
wolf
wrong

2 Healthy Lifestyle

active
advice
affect
avoid
cause
cold
confident
cough
dehydration
depression
diet
disappointed
disease
dizzy
drink
eat
eating disorder
embarrassed
enough
exam stress
exercise
feel
feeling
fever / high temperature
findings
guest
habit
happiness
headache
healthy
heart
illness
increase
junk food
lifestyle
maintain
medicine
mental health
mood
move
nutrients
obesity
outdoors
overweight
pain
patient
pharmacy
plan
problem
professional
recommended
reduce
relax
relaxation
relaxed
rest
result
runny nose
schedule
shy
sick
sickness
sleep
smoking
sore throat
sport
stomach ache
stress
survey
symptoms
tablets
tired
unhappy
unhealthy
unwell
weigh
worried

3 The Future of Transport

advantages
aluminum
automated
autonomous
capsule
carbon footprint
cargo
challenges
comets
congestion
convinced
crew
dangerous
daydream
design
destination
development
disadvantage
disadvantages
discover
distances
drawings
drive
effectively
effectiveness
efficient
electrical cars
entrepreneur
expensive
exploration
flexible
float
fly
friction
fuel consumption
hovercrafts
hyper loop
jetpack
launch
levitation
low pressure
magnetic
levitation
main features
manufacture
nuclear-powered
passengers
pod
potential
prototype
rail
rockets
self-driving
ship
solar panel
space elevator
space tourism
space travel
spacecraft
spaceship
speed
street congestion
technology
time-saving
traffic
trapped
travel
tube
vehicle
wind sails

4 Entrepreneurship

action plan
advice
ambitious
anything
application
attachments
battery-powered
benefits
brand-new
business
business pitch
challenges
characteristics
close down
consumer
customers
decision-making
design
desire
economy
employees
entrepreneurs
entrepreneurship
essential
everybody
everyone
everything
everywhere
financial
funding
give up
global citizen
goal
greeting
high-quality
home-based
idea
identity
innovations
innovative
interests
launch
leader
living standards
logo
low-fat
low-paid
manage
marketing
money
no one
nobody
nothing
nowhere
open-minded
overview
partners
passion
persuade
plan
product
profit
project
provide
purpose
record-breaking
repetition
request
risk
risk-taking
self-motivated
sell
skills
solutions
somebody
someone
something
somewhere
succeed
successful
support
target
techniques
twenty-year
well-developed
well-known

Writing Reference

The writing reference section provides guidance to support you in improving your writing skills and successfully completing the writing tasks in each unit. It starts with general guidelines to follow in your writing. Pages 54-61 provide specific guidelines for the main writing task in each unit as well as a model answer for each writing task.

Writing sentences.

Well-constructed sentences will make your writing easier to read and understand. Writing good sentences is the key to being a good writer.

Sentence structure

- A basic sentence in English requires:

a subject

- The subject is the person, thing or idea that the sentence is about.
- The subject usually comes before the verb and does the action.

an object

- The object receives the action.
- It usually comes after the verb.

a verb

- The verb tells you what the subject is or does.

Example: *The cat* *ate* *the mouse*.
S V O

agreement

- The verb must agree with the subject in number (singular or plural).
- If the subject is singular, the verb must be singular.
- If the subject is plural, the verb must be plural.

Example: ***I is*** *here.* The verb and subject do not agree.
I am *here.* The verb and subject agree.

Writing interesting sentences

- It is also important to make sure your sentences are interesting to read.
- Writing that contains mostly short, simple sentences can be uninteresting.
- Writing that contains mostly long, complex sentences is usually difficult to read.
- Good writers use a variety of sentence types.

- You can make sentences more interesting by using:
  - **adverbs** to describe verbs.
    *e.g. The boy **quickly** threw the ball.*
  - **adjectives** to describe nouns.
    *e.g. The boy quickly threw the **tiny** ball.*
  - **a relative clause** to add more information about a noun.
    *e.g. The boy quickly threw the tiny ball **which was hard and round**.*
  - images such as **metaphors and similes**, to create a picture in the reader's mind.
    *e.g. The boy quickly threw the tiny ball which **was as hard as a rock**.*

Writing paragraphs.

A paragraph is a group of sentences about one main idea or topic.

- To write a good paragraph, you need to:
  - Focus on one main idea
  - Include explanations, examples, facts or reasons
  - Present information in a logical order
  - Create clear connections between sentences by using linking words
  - Summarise the main idea

Paragraph structure

- A paragraph in English should include:

A topic sentence

- The topic sentence tells your reader what the paragraph is about.
- It is usually the first sentence in a paragraph.
- To write a topic sentence, think carefully about what the main idea of your paragraph is and try to summarise this in one sentence.

Supporting sentences

- Supporting sentences provide details to support the topic sentence.
- They should include explanations, examples, facts and reasons.
- To write supporting sentences, you need to brainstorm your ideas, connect your ideas and present them in a logical order. You may have to do some research to find the information you need to write your supporting sentences.

A concluding sentence

- The concluding sentence summarises the paragraph and reinforces the topic sentence.
- It is the final sentence in the paragraph.
- To write a concluding sentence, state the main idea again using different words.

Punctuation.

The correct use of punctuation is a key skill in writing.
Good punctuation will also make your writing easier to read and understand.

Punctuation checklist

- Remember to use:
  - a **capital letter** at the start of a sentence and for the pronoun '**I**'.
    e.g. My friend and I stayed at home.
  - a **capital letter** for names, months, nationalities, languages, cities, countries and continents.
    *e.g. I told **M**ahmoud that my birthday was in **D**ecember.*
  - a **full stop** at the end of a sentence.
    *e.g. Today is Monday**.***
  - a **question mark** at the end of a question.
    *e.g. Is it Monday**?***
  - an **exclamation mark** at the end of a sentence with a strong feeling.
    *e.g. I hate Mondays**!***
  - a **comma** in a list of three or more things.
    *e.g. I go to school on Saturday**,** Sunday**,** Monday**,** Tuesday and Wednesday.*
  - a **comma** after a time sequencer such as first, then, next and after that.
    *e.g. First**,** I have assembly. Then**,** I go to the classroom.*
  - an **apostrophe + s** to show possession.
    *e.g. Ahmed**'s** bag is the heaviest.*
  - an **apostrophe** to make a contraction.
    *e.g. I can**'t** lift his bag.*

Editing your work.

In the final stages of any written work it is important to check your work for grammatical, punctuation and spelling errors.

Common errors

- Confusing the words **their**, **there** and **they're**.
  - **their** refers to something belonging to or connected with a person or another thing which has already been mentioned.
  - **there** means in a particular place.
  - **they're** is a short or contracted form of **they are**.
- Confusing the words **its** and **it's**.
  - **its** refers to something belonging to or connected with a thing that has already been mentioned.
  - **it's** is the short or contracted form of **it is** or **it has**.
- Confusing the words **your** and **you're**.
  - **your** means belonging to someone.
  - **you're** is the short or contracted form of **you are**.

Avoiding plagiarism.

Plagiarism means using or copying the work of others without providing an attribute for the source of the work.

- Plagiarism can include:
  - using or copying words as they have been used in articles, presentations, television programmes, books, on the internet or anywhere else.
  - using other people's ideas without saying whose ideas they are.
- Plagiarism is treated very seriously. In higher education, plagiarised work is usually disqualified.
- It is important to use an appropriate method to avoid plagiarism.

Quotation

- Quotations are the exact words of the author or speaker.
- They must be accurate, with the same punctuation and spelling.
- In quotations, you should:
  - Copy words and punctuation exactly.
  - Put speech marks, also called quotation marks, around the words you quote.
  - Provide a reference which tells the reader exactly where the quote came from.

Paraphrase

- Paraphrasing is describing what someone else said in your own words.
- It is a different way of expressing what was said in the original text.
- To paraphrase, you should:
  - Read the whole text for main ideas and general understanding.
  - Write down the main idea and some key words.
  - Use the key words to help you write what was said using your own words.
  - Use reported speech.
  - Provide a reference which tells the reader the name of the person who originally produced the work and the date that they wrote it.

Summary

- A summary involves writing a short version of a text using your own words.
- Summaries are much shorter than the original material and they usually shorter than information that has been paraphrased.
- To summarise you should:
  - Read the whole text and identify the main idea.
  - Write down the main idea and some key words.
  - Use the key words to help you write what was said using your own words.
  - Provide a reference which tells the reader the name of the person who originally produced the work and the date that they wrote it.

1 Stories

A story (narrative)

Top Tips

- Imagine you are looking at a picture when describing the setting
- Use direct speech (characters exact words) to make the story lively
- Use a variety of adjectives to make the story more interesting to the reader

Organisation.

Introduction

Introduce the main characters and the setting which include:

- *time (when?)*
- *place (where?)*
- *weather*

Main part

Develop the characters and the setting and events leading to the conflict and climax (high point in the story). This should not be less than two paragraphs. This will include:

- What happened?
- How the main characters felt? Use adjectives and adverbs
  - *Sami was so delighted that he …*
  - *He angrily shouted at his friends.*
- Use linking words
  - *time (before, when, as soon as, later, by the time, suddenly, in the meantime)*
  - *contrast (but, however, while, nevertheless)*
  - *result (so, so that, therefore, as a result, for this reason)*
  - *reason (because, because of, as)*

Ending

End your story:

- *describe what happened in the end*
- *describe people's feelings and reactions*
- *make a short comment*

Example.

The Snake Prince



One day, in a small village, an **evil** stepmother told her **kind** daughter to collect some crooked pieces of wood for the fire. The daughter worked hard, searching for the special pieces of wood.

Soon, the poor daughter sat down on the pile of wood she had gathered and started to cry. She knew that whatever she gave her stepmother would not be good enough.

While she was sitting, a snake slithered by and started to talk to the girl. He asked the daughter about her problem. **At first** the girl was shocked and scared by the snake, but soon realised that it was a caring creature and explained her problem.

The snake agreed to help and asked her to hide him inside the bundle of wood and take him back to her house. He explained that when her stepmother saw him, she should ask her stepmother's permission to marry him. The girl followed the snake's plan and returned home with the wood and the animal inside it. **When** the stepmother saw the sticks, she shouted that the wood wasn't twisted enough and kicked the stack of wood angrily. **Suddenly**, she saw the snake slither out towards her as if it was about to attack.

The wicked stepmother was frightened and screamed at the daughter to remove the snake from the house. The girl agreed as long as she could marry the snake. The mother agreed to this and told the daughter to leave the house with the snake. As they left, the creature **suddenly** changed into a handsome prince, **because** the girl had been good to the snake.

The prince thanked the girl for caring about him when others had been cruel. He asked the girl to marry him and live in the palace where she wouldn't have to work carrying wood again. Unfortunately for the stepmother, she has had to do all her own work ever since.

Refer also to the stories in Unit 1 of your Classbook.

2 Healthy Lifestyle

A survey report (informative)

Top Tips

- Describe the topic and the survey sample.
- Make sure that each paragraph focuses on one main idea.
- Provide examples to support your main findings.
- Include recommendations in the last paragraph.

Organisation.

Paragraph 1

Give general information about the topic and its importance.

- *… is very important*
- *It (is) also …*
- *… especially …*

Paragraph 2

Describe what the survey is about and give details about the number of survey participants, their age and how many questions the survey had.

- *I did a survey...*
- *The survey had …*
- *In my survey, I asked …*
- *I will discuss …*

Paragraph 3

Explain the main findings and highlight some important details.

- *The main finding is …*
- *(five) people/students …*
- *Only (one) person/student*
- *Most of students*
- *Based on the survey results, I think …*

Paragraph 4

Summarise the main findings again and give your recommendations.

- *To summarise …*
- *To sum up …*
- *In conclusion …*
- *I recommend …*

Example.

Dental Hygiene



Brushing your teeth at least twice a day helps keep our mouths clean and fresh. It also helps prevent gum disease. Teenagers need to brush their teeth after meals and before going to bed, at night.

I did a survey about how often my classmates brush their teeth. The survey had four multiple-choice questions and I asked 20 students in my school. I will discuss the main findings below.

The main finding is that most students brush their teeth at least once a day. They believe that it is enough to just brush once in the morning. Three students brush their teeth three times a day which is what the doctors recommend. Only one student doesn't brush his teeth on a daily basis. Most students brush their teeth before going to bed at night.

Based on the results, I think the main reason that people do not brush their teeth regularly is because they do not realise how important it is.

In conclusion, I believe that my classmates should brush their teeth more frequently. I recommend that they brush their teeth directly after having their meals.

Refer also to the report on page 22 of your Classbook.

3 The Future of Transport

An opinion essay (evaluative)

Top Tips

- State your opinion clearly
- Make sure that each paragraph focuses on one main idea
- Provide examples and facts to support your opinion

Organisation.

Paragraph 1

Introduce the topic of the essay and both sides of the topic without stating your opinion.

- *Many people think/believe/ argue that …*
- *There is no doubt that, but …*
- *As everyone is aware …*

Paragraph 2

Present the advantages with supporting ideas (examples).

- *There are some advantages…*
- *First of all, …/Firstly, …*
- *Moreover, …*
- *One advantage*
- *Therefore … / This is because …*
- *For example, … / For instance, …*

Paragraph 3

Present the disadvantages with supporting ideas (examples).

- *On the other hand,/ However, there are some disadvantages…)*
- *First of all, …/Firstly, …*
- *Therefore … / This is because …*
- *Moreover, …*
- *Secondly, …*
- *Another disadvantage of … is …*

Paragraph 4

Make a general statement about the topic stating your own opinion.

- *To summarise …*
- *To sum up …*
- *In conclusion …*
- *I think / believe that …*
- *In my opinion, …*

Example.

Team Sports and Individual Sports



Most people enjoy playing different sports especially team sports because there are a lot of benefits to playing in a team. However, other people think that there are disadvantages to playing in a team.

To begin with, one advantage of playing in a team is that you learn different skills. **For example**, players learn to help each other while working towards the same goal. This encourages people to be less selfish. **Moreover**, playing in a team can also help one make new friends. **This is because** players trust and encourage each other to succeed and this helps build strong bonds amongst players.

On the other hand, there are some disadvantages. **First**, of all, there is the possibility that not all the players will get along with each other. This can cause arguments and can even result in fights. **In addition**, when you are part of a team, you have to depend on other players to achieve your goal. For instance, if not enough players show up for practice, then the session has to be cancelled.

In conclusion, I believe there is a lot to be gained by playing in a team. In the end however, it is up to a person whether they choose to play team sports or individual sports.

Refer also to the essay on page 34 of your Classbook.

4 Entrepreneurship

A Formal Request Email (interactive)

Top Tips

- Have a strong subject line
- Give a brief background about yourself and your business
- Clearly state your request
- Use formal language

Organisation.

Formal Greeting

- *Dear Sir/Madam,*
- *To whom it may concern,*

Paragraph 1

Introduce yourself and your business.

- *My name is …*
- *I am planning to launch my business of ….*
- *My business/company takes place in ….*

Paragraph 2

Describe the nature of your business and how it benefits the customers.

- *My company/business aims to offer …*
- *It will help customers through …/ The products can be used for …*

Paragraph 3

State your request, the amount of money you need and the period of payment.

- *I am writing to request financial funding to …*
- *I am writing to ask if it would be possible to …*
- *I hope to get a loan of ….. / I will pay installments for …*

Paragraph 4

State the attachments to be sent along with the email.

- *Please find attached copies of …*
- *If you require any further documents, please do let me know.*

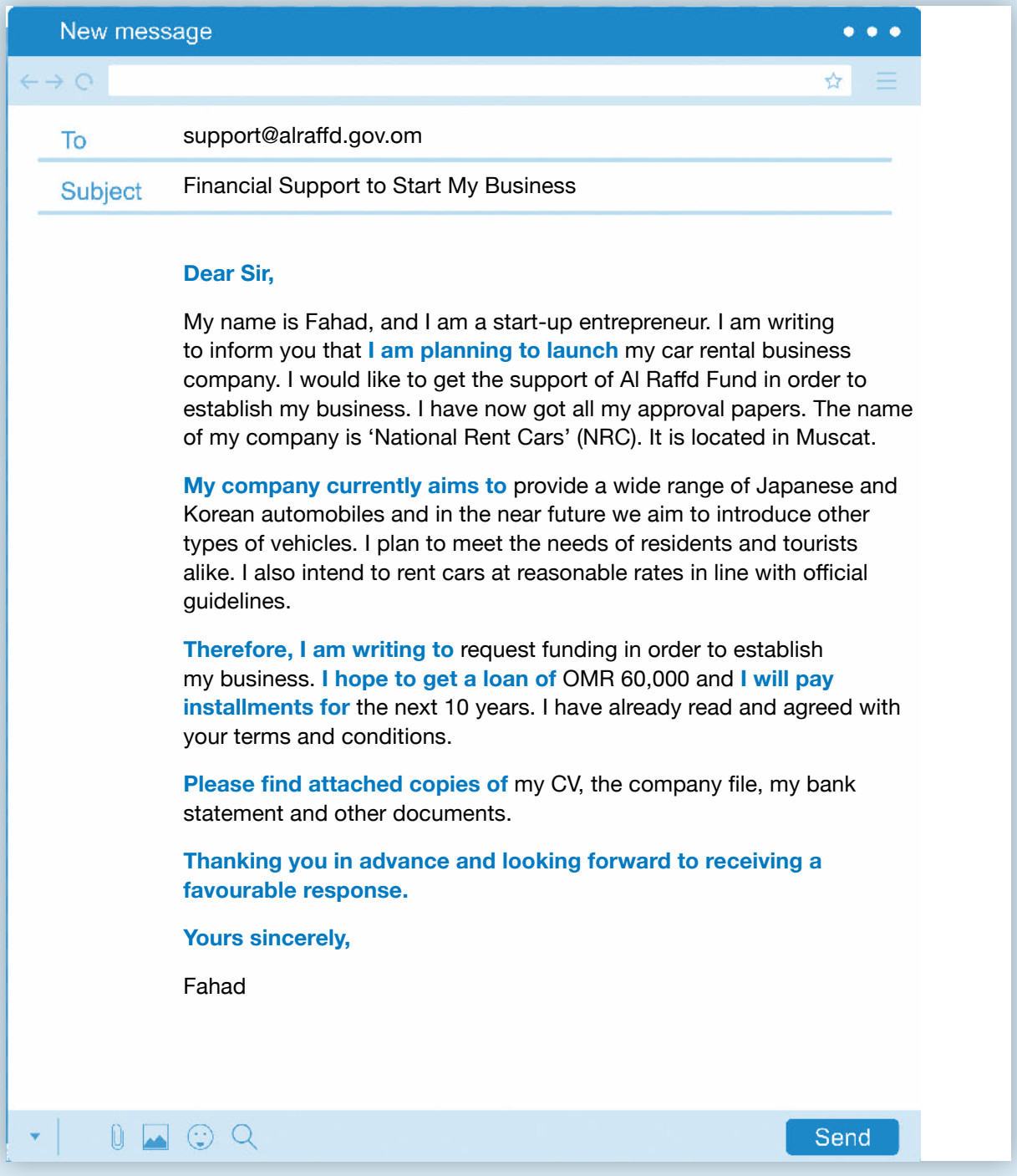
Ending the email

Write a formal closing and sign off.

- *Thanking you in advance*
- *Yours sincerely, / Yours faithfully,*

Example.

Financial support to start a business



Refer also to the email on page 46 of your Classbook.

Grammar Reference

present simple

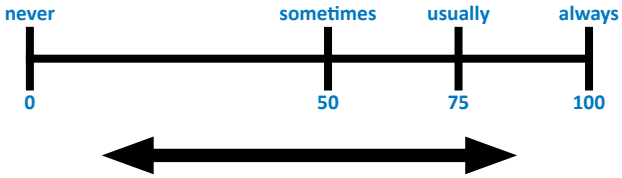
We use the present simple to talk about things that are true.

I you we they	walk	to school.
he she it	walks	

We use the present simple to talk about routines and habits.

She goes to school at 6 o'clock every day.

We often use adverbs of frequency with the present simple.



He never washes the dishes.
She always helps her mother.

present continuous

We use the present continuous to talk about actions happening now.

Ali is reading a book.
They are watching television.

We make the present continuous with the present tense of the verb be + a verb ending in -ing.

I	am	going	to school.
you we they	are		
he she it	is		

present perfect

We use the present perfect to talk about our experiences in our life up to now and when we have no definite time in mind.



He has visited Cairo.
They have written a book about the Jiddat Al Harasees.

We make the present perfect using the verb have + the past participle.

I you we they	have	seen	the pyramids
he she it	has	seen	

yet and already

We use yet and already with the past simple/ present perfect.

yet

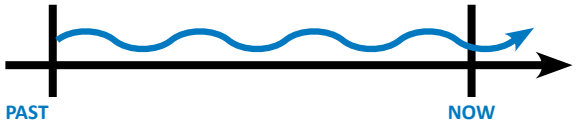
- yet tells us something has not taken place.
- We usually put yet at the end of sentences.
- We usually use yet in negative sentences.
- We usually use yet in questions.

already

- already tells us something has taken place.
- We usually put already in the middle of sentences.
- We usually put already before the main verb.

present perfect continuous

We use the present perfect continuous to talk about an action that started in the past, continued over a period of time and is still continuing now.



I have been waiting for two hours.

(I arrived two hours ago and I am still waiting.)

We often use the present perfect continuous with for and since to say how long an action has been happening.

We have been waiting for 20 minutes. (and we are waiting now)

It's been raining since Tuesday. (and it is raining now)

We use the present perfect continuous to talk about an action that started in the past, continued over a period of time and has recently stopped. However, there is evidence of the finished action now.

She's been shopping. (she has finished shopping but she is carrying shopping bags now.)

It has been raining. (it has recently stopped but the ground is wet.)

We make the present perfect continuous using the verb have + been + present continuous.

I you we they	have haven't	been	waiting.
he she it	has hasn't		

the passive

We use the passive when we want to focus on what happens more than on the person who makes it happen. Sometimes the person is left out of the passive sentence. It is usually used for news reports, signs and scientific descriptions.

The boy wrote the story.
[The boy is more important.]

The story was written by the boy.
[The story is more important.]

To form the passive we use the verb be + the past participle.

It	is was	invented.
they	are were	

past simple

We use the past simple to talk about finished actions or situations in the past and when we have a definite time in mind.

He went to Australia last summer.
I visited my uncle yesterday.



I you we they he she it	arrived	in the morning.

past continuous

We use the past continuous to describe actions that happened over a period of time in the past.

They were having a barbecue.
He was playing football.

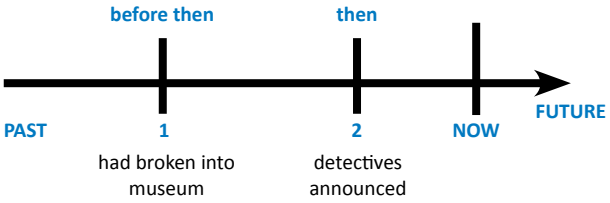


We make the past continuous with the past simple of the verb be + a verb ending in –ing.

I he she it	was	eating	lunch.
you we they	were		

past perfect

This morning, detectives announced (2) that a gang of criminals had broken (1) into the museum



We form the past perfect using had + past participle

We use the past perfect for an action that happened
before another action or time in the past.

We use the past perfect for the first action and the
past simple for the second action.

used to

We use used to for describing things that happened regularly in the past but don't happen now.

I used to get up at 7 o'clock but now I get up at 6 o'clock.

We also use it to describe something that was true in the past but is not true now.

That building used to be a cinema.

used to is followed by the infinitive of the verb.

I you we they he she it	used to	live	in England.

the future

We use going to and will when we want to talk about the future.

going to

We use going to when we have a definite plan or
intention to do something.

We're going to fly London next week.
We're going to catch a plane at Muscat International Airport.

We use the present tense of the verb be + going to + the infinitive of the verb.

I	am	going to	visit	Muscat tomorrow.
he she it	am			
you we they	am			

the future (continued)

will

Will has many uses. One of its uses is to predict what will happen or what we think will happen in the future.

Scientists will make robots to help us in the home.
We will travel in flying cars to Mars.

We use will when we are not sure of our plan or our intention. We will decide at the time we make the decision or at the moment we speak.

We'll go by car or bus.
We'll decide when we get there.
Maybe we'll leave on 3rd or the 4th of December.

We use will followed by the infinitive of the verb.

I you we they he she it	will	live	on Mars.

first conditional

We use the first conditional to talk about what we think will happen in the future.

If you study hard, you will pass your exams.
If we kill the snakes, the rat population will grow.

We form the first conditional with two clauses.

The if clause begins with the word if and the main clause shows the result.

We make the first conditional with if + present simple + will.

When the if clause comes before the main clause, it is separated by a comma.

second conditional

We use the second conditional to express unreal or imaginary situations and what could happen.

We make the second conditional using:

if + past simple + would

If he saw a Yeti, he'd/he would climb a tree.
If I were on the Titanic, I'd/would leave a note.

third conditional

We use the third conditional to talk about something which was possible, but which did not happen in the past.

If she had won the hurdles, she would have won two gold medals.
She did not win the hurdles so she did not win two gold medals.

- We use the past perfect in the 'if' clause.
- We can use would have, could have or might have in the main clause.
- We do not use would have and a past participle in the 'if' clause

If everyone had run, he might have lost the race.
if clause — main clause

adverbial clauses of time

Adverbial clauses of time use time conjunctions such as before, while, whenever, until, and after.

Sometimes shops had to close for days while the number of things in stock were checked.
adverbial clause of time

Adverbial clauses of time can go before or after the main clause.

When an adverbial clause comes before a main clause, it is usually separated from the main clause by a comma.

Before barcodes were invented, many things in shops had to be individually priced by hand.
comma

adverbial clauses of place

Adverbial clauses of place use the place conjunctions where and wherever.

When we want to talk about the location or position of something, we use the place conjunction where.

When we want to talk about something that happens or will happen in every place or any place, we use the place conjunction wherever.

Adverbial clauses of place can go before or after the main clause.

When an adverbial clause comes before a main clause, it is usually separated from the main clause by a comma.

adverbial clauses of manner

An adverbial clause of manner tells us how things are done or said.

We use as if and as though at the start of an adverbial clause of manner.

as if and as though are conjunctions.

The manner clause always comes after a main clause.

The adults behaved as if they were children.
if clause main clause

We use adverbial clauses of manner:

a to show if something might not be true or that it is unreal.
She talked as though she were the Queen.

b after words such as act, feel, look and sound.
He looked as if he was bored.

We usually use a past tense after as if or as though to show that the information in the manner clause is not true.

In formal English, we sometimes use were and not was.

conjunctions

Conjunctions are linking words.

Conjunctions join sentences or clauses.

and	adds more information
but however although	add a contrast
because as since so	add a reason and cause
who which that	add information about a person or thing
whenever while before after until when	add information about time
where wherever	add information about place
as if as though	add information about how things are said or done

the infinitive

The infinitives are:
• to + infinitive
He went to visit the Statue of Liberty.

• bare infinitive (the infinitive without 'to')
Sorry, I can't help him today.

We use to + infinitive:

1 after it + be + adjective
It is nice to see you.

2 after a noun or a pronoun
I must take a book to read.
I want you to buy some vegetables.

3 in some phrases such as going to, have to, used to
I have to go to school.

4 after some verbs such as hope, decide, write, agree
I hope to see you soon.

5 after question words
We don't know where to go.

Verbs with to + infinitive or -ing

- Some verbs take to + infinitive.
  He decided to build wings.
- Some verbs take -ing .
  They began making the wings.
- Some verbs can take to+ infinitive or –ing without a change in meaning.

  He started flying higher and higher.
  He started to fly higher and higher.
- Some verbs, such as, stop, go on, like, and remember can be followed by the infinitive with to or the –ing form, but the meaning changes.

  I like to catch fish using a fine line and net.
  [We use like +infinitive with to when we want to say it is a good idea.]

  I like fishing every weekend and on holidays.
  [We use like + –ing to mean I enjoy fishing.]
- We do not use the -ing form after a continuous tense.

  He was beginning to think of ideas for a story.

  NOT: He was beginning thinking of ideas for a story.

modals of obligation

The words should, must and have to are modals of obligation.

We use them to give advice and tell people what to do.

We use must and should to give our own personal opinion.

Must is stronger than should.

We use have to when there is a general rule or law and not our own personal opinion.

I have to wear my seat belt when I drive
(a general rule or law).

I don't have to go to school today
(a general law or rule).

You must go and see the doctor
(a strong personal opinion).

You mustn't arrive late
(a strong personal opinion).

modals of possibility

May, might and could are modals of possibility.

We can use may, might and could + verb to talk about how possible something is in the present or the future.

It may be the Yeti, but it could be a bear.

We can use may have, might have and could have + past participle to talk about how possible something is in the past.

The lake might have been a mirage.

May, might and could go before the main verb in any sentence.

It may have four or five legs.

quantifiers: some and any

Some and any are quantifiers. They are used with uncountable nouns: juice coffee water and countable plural nouns: bananas apples eggs

some

Some means a little or a few and is used in positive sentence.

I've got some soup for starters.

We use some in questions to request something when we think the answer will be yes.

Can I have some chicken spring rolls please?

We use some in questions when we make an offer.

Would you like some garlic bread?

any

We often replace some with any in questions when we are not sure of the answer.

Have you got any spring rolls then?

We usually use any in negatives.

I'm sorry madam, we haven't got any soup.

adjectives

An adjective is a word like small, old, cheap, ugly.
An adjective describes the qualities of people, places, things, etc.

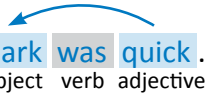
The small fish.

Most adjectives can go in two positions:

1 When an adjective comes before a noun it is called an attributive adjective:

The beautiful (adjective) beaches (noun) of Hawaii.

1 When an adjective comes after the verb it is called a predicative adjective:



A predicative adjective is used to describe the subject of the sentence and not the action of the verb.

order of adjectives

When using more than one adjective we usually sequence them:

	adjective						noun
	size	age	shape	colour	origin	material	
a	big	new	curved	silver	Omani	metal	Khanjar

adjective + preposition

- Sometimes we use a preposition after an adjective.

  If you're **tired of** the other TV channels, then watch ours.

- Some adjectives only use certain prepositions.

  The Sumerians were **aware of** the Majan civilisation.
  NOT
  The Sumerians were **aware on** the Majan civilisation.

- Sometimes different prepositions can follow an adjective. Depending on the preposition used, the meaning of the sentence or phrase changes.

  It was good of Ali to go shopping.
  [tells us about the person]

  Ali is good at shopping, because he buys the best food.
  [tells us about the action]

- It is best to look in a dictionary to find out which preposition to use with a particular adjective.

adverbs of manner

Adverbs describe verbs.

- There are many different kinds of adverbs.
- We use adverbs of manner to describe how something happens.

  The man walked slowly. (Tells us how the man walked.)

- We can put adverbs of manner before the verb.

  They angrily shouted at the cat.
  adverb verb

- We can put adverbs of manner after the object.

  They shouted at the cat angrily .
  object adverb

- We can put adverbs of manner after the verb and before the preposition + object.

  They shouted angrily at the cat .
  verb adverb preposition + object

- If there is no preposition, we do NOT put the adverb between the verb and the object.

  ~~We wrote quickly the letter~~ .
  verb adverb object

adverbs of degree

We use adverbs of degree to make the meaning stronger.

fairly	quite
really	very
certainly	definitely
completely	absolutely

We usually put adverbs of degree before an adjective.
He ate a fairly big ice-cream.

We usually put adverbs of degree before or after a verb.

He walked really fast.
He really walked fast.

We usually put adverbs of degree in the middle of a sentence.
He was absolutely furious with the manager.

comparatives and superlatives

We use a comparative to compare people or things.
bigger more beautiful

We make the comparative with adjective + than + noun
An elephant is bigger than a cat.

We use a superlative to describe who or what is the best.
the biggest the most beautiful

We make the superlative with the + adjective + -est OR
the + most/least + adjective.

	adjective	comparative	superlative
one syllable	tall	taller	tallest
one syllable ending in -e	wide	wider	widest
one syllable, a short vowel ending with one consonant	big	bigger	biggest
two syllables ending -y	happy	happier	happiest
two or more syllables	amazing beautiful	more amazing less beautiful	most amazing least beautiful
irregular	good bad	better worse	the best the worst

similes

We use similes to make descriptions more interesting and to make a powerful picture in the mind of the reader.

Similes compare two things.

We use like or as to make a simile.
It smells **like** rubbish.
The mountain road looked **like** a long snake.
It's **as** hot **as** fire.
Her hands felt **as** cold **as** ice.

too and very

too and very are placed before the adjective.

very makes the adjective stronger.

It's hot. – It's very hot.

too makes the adjective stronger but it usually has a negative meaning.

It's very hot. – It's too hot.

question words

We use who to ask about people.
Who is it?

We use where to ask about places.
Where is the post office?

We use when to ask about time.
When does the bus leave?

We use why to ask for a reason.
Why is Makkah a great city?

We use how to ask about the size or quantity of something.
How heavy is it?

We use what to ask about something and not a person.
What is it?

We use which to choose between a few things or
people.
Which story do you like?

multiword verbs

Many verbs in English have two or more parts. These are called multiword verbs.

We make multiword verbs with
verb + adverb/preposition
get around, cut down, fix on, cut out, look at

We can use different words with the same verb so the meaning changes.
I got on the bus. I got off the bus

Sometimes the meaning of a multiword verb is difficult to work out.
I checked out the subway. (I investigated the subway).

It is important to check the meaning of multiword verbs in a dictionary or work them out from the context.

Many multiword verbs are used informally. In written English there is often a more formal word with the same meaning.
take off (informal) and remove (formal)

pronouns

A subject pronoun replaces the subject in a sentence.
He ate the apple.

An object pronoun replaces the object in a sentence.
The man ate it.

Possessive adjectives tell us about who owns something or how two people are related.
That's my apple.

Possessive pronouns tell us about who owns something.
Yes, the apple is mine.

We use a reflexive pronoun to refer back to the subject.
You should look after yourself. Eat more apples!

subject pronoun	I	you	he	she	it	we	they
object pronoun	me	you	him	her	it	us	them
possessive objectives	my	your	his	her	its	our	their
possessive pronoun	mine	yours	his	hers		ours	theirs
reflexive pronoun	myself	yourself yourselves	himself	herself	itself	ourselves	themselves

possessive apostrophes

We use an apostrophe when we want to show that a noun owns something.

With a singular noun we add an apostrophe + s,
boy ⟶ boy's
He saved a boy's life.

With a plural noun ending in s, we add an apostrophe,
boys ⟶ boys'
The boys' boots were very dirty.

With a plural noun not ending in s, we add an apostrophe + s,
children ⟶ children's
Today is the children's party.

direct speech

We use direct speech when we want to write the exact words that were spoken.

a We put the actual words someone said inside speech marks.

b A new bit of speech starts with a capital letter if it is the beginning of a sentence.

c We start a new line when a new person starts talking.

d We can put a full stop, question mark or exclamation mark inside the speech marks if it is the end of a sentence.

e We can put a comma inside the speech marks if it isn't the end of a sentence.

a
"Holmes," murmured Sir Henry, "You have saved my life."

"I'm sorry I put you in danger," replied Holmes. "Are you strong enough to stand?"
c d e b

reported speech

We can use reported speech to report someone's words after they were said.

In reported speech:

- We give the exact meaning of what was said.
- We sometimes change the pronoun.
- The tense can change.
- The speaker comes at the beginning of the sentence.
- We sometimes use that.

direct speech	reported speech
Saada said, "They're really very good."	She said they were really very good.

compound nouns

- A compound noun is formed from two nouns, or an adjective and a noun.
- Compound nouns are written in different ways:
  1. as two words: police officer
  2. as one word: firefighter
  3. sometimes as two words joined by a hyphen.
- Unfortunately, there is no rule for how you write a compound noun, so you need to check in a dictionary.
- The plural is usually formed by making the second word plural: police officers fishermen
- The stress is usually on the first syllable of the first word:

○ ○ ○ shopkeeper ○ ○ ○ firefighter

prefixes

Prefixes are a group of letters or a word.
We put prefixes at the beginning of a word to change the meaning.
un + fair = unfair

1 Whole word prefixes such as:

out- over- under- up

outside underwater upstairs overweight

2 Negative prefixes such as:

in- un- dis- mis- im

incorrect disappointed unwell

3 Number prefixes such as:

uni- bi- tri- deca- centi- milli- multi

bicycle triangle centimetre

suffixes

A suffix is a group of two or more letters added to the end of a word.

meaning (n) + ful = meaningful (adj)
flower (n) + ing = flowering (adj)
clear (adj) + ly = clearly (adv)
excite (v) + ment = excitement (n)

Suffixes change word class.
manage (v) and management (n)

Suffixes can sometimes change meaning.
care and careless

The spelling changes when we add a suffix to a word.

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