Sultanate of Oman
Ministry of Education

Second Edition

Workbook

Grade 11B

Engage

With English

2020



His Majesty Sultan Qaboos bin Said, Sultan of Oman

A note from the Writing Committee

Dear Students,

Welcome to Grade 11 and the revised *Engage with English* textbooks for Semester B.

There are a whole set of new features for you to work through and enjoy, with some features remaining the same.

The focus for your Post-Basic Education English work will be on revising and consolidating the language work you have been introduced to over the previous ten years. The themes you will study and talk about are a mixture of themes you have been introduced to before and those which are brand new.

You will see that there are four main themes in your Coursebook and Workbook. In each theme there are five units which are each about a different aspect of the main theme. Each unit in the theme has a different main language focus. These are reading; grammar; vocabulary; listening and speaking; and writing. You will also be integrating the language skills throughout the themes.

In addition to the main themes there are two additional sections which follow on from each theme – *Across Cultures* and *Reading for Pleasure*. Each section is for you to study by yourselves. *Across Cultures* focuses on a different country after each theme while *Reading for Pleasure* introduces you to a range of different reading genres. Moreover, a page of extra grammar activities has been added to each theme to provide you with further opportunities for grammar practice.

In addition to the Coursebook and the Workbook you will need an exercise book to make notes and to write down the answers to some of the activities in the Coursebook. As before, remmber to look after your Coursebook for students who will use it again next year.

Have a great semester!

Sultanate of Oman
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	Theme	Unit 1	Unit 2
1	**The Brightest and Best**	read a text for both gist and detail practise skimming and scanning skills	review the usage of comparative and superlative adjectives compare information about buildings
2	**Sources of Inspiration**	analyse a review of a musical performance find specific information in a reading text	review the usage of the past simple and present perfect practise the usage of 'for', 'since' and 'ago'
3	**Connections**	practise ways of preparing for a reading text identify topic and supporting sentences in a reading text	differentiate between the use of 'just', 'still', 'already' and 'yet' review the usage of the present perfect with adverbs of time
4	**Beginnings and Endings**	find specific information in a reading text infer meaning from context	review the different usages of 'can' and 'can't' differentiate between usages of 'can' and 'can't', 'have to' and 'don't have to'

Map

Unit 3	Unit 4	Unit 5
use language associated with sports and sports stars group words together according to subject for easier learning	practise the use of question tags with appropriate intonation form questions using superlatives	use conjunctions, and time order words and phrases write a narrative about a personal experience
focus on adjectives ending in '-ed' and '-ing' listen for specific information	use vocabulary associated with television programmes practise asking for and giving opinions, and agreeing and disagreeing	analyse a book or story review write a book or story review
use language associated with memory, and ways of improving the memory read and discuss a poem, and create a poem	use modal verbs of obligation, necessity and advice dramatise a situation to get a message across	discuss volunteering, and analyse a letter to a volunteer organisation write a formal letter of application to a volunteer organisation
focus on language associated with weddings compare weddings around the world	use language associated with New Year celebrations and resolutions predict information in a listening text	expand vocabulary associated with festivals write a description of a festival

Learning Outcomes for Grade 11B

Theme 1 The Brightest and Best

- can talk about the Olympic Games
- can understand and use comparative and superlative adjectives
- can use language associated with sports and sports stars
- can understand and use question tags with appropriate intonation
- can write a biography of a sports star
- can use conjunctions, and time order words and phrases in a narrative
- can write a narrative about a personal experience

Theme 2 Sources of Inspiration

- can differentiate between the use of the past simple and present perfect
- can understand and use 'for', 'since' and 'ago'
- can differentiate between adjectives ending in '-ed' and '-ing'
- can talk about different types of television programmes
- can ask for and express opinions, and agreement and disagreement
- can analyse a book or story review
- can write a book or story review

Theme 3 Connections

- can prepare for reading and listening texts
- can understand and use the present perfect with 'just', 'still', 'already' and 'yet'
- can use language associated with different ways of connecting
- can use modal verbs of obligation, necessity and advice
- can listen for specific information
- can dramatise a situation to get a message across
- can write a formal letter of application to a volunteer organisation

Theme 4 Beginnings and Endings

- can differentiate between the different usages of 'can' and 'can't'
- can talk about legal ages
- can write about a significant event
- can talk about wedding and New Year traditions
- can state plans and intentions
- can read and listen for gist, and for specific information
- can write a description of a festival

Unit 1 Olympic Fever

1 **Read the questions in the Olympic quiz below. With your group, decide on an answer to each question from one of the three choices on the right, and circle it. Then listen to the recording to check your answers. Add up your score and give yourself a mark out of 8.**

Olympic Quiz Questions	Answer Choices:		
1 How long is an Olympic swimming pool?	**a** 25 metres	**b** 40 metres	**c** 50 metres
2 What was the first Asian country to host the Olympic Games?	**a** China	**b** Japan	**c** Korea
3 How many times has the USA hosted the Summer Olympic Games?	**a** four	**b** three	**c** two
4 How long does an Olympic basketball game last?	**a** 40 minutes	**b** 30 minutes	**c** 1 hour
5 Which of these is not an Olympic sport?	**a** golf	**b** sailing	**c** cycling
6 Which country won the most gold medals at the Beijing 2008 Olympics?	**a** Russia	**b** the USA	**c** China
7 What do the 5 rings on the Olympic flag mean?	**a** Nothing. They're just a design. **b** Five elements – earth, air, water, fire, oil. **c** The union of the 5 continents – America, Africa, Australia, Europe, Asia.		
8 Citius, Altius, Fortius' is the Olympic motto in Latin. What does it mean in English?	**a** Many countries, one world. **b** Faster, higher, stronger. **c** Winning is everything.		

2 **Skim the text below as quickly as possible. Then choose the most appropriate title from the four titles below. Give reasons for your choice.**

a Crazy about the Olympics
b Short History of the Games
c It's Olympic Time Again!
d How a Host City is Chosen

① Every four summers, the world goes mad with Olympic fever. But another kind of contest starts long before the Games. There is strong competition among cities to host the Games. The lucky winner receives huge international attention. To be a host city is not only prestigious, but also excellent for tourism and business.

② Traditionally, the Games are selected by city rather than country. A few cities have hosted the Summer Olympics twice. Paris was the host in 1904 and 1924; Los Angeles in 1932 and 1984, and Athens in 1896 and 2004. London has hosted the Games three times in 1908, 1948

and 2012. The Winter Olympics, which take place two years after each Summer Olympics, have been hosted twice by St Moritz, Lake Placid and Innsbruck.

③ There are several stages in a city's selection. All cities wishing to host the Games have to apply to the International Olympic Committee (IOC) by a certain date. These are called 'Applicant Cities'. The IOC considers each of the Applicant Cities carefully, then selects a smaller number of 'Candidate Cities.' Each Candidate City submits details of their plans to host the Olympics. Members of the IOC visit that city, assess its suitability and prepare a report. Members of the IOC then vote for their final choice.

④ A host city is elected several years before the Games are held there, as cities need a long time to prepare. The city of London was chosen in 2005 to host the Summer Olympics in 2012, and Rio de Janeiro has been chosen as host in 2016. The deadline for applications to host the 2020 Olympics was 1 September 2011, and the IOC received six applications. These cities, in alphabetical order, were: Baku (Azerbaijan); Doha (Qatar); Istanbul (Turkey); Madrid (Spain); Rome (Italy) and Tokyo (Japan). The final election of the 2020 host city will take place in Buenos Aires, Argentina on 2 September 2013.

Source: http://www.olympic.org

3 **Read the text in Activity 2 in detail and find the following information. Write your answers on the writing lines.**

a Why are cities very keen to host the Olympic Games?

_____

b What organization chooses the host city?

_____

c What is the difference between an Applicant City and a Candidate City?

_____

d Why does the election of a city take place so long before the Games?

_____

e Find words or phrases which mean the following:

1. feeling of mad excitement (n) (paragraph 1) _____
2. competition (n) (paragraph 1) _____
3. happen (v) (paragraph 2) _____
4. chooses (v) (paragraph 3) _____
5. final date (paragraph 4) _____

4 **Work in pairs. Student A - turn to Olympic Quiz A in Communication Activity 1 on page 60 of your Workbook. Student B - turn to Olympic Quiz B on page 61. Ask your partner the questions from your quiz and circle the answers. Check the answers on page 83 of your Workbook. Add up your partner's score, and give them a mark out of 8.**

Unit 2 Reach for the Sky

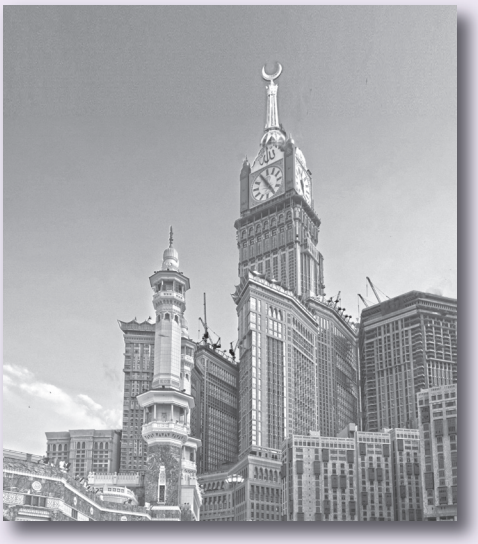
1 **Work with a partner. Student A takes Buildings A and B, and Student B takes Buildings C and D. Read the information about your two buildings carefully.**

A. Burj Khalifa



Location: Dubai
Completed: 2010
Height: 828 metres
Number of floors: 163
Cost: US$1.5 billion

B. Abraj Al Bait Towers



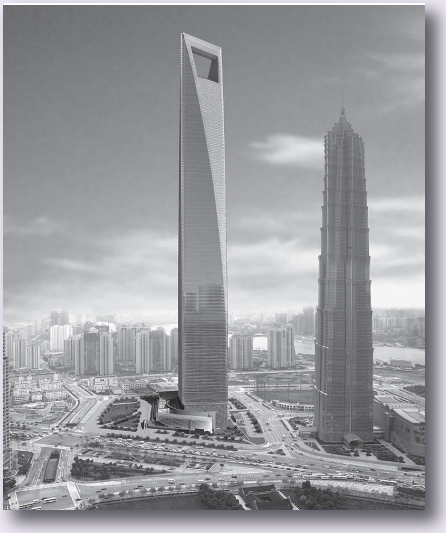
Location: Mecca
Completed: 2011
Height: 601 metres
Number of floors: 95
Cost: US$ 800 million

C. Taipei 101



Location: Taiwan
Completed: 2004
Height: 509 metres
Number of floors: 101
Cost: US$1.8 billion

D. Shanghai World Financial Centre (SWFC)



Location: Shanghai
Completed: 2008
Height: 492 metres
Number of floors: 101
Cost: US$ 1.2 billion

Facts sourced from: www.en.wikipedia.org

2 **Listen to the example dialogue. Then ask and answer questions about the buildings with your partner.**

- Where's the SWFC?
- When was it completed?
- How tall is it?
- How many floors does it have?
- How much did it cost?

Where's the SWFC?

Shanghai.

3 **Now compare the four buildings. Make some sentences with your partner, and write them on the writing lines. Refer to the Grammar Reference section on page 75 of your Workbook for more examples of comparisons.**

The Abraj Al Bait Towers are taller than the SWFC.

Burj Khalifa is the tallest.

Taipei 101 was the most expensive.

a. _____

b. _____

c. _____

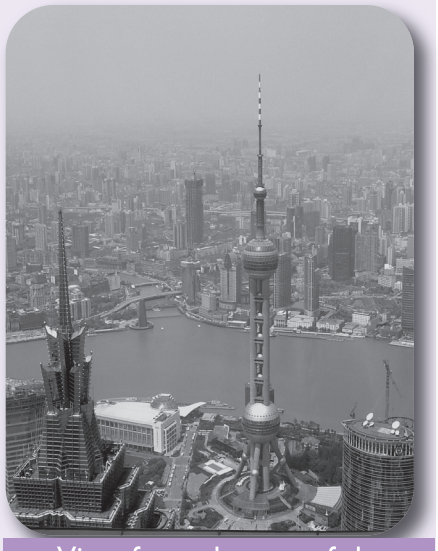
d. _____

e. _____

f. _____

4 **Listen to a tourist comparing cities she visited last year. Before you listen, fill in the gaps in the sentences. Then listen to the recording and check your answers.**

Dubai was exciting, but Hong Kong was **(1)**_____ exciting **(2)**_____ Dubai, and Shanghai was the **(3)**_____ exciting of all. The skyscrapers were amazing, especially the World Financial Centre. It's **(4)**_____ tallest building in China and the third **(5)**_____ in the world. It's not **(6)**_____ tall **(7)**_____ Taipei 101 in Taiwan, but it has the same number of floors **(8)**_____ Taipei 101. At night, when all the buildings in Shanghai are lit up, it's one of the **(9)**_____ fantastic sights I've ever seen.

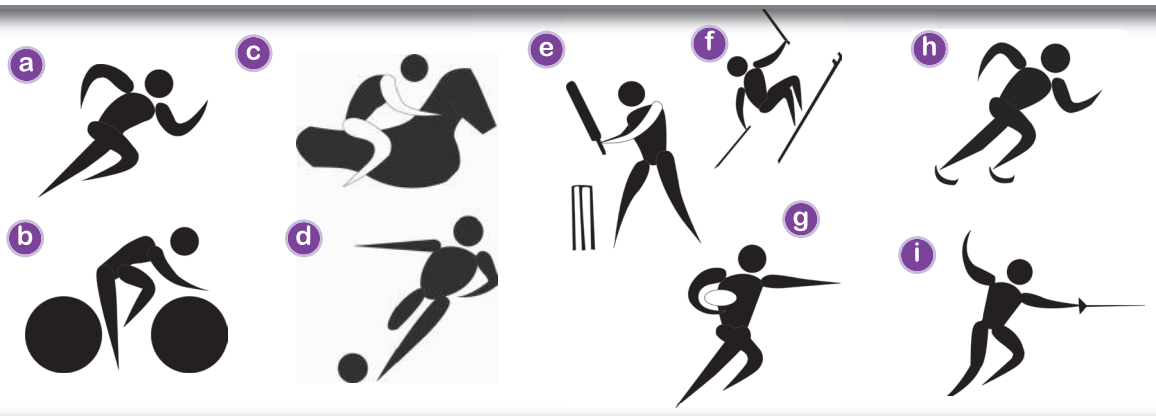


View from the top of the Shanghai World Financial Centre

5 **Turn to page 64 of your Workbook and complete the grammar practice activities.**

Unit 3 Shining Stars

1 **Look at the pictograms of various sports. Write the names of as many as you know in your exercise book.**



2 **Complete the names of the countries and country adjectives/nationalities in the table below.**

	Countries	Country Adjectives/Nationalities
Example:	The United States of America	American
a		Greek
b		Russian
c		Polish
d	France	
e		Australian
f	United Arab Emirates	
g		Portuguese
h	Tunisia	
i		Canadian
j	Pakistan	
k		Chinese
l	Norway	

3 **Use words from the table in Activity 2 to complete the sentences.**

1. Michael Jordan is a famous American basketball player.
2. The ancient Olympic games took place in _____ .
3. Al Maktoum, the first _____ gold-medallist, won his medal for rifle shooting.
4. _____ was selected to host the 2008 CE Olympics Games.
5. The 2000 Millenium Games were held in the _____ city of Sydney.
6. The 1994 Winter Olympic Games were held in the frozen city of Lillehammer, in the Scandinavian country of _____ .

4 **Read the following dialogue between a coach and a school student. Listen to the recording and complete the gaps.**

Coach: Good morning. Can I help you?
Student: Yes please. I want to take up a new sport.
Coach: What kind of sport? The fastest, the **(1)** _____ , the most exciting or the most dangerous?
Student: What's the **(2)** _____ ?
Coach: Deep sea adventure diving.
Student: Isn't that the most **(3)** _____ ?
Coach: No, that's deep-sea diving with sharks.
Student: That sounds a bit too exciting for me.
Coach: Well what about the **(4)** _____ sport: motor-racing?
Student: I can't drive.
Coach: Well, what about marathon running? That might be **(5)** _____ for you. You don't need a car for that.
Student: That sounds like too much hard work. What else is there?
Coach: What about a team sport like football? Or rugby?
Student: I don't like playing with other people. I might get hurt.
Coach: I think the best thing for you then is the safest, **(6)** _____ , **(7)** _____ sport.
Student: What's that?
Coach: Sofa-surfing.
Student: How do you play that?
Coach: You lie down on the sofa, switch on the TV and watch other people running around!

5 **Match these sports to the places where they are played.**

1	football	
2	basketball	
3	motor-racing	
4	boxing	
5	golf	
6	athletics	
7	ice-skating	
8	tennis	
9	swimming	
10	volleyball	
11	rugby	
12	ice-hockey	

a circuit
b pitch
c course
d ring
e court
f track
g rink
h pool







Unit 4 Natural Record Breakers

1 **In pairs, complete the record arc by writing suitable questions on the lines. Begin each question with *What's*, *Where's*, or *Who's*.**

Examples:



What's ...the tallest building in the world?

Where's...the coldest place you've ever been?

Who's ...the most interesting person you know?

...the most delicious _____

...the heaviest _____

...the widest _____

...the quietest _____

...the slowest _____

...the biggest _____

...the most expensive _____

...the furthest _____

...the best _____

...the dirtiest _____

...the oldest _____

...the worst _____

2 **Listen to the talk, and decide what subject the speaker is talking about. Then listen again, and cross out the words in the phrases below that are different from the words you hear in the talk. Substitute the correct words.**

Example: ... the top five highest-paid ~~TV~~ sports stars ...

a ... the five fastest runners over 100m ...

b ... your top five favourite stories ...

c ... the ten most popular tourist destinations in the world ...

d ... the hundred richest people in the world ...

e ... the five most deadly spiders on the planet ...

3 **Read the conversation below, and use question tags to complete the gaps. Then listen and check your ideas.**

Voice 1: Your mother's looking older these days, **(1)** _____ ?
Voice 2: I don't think so, but you're being very rude today, **(2)** _____ ?

Voice 1: I see your team won the game on Thursday, **(3)** _____ ?
Voice 2: Yes, it was a good match.
Voice 1: They must be top of the league now, **(4)** _____ ?

Voice 1: You will remember to book a table, **(5)** _____ ? It's very important.
Voice 2: I couldn't forget, **(6)** _____ ?

Voice 1: You didn't forget the exam this morning, **(7)** _____ ? You got up very late.
Voice 2: You are joking, **(8)** _____ ? I got top marks!

Student 1: These question tags are difficult, **(9)** _____ ?
Student 2: We use them a lot in English, though, **(10)** _____ ?

4 **From the conversations in Activity 3, complete the information about question tags using either 'positive' or 'negative'.**

_____ statements are followed by _____ question tags

_____ statements are followed by _____ question tags

5 **Work in pairs. Use some of the adjectives from Activity 4 on page 9 of your Coursebook to produce some new comparisons and similes. Write them on the lines below.**

as small as a mouse.
as _____ as _____.
as _____ as _____.
as _____ as _____.
deeper than the ocean.
_____ than _____.
_____ than _____.
_____ than _____.

Unit 5 The Highest Mountain in the World

1 **Most narrative texts contain a lot of action verbs. Telling a story relates an event from the past, so most verbs are in the simple past tense. Read the text below and underline the verbs in the simple past. Then answer questions 1 and 2 underneath.**

Accident on the Mountain

Joe, a young climber, is making his way down Siula Grande, a mountain in Peru.



Suddenly, a steep cliff of ice opened in front of me. I moved carefully towards the edge and looked over. The cliff was about eight metres deep. It looked very steep, but it was the only way down. I lowered my legs over it, and drove one of my axes into the wall of ice. I took hold of the axe. But the ice was very thin and the axe wasn't secure. It didn't hold my weight. It came out of the wall and pulled me with it. Suddenly I was falling down the cliff.

I hit the bottom of the cliff hard. At once I felt a terrible blow in my right knee, and the breaking of bones. I saw that my leg was twisted into a horrible shape. The pain was terrible. I tried to stand up in the snow but another wave of pain rushed through me.

"Have I broken my leg?" I thought. If my leg was broken, that would be very serious. I couldn't get off the mountain with a broken leg.

Hot tears filled my eyes. We were about 6,000 metres up the mountain with no hope of rescue. When I thought about that, I felt sick and cold.

"If I've broken my leg, I'll die here," I thought.

Source: Touching the Void: Simpson, J (1988), Jonathan Cape

Questions:

1. What happened to Joe?
2. How did he feel about his experience? (a) sad (b) happy (c) excited (d) frightened
   Which part of the text tells you this?

2 **Direct quotations include the exact words that someone spoke or thought. They help the action come alive. Read the next part of the text below, and underline the direct quotes. Discuss with your group why they are effective.**

The writer's climbing partner, Simon, finds him lying in the snow.



I saw Simon standing at the top of the cliff, looking down at me.

"What happened? Are you OK?" he asked.

"I fell," I replied. "I think I've broken my leg."

At once, Simon's expression became very serious. He stared me, then he turned away. There was a look of pity in his eyes.

"What's Simon thinking?" I thought. "Is he going to leave me here to die?" I felt very frightened.

Simon came down to me. He looked at my leg but he didn't say anything. Instead, he reached in his pocket and took out some pills. They were pills for headaches so they were not very strong. He handed me two of them and I swallowed them.

Simon didn't say what he would do, and I didn't ask. There was nothing that I could say.

"Everything's changed between me and Simon," I thought. "We're not a team any more. I'm on my own now."

Source: Touching the Void: Simpson, J (1988), Jonathan Cape

3 **Choose one of the topics below to write a personal narrative about. Discuss with a partner why you have chosen this topic, and what you are going to include in it.**

a. An embarrassing experience (for example – as a result of a misunderstanding).

b. A first-time experience (for example – first day at school, first time playing a new sport, first time travelling in a plane, first time visiting another country).

c. The best day of your life.

d. A frustrating experience (for example – a bad day at home, at school, shopping etc).

e. A situation where you struggled with a problem, but in the end you found a solution.

4 **Think about the information you are going to include in your narrative. Then write a first draft of your narrative in your exercise book. Don't forget to give your narrative a title.**

Refer to the Writing Guide on page 70 of your Workbook for help with layout and language. Try and use some of the conjunctions from Coursebook, page 10, Activity 2, and some of the time order words and phrases from the Top Tip on page 10 and Coursebook, page 11, Activity 4. After editing, write a final draft and put it into your portfolio.

1 **Complete each sentence with the appropriate comparative or superlative form of the adjective in brackets at the end.**

1. China is one of the _____ countries in the world. (large)
2. China's civilization is _____ than most other cultures. (old)
3. The _____ use of paper took place in China. (early)
4. The Chinese are _____ at basketball than football. (good)
5. Dragon boat racing is a _____ sport than snooker. (traditional)
6. The giant panda is one of the _____ animals in the world. (appealing)

2 **Write the words and phrases in the box into the appropriate column underneath.**

paper	Three Gorges Dam	umbrella	Shanghai
Great Wall	table tennis	Beijing	Qingdao
dragon boat racing	Qingdao Haiwan Bridge	basketball	fireworks

Chinese Cities	Early Inventions	Famous Constructions	Popular Sports
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____

3 **Find the answers to the things related to China in the word box. Words can go up and down, forwards or backwards. Circle the words.**

a. A lucky colour.
b. An unlucky number.
c. An animal in danger.
d. A sport popular in Tibet.
e. The Three Gorges.
f. A kind of boat festival.

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

The Terry Fox Run

Genre: Magazine Article





Shortly before Terry Fox died in 1981, the Canadian businessman, Isadore Sharp, told him he was going to hold a special run in Terry's honour every year. This run would be called the Terry Fox Run. It would continue the good work which Terry had started. People from all over the world could take part in this run to raise money for cancer research.

A Terry Fox Run is an event where people come together and raise money in Terry's name. Terry was only 22 years old when he died. But although he was so young, he was a pioneer. His dream was that one day, a cure for cancer would be found.

The first Terry Fox Run took place on 13 September, 1981 at 760 run sites in Canada. It was a huge success, with over 300,000 people taking part. It raised more than $3.5 million. Since then, Terry Fox runs have taken place for over 30 years in many different countries, and have raised more than $500,000,000. Today the Terry Fox Run is the largest single-day fundraising event that raises money for cancer research. The run is not a competition; it is informal and has no fixed distance. Taking part in the run is considered to be more important than finishing it. It is open to everyone, young and old. It is usually between 5 and 15km.

Terry Fox runs took place for several years in Oman and raised a total amount of 106,800 OMR. This money was donated to the Sultan Qaboos University for research into breast cancer and leukaemia in children.

Honours

Several films have been made of Terry's life, and many places in Canada have been named after him. These include over 30 roads and streets, and 14 schools. Several statues of Terry have been erected, and even a mountain in the Canadian Rockies has been named Mount Terry Fox. In 2011, a series of bronze sculptures of Terry in motion was erected in Vancouver. They show Terry running towards the Pacific Ocean.

Terry's mother, Betty Fox, was one of eight people to carry the Olympic Flag into the stadium at the opening ceremony of the 2010 Winter Olympics in Vancouver. At the games, the Terry Fox award was given to Olympic athletes who showed the same courage and determination as Terry. The world will never forget this brave young man.

Source: http:// en.wikipedia.org/wiki/Terry_Fox_Run

Review and Reference

1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a skim and scan better			
b use comparatives and superlatives			
c use vocabulary associated with different sports			
d listen for specific information			
e create questions using superlatives			
f use question tags			
g use conjunctions, and time order words and phrases			
h write a narrative about a personal experience			

GRAMMAR RECALL

a ***Use the comparative ending in –er (than)***
– with adjectives of one syllable or with a second syllable ending in 'y'

b ***Use the comparative (not) as . . . as***
– with any adjectives

c ***Use the comparative more/less (than)***
– with adjectives of more than two syllables

d ***Use the superlative ending in –est***
– with adjectives of one syllable or with a second syllable ending in 'y'

e ***Use the superlative the most/the least than***
– with adjectives of more than two syllables

2 Circle the best word in each sentence.

a He runs **faster / fastest** than his brother ever did.

b That building will be the **highest / most high** in the country.

c She's not looking as **young / younger** as she used to, is she?

d Is that one **more expensive / expensivest** than this one?

e Can you let me know **as sooner / as soon as** you can? I need to tell Amira.

f That mosque is the **most beautiful / beautifullest** in the whole city.

g Ali isn't as **good / better** at maths **as / than** Ahmed.

3 **Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.**

Verb	Noun	Adjective

4 **Complete each sentence with a word from the Glossary on page 16 of your Coursebook. Put ONE word in each gap.**

(a) The International Commerce Centre is the tallest _____ in Hong Kong.
(b) The government is keen to _____ tourism in Oman.
(c) Lewis Hamilton was Formula One World _____ in 2008.
(d) I'm new in town. Can you _____ a good restaurant?
(e) The _____for my essay is tomorrow. So I have to finish it tonight.
(f) You see a wide variety of _____ events at the Royal Horse Show.
(g) That swimmer trains much harder than the rest of his team. He spends _____ the amount of time in the pool.
(h) The _____ of the mountain was covered in deep snow.
(i) My sister's birthday party was a really _____ occasion. Everyone had a good time.
(j) This is your Captain speaking. We're flying at an _____ of 45,000 feet.
(k) Ahmad won his race, in spite of a _____ when another car hit his car.
(l) I'm so excited about the next Olympics. I've definitely got Olympic _____ !

PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme

_____

_____

- two things you didn't know before

_____

_____

- two things you want to find out more about

_____

_____

Unit 1 Houses of Musical Drama

1 **Look at the pictures of four international venues for operas and concerts, and read the descriptions underneath. Match each description to one of the pictures. Write the name of the building on the line under the picture. Underline the information in each text which helped you identify the building.**

a



d



b



c



1. Amazon Theatre, Manaus

The Amazon Theatre is an opera house located in the city of Manaus inside the Brazilian rain forest. It was built over a period of 17 years during the Brazilian rubber boom, and was finally opened in 1897. It has a huge dome, decorated with 36,000 ceramic tiles in the colours of the Brazilian national flag.

2. Carnegie Hall, New York

Carnegie Hall is a concert venue in Manhattan, in New York City. It gives about 250 performances every season, with both classical and popular music concerts. It was financed by the American philanthropist Andrew Carnegie. It was completed in 1891, but in 1989, a 60 floor office tower block was built next to it.

3. Opera House, Sydney

The Sydney Opera House is a renowned symbol of Australia. It is situated on Sydney Harbour and was opened in 1973. It has a very unusual design with a roof which represents a ship at full sail. This was the idea of Danish architect, Jorn Utzon, who in 1957 won an international competition to design the Opera House.

4. Royal Festival Hall, London

The Royal Festival Hall is one of London's best known concert, dance and talks venues. It was opened in 1951 and hosts many musical events. It is situated on the South Bank of the River Thames. The building underwent renovation from 2005 to 2007. Most concerts are played by the London Philharmonic Orchestra.

2 **Find words in the texts in Activity 1 with similar meanings to the words and phrases below. Write each word on the line after the corresponding phrase.**

Example:

substance from a tropical tree used to make tyres or boots (Text 1) *rubber*

1 roof shaped like the top half of a ball (Text 1) _____
2 thin pieces of baked clay for covering floors or roofs (Text 1) _____
3 paid for (Text 2) _____
4 rich person who gives money to help poor people (Text 2) _____
5 famous (Text 3) _____
6 person who designs buildings (Text 3) _____
7 happenings (Text 4) _____
8 making something into good condition again (Text 4) _____

3 **Listen to a talk by Dr Nasser Al-Taee, Director of Education and Community Outreach at the Royal Opera House, Muscat. As you listen, complete the activities below.**

1. Are these statements True or False? Write **T** or **F** in the boxes.

a The Royal Opera House, Muscat, is the only opera house in the Arab World. ☐

b The Royal Opera House will host only performances of operas. ☐

2. Number these items in the order you hear them mentioned. Write each number in the appropriate box. The first one has been done for you.

a special performances for families ☐
b master classes by musical experts ☐
c conferences ☐
d training programmes for music teachers ☐
e school visits [1]
f matinée shows ☐
g backstage tours ☐

3. What is a matinée? Circle the correct answer.

a a musical performance
b a performance for families
c a show for children
d a performance in the afternoon

4 **Write a paragraph describing a building that you like very much. It can be a building you have visited, in Oman or elsewhere, or a building you would like to visit. Refer to the 'Time to Talk' activity on page 19 of your Coursebook for points to mention.**

Unit 2 Musical Genius

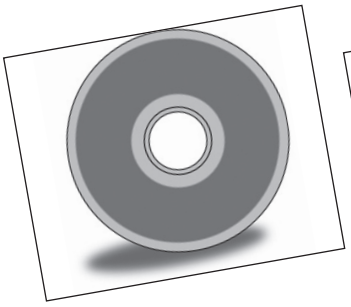
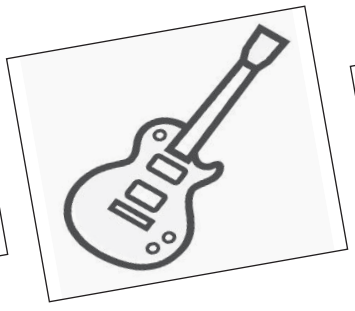
1 **Look at these types of musical styles. Then listen to the recording and number the musical styles as they are mentioned.**

classical	pop	jazz	folk
rap	reggae	country and western	rock

2 **Look at the music quiz below. Complete the quiz with information about yourself. Then ask your partner the questions, and record their information in the appropriate spaces.**

The Music Quiz

Have you ever . . .	You		Your partner	
	Yes	No	Yes	No
been to a concert?				
played a musical instrument?				
written a song?				
listened to a music CD?				
downloaded a song from the Internet?				
listened to a classical orchestra?				
bought a music CD?				



3 **Use the information in the quiz on page 18 to write statements about your partner.**

Examples: Khalid has been to a concert.
Khalid has never played a musical instrument.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

4 **Read the time expressions in the box. Decide if they refer to a period of time (for) or a specific time (since) and write them into the appropriate column.**

25 June	midnight	four hours	2011	three years
15 minutes	9 o'clock	four weeks	six months	Tuesday

Example:

a period of time
four hours

Example:

a specific time
25 June





5 **Write sentences about your life. Use each verb in the box below with 'for,' 'since' or 'ago.'**

live **know** **study** **be** **have** **play**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

6 **Turn to page 65 of your Workbook and complete the grammar practice activities.**

Unit 3 A Jewel of a Ship

1 **Listen to an extract from an interview with Captain Saleh Al Jabri, captain of *Jewel of Muscat*.**

Captain Saleh Al Jabri mentions five things he was worried about before the voyage. List the possible dangers he mentions. Put a tick or a cross in the box after each thing according to whether *Jewel* actually encountered it or not. Write the name of the place where appropriate.

	Possible danger		Place encountered
1	_____	☐	_____
2	_____	☐	_____
3	_____	☐	_____
4	_____	☐	_____
5	_____	☐	_____

2 **Listen to Captain Saleh talking about the crew members. Tick the nationalities you hear mentioned.**



Captain and crew of *Jewel of Muscat*

Omani	☐	French	☐	Sri Lankan	☐	Italian	☐
Australian	☐	Chinese	☐	Indian	☐	American	☐
Russian	☐	British	☐	Singaporean	☐	Malaysian	☐

Make a list of the countries relating to the above nationalities in your exercise book.

3 **Use an adjective from the box at the top to describe each of the experiences listed below. Write the adjectives on the writing lines. Note – There is one extra adjective.**

inspiring	frightening	surprising	frustrating	exhausting	confusing

1 The ship couldn't move for three days because there was no wind. _____

2 The story of *Jewel* has made people eager to learn about Oman's maritime heritage. _____

3 *Jewel* was caught in a cyclone. She was in danger of capsizing. _____

4 The crew had to work without the help of modern technology. _____

5 Some members of the crew had never sailed before. _____

4 **Complete each sentence with an adjective from the box. Note – There are two extra adjectives.**

interesting	frightening	confused	exhausting	frightened
excited	annoyed	exhausted	irritating	confusing

1 My little brother is _____ of the dark.

2 My dad was really _____ when the car ran out of petrol.

3 Please don't keep interrupting me. It's very _____.

4 I don't understand this map. It's so _____.

5 I'm really _____ about the Olympics. I've got Olympic fever!

6 I was _____ after working out for three hours in the gym.

7 Can you explain that grammar rule again? I'm a bit _____.

8 The story of *Jewel of Muscat* was very _____.



5 **Imagine you are a member of the crew of *Jewel of Muscat*. Write a short narrative describing some of your experiences on board. Say how you felt, and try and use some of the adjectives from this unit. Refer also to the Reading for Pleasure sections (Coursebook, pages 30 and 31, and Workbook, page 27).**

Unit 4 Couch Potatoes

1 **Do you think you are a couch potato? Complete the questionnaire below and find out. Circle each answer that applies to you.**

1. How many hours of television do you watch a day?
   a. more than two hours **b.** less than two hours **c.** you don't watch television
2. Do you watch television before you go to school?
   a. always **b.** sometimes **c.** never
3. Do you watch television when you come home from school?
   a. always **b.** sometimes **c.** never
4. Do you watch television at mealtimes?
   a. always **b.** sometimes **c.** never
5. Do you watch television and do your homework at the same time?
   a. always **b.** sometimes **c.** never

What's your score? Look at the key below and find out if you are a couch potato.

Key

a = 4 points
b = 2 points
c = 0 points



14 – 20 You really are a couch potato! There are other things to do with your life. You need to switch the television off more often and find more active leisure time activities.

7 – 13 You have a healthy approach to watching television. You usually choose what you watch and when you watch it – you don't just watch it because it's on. Keep doing other more active things to stay healthy.

0 – 6 Congratulations – you are definitely not a couch potato! You sometimes watch television but you usually find more interesting things to do. You have a very healthy approach to watching television.

2 **Write sentences about your television watching habits on the writing lines below. Use the information from the questionnaire in Activity 1.**

Examples: I watch about one hour of television every day.
I always watch television before I go to school.

3 **Complete the sentences with words and phrases in the box below. The first one has been done as an example. Note – there are two extra phrases.**

view	for me	not sure	you're right	that's not right
agree	absolutely	disagree	don't think so	think

Lucy: In my **(1)** *view*, TV is a complete waste of time. What do you think?

Tim: I'm **(2)** _____ about that. It can be very entertaining.

Lucy: I'm sorry, I'm afraid I can't **(3)** _____ with you.

Tim: I **(4)** _____ there should be more documentaries.

Lucy: Oh, yes, **(5)** _____ . And more news programmes.

Tim: I'm sorry, I completely **(6)** _____ . There are too many news programmes. And soap operas and chat shows.

Lucy: **(7)** Yes, _____ !

Tim: **(8)** _____ , there aren't enough sports programmes.

Lucy: And for me, there are too many!

4 **Complete the table below with words and phrases from this unit. Write them into the appropriate column.**

Asking for an opinion	Giving an opinion	Agreeing	Disagreeing
		I agree with you.	

Unit 5 Great Stories

1 **Read the review below of the short story *Key Item*. After reading, match each of the four paragraph summaries under the review to one of the paragraphs. Write the number of the paragraph in the box beside each summary.**

KEY ITEM

① *Key Item* is a science fiction story. It was written by Isaac Asimov, one of the greatest science fiction writers of the twentieth century. It is about a supercomputer called Multivac which helps to rule the world, but which suddenly stops working.

② Multivac is no longer willing to answer people's questions, or answers them in the wrong way. This is a serious problem for mankind, because many decisions are made according to the computer's answers, and even governments depend on it.



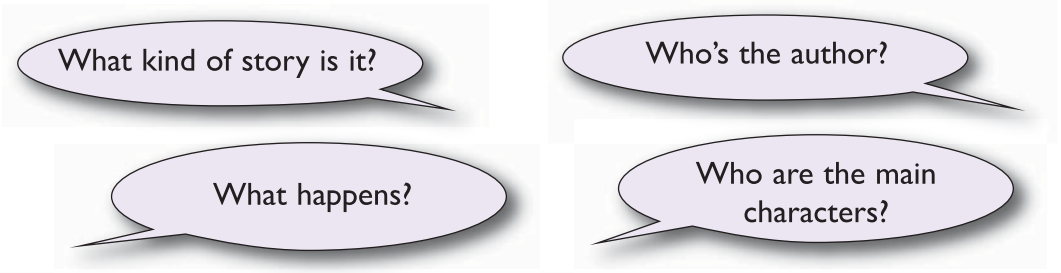
③ A team of scientists are brought in to find out why Multivac has stopped working. At last, one of the scientists figures out the problem. The computer wants the scientists to include the word 'please' in their commands. Once this is done, it starts working again.

④ *Key Item* is a story with interesting ideas. Isaac Asimov is asking us to imagine a situation where a machine has developed further from just being a tool. The story also reminds us of a valuable lesson – that sometimes we forget to show appreciation for the people who are serving us or working for us. This is a good story for anyone who likes science fiction. The humour in the story is also very enjoyable.

a. the writer's opinion ☐ **b.** problem described in the story ☐

c. solution to problem ☐ **d.** title and type of story ☐

2 **Work with a partner. Ask and answer questions about the story *Key Item*. Refer to the information in the review in Activity 1.**



3 **Make notes about the book or story you have chosen on the lines below.**

BOOK OR STORY REVIEW

Title: _____

Author: _____

Genre (Type of story): _____

Setting (Where the story takes place): _____

Plot (What happens in the story): _____

_____

_____

_____

_____

_____

Main characters: _____

_____

Did you enjoy the story? (Say what you liked / didn't like about the story):

_____

_____

Would you recommend / not recommend the story to a friend? (Give reasons)

_____

_____

4 **Write a review of the book or story based on the notes you made in Activity 3. Refer to the reviews in Coursebook, page 26, Activity 2 and Workbook, page 24, Activity 1. Refer also to the Writing Guide on page 71 of your Workbook for help with layout and language.**

Across Cultures Ireland

1 **Read the text about Ireland on pages 28 and 29 of your Coursebook. Find the following information and write your answers on the appropriate lines.**

1 The name for Ireland in the Irish language. _____

2 The vegetable which was the main food for many poor Irish people in the nineteenth century. _____

3 The country where many Irish people emigrated during the terrible famine. _____

4 The name of the show which features traditional Irish dancing. _____

5 The most photographed place in Dublin. _____

6 Three symbols associated with Ireland. **a.** _____
b. _____
c. _____

2 **Decide if the following statements are True, False or if there is no information given. Write T, F or NG in the box to the right of each statement.**

1 Dublin is the capital of Northern Ireland. ☐

2 It is an hour's flight from London to Dublin. ☐

3 There are two official languages in the Republic of Ireland. ☐

4 Nearly two million people died in the Irish Potato Famine. ☐

5 The shamrock is a kind of tree. ☐

6 Leprechauns are not real. ☐

7 Potatoes are the most popular food in Ireland today. ☐

3 **Complete each of the following sentences with 'for', 'since' or 'ago.'.**

1 The Republic of Ireland has been an independent country _____ 1922.

2 There was political unrest between north and south Ireland _____ many years.

3 A political agreement to end the unrest was made over ten years _____.

4 The Irish Potato Famine lasted _____ seven years.

5 Irish people have been living in the USA _____ the mid nineteenth century.

6 Dublin's history began hundreds of years _____.

A Unique Journey

Genre: Journal

The extracts below continue the journal of Saleh Al Jabri, Captain of Jewel of Muscat, of Jewel's five month voyage from Oman to Singapore in 2010. Jewel reaches Penang, then after spending time there, enters the Straits of Malacca for the fourth leg of her voyage to Port Klang. From Port Klang, she sails on to Singapore, her final destination.



Warm welcome in Penang
5 June

We've had a great welcome from the people of Penang. They've arranged lunches, tours, a Gala dinner and dances in our honour. The most difficult part of the voyage on the open sea is over, and it's not long now till we reach Singapore. But first we have to pass through the Straits of Malacca, one of the busiest shipping lanes in the world.

Help! Where did all these ships come from?
19 June

I've never seen so many fishing boats, tankers and container ships in my life! It's really dangerous out here in the Straits of Malacca. They head straight towards us without changing course, and I'm worried they're going to hit us. *Jewel* has no engine, so we can't move out of their way easily.

Almost there
21 June

Thank God, we made it safely to Port Klang. Another warm welcome! We'll stay here for a few days before heading to Singapore. I feel a mixture of sadness and relief – sadness that our voyage is almost over, and relief that we are all safe and will soon see our loved ones again.

Learning to be patient
28 June

A quiet day at sea. We left Port Klang yesterday, but we haven't made much progress because the wind keeps changing direction. Every time we try to move forwards, the winds and current keep fixing us in one place. But there's no point in getting frustrated. It's important to be patient, like our Arab forefathers so many years ago.

Goodbye and thank you
3 July

We arrived in Singapore at 17.30 today and everyone is very happy. It's wonderful to be here at last, but I'm really going to miss this ship! For nearly five months she's been our kitchen and our cradle, our office and our classroom. Most importantly, she has brought together people from different nationalities into one large family – the family of *Jewel*. The crew has become a group of brothers and true friends. I am so proud to have been her captain. Goodbye, dear *Jewel*, and thank you.

Source: www.jewelofmuscat.tv

Review and Reference

1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a differentiate between the past simple and present perfect			
b form sentences with 'for', 'since' and 'ago'			
c use adjectives ending in '-ed' and '-ing'			
d listen for specific information			
e ask for and give opinions			
f express agreement and disagreement			
g analyse a book or story review			
h write a book or story review			

GRAMMAR RECALL

a ***Use the present perfect***
- to describe events that are completed up to now without stating an exact time

b ***Use the present perfect***
- to express an experience for which we don't give a specific time, but for which we mean 'in my whole life'

c ***Use the present perfect***
- to describe an action or situation that started in the past and continues into the present. Often used with 'for' or 'since'.

d ***Use the past simple***
- to refer to a completed action that happened in the past. Often used with 'ago'.

2 Choose the best forms of the verbs in these sentences.

a I **started / have started** this book some time ago.
b My father **went / has been** to Dubai several times.
c **Did you climb / have you climbed** Mount Everest? No, never.
d They **didn't see / haven't seen** each other for two years.
e **Did you meet / have you met** him at the airport last night?
f No, I **went / have gone** to the airport, but he **wasn't / hasn't been** there.
g Some students **didn't come / haven't come** to class for five days.

3 **Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.**

Verb	Noun	Adjective

4 **Complete each sentence with suitable words from the Glossary on page 32 of your Coursebook. Put ONE word in each gap.**

(a) The _____ about global warming went on for a long time.
(b) I'm not very interested in _____ _____. I prefer historical novels.
(c) He's suffering from _____. He really needs to lose weight.
(d) That Chinese vase isn't very valuable. It's just a _____.
(e) The ship *Titanic* sank on her first _____.
(f) Oman's sailors are proud of their _____ heritage.
(g) Have you seen the _____ about *Jewel of Muscat?*
(h) Mozart was a child _____. He composed music when he was five.
(i) In the old days, sailors used the stars and special instruments to _____.
(j) I have to find a good book or story to _____ for my English class.
(k) Do you want to come out tonight? No, sorry. My favourite _____ _____ is on TV.
(l) The service in this hotel is terrible. I'm going to write a _____ letter of complaint to the manager.

PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme

_____

_____

- two things you didn't know before

_____

_____

- two things you want to find out more about

_____

_____

Unit 1 No Man Is An Island

1 **Read the two English sayings below and discuss the meanings. As far as friendships are concerned, which one do you think is more true? Then read the text, 'Similar or Different?' Which saying does the writer agree with?**

1. Birds of a feather flock together.
2. Opposites attract.



Similar or Different?

Some people say that "Birds of a feather flock together". However, others believe that "opposites attract." The 'similarity principle' suggests that we are attracted to others like ourselves because we share the same characteristics, tastes and attitudes. In other words, we feel more comfortable with people who think the same way as we do, who like the same things and who have similar intelligence and ability.

The 'opposites principle' suggests that people are attracted to others who are completely different. Sometimes we are attracted to other people because they have qualities which we don't possess, and which we may even envy. For instance, a quiet person who is unhappy about being shy may be attracted to an outgoing person because they wish they were more like them.

A friendship has a greater chance of survival when the friends have similar attitudes. It doesn't matter if they have different likes and dislikes about food, movies or music. Indeed, it would be very boring if everyone had the same opinion. But it is much harder for a friendship to survive when there are differences in ideas about serious subjects such as politics and religion, or cultural differences.

We feel much more secure when connecting with people who are similar to us, and who like what we like. The person who likes what we like is really telling us that we are right to like that thing. After an examination, we prefer to be with people who wrote the same answers. Next time you do an exam, notice how afterwards you like talking to other people who gave the same answers as you!

Source: Academic Encounters (1997) Bernard Seal (ed), Cambridge University Press

2 **Read the text in Activity 1 again. Decide if each of the sentences below is a topic sentence or a supporting sentence. Write T or S in the box after each sentence.**

a. In other words, we feel more comfortable with people who think the same way as we do, who like the same things and who have similar intelligence and ability. ☐

b. The 'opposites principle' suggests that people are attracted to others who are completely different. ☐

c. Indeed, it would be very boring if everyone had the same opinion. ☐

d. After an examination, we prefer to be with people who wrote the same answers. ☐

Find the following sentences or phrases in the text and underline them.

1. A sentence that gives an example of something.
2. A sentence that expresses a similar idea to the sentence before.
3. A sentence that expresses the opposite idea to the sentence before.
4. A phrase that gives a reason for something.

3 **Read the following 'friendship rules'. Work with a partner, and think of a situation that illustrates how to follow each rule. Add rules of your own that you think are important in your own friendships. Act the rules out in a role play.**

Friendship Rules

1. If someone criticises your friend in their absence, you should defend them.
2. If your friend tells you a secret, you should not tell anyone else.
3. If your friend needs your help, you should offer it.
4. If your friend is feeling down, you should offer emotional support.
5. If your friend has a success, you should congratulate them.

Here is an example of something you might say to illustrate **Rule No 1**.



4 **Write a paragraph about a friendship that you have. Write about how the two of you met, what you enjoy about this friendship, and what you do to maintain it. Introduce your paragraph with a topic sentence about friendship. Give your paragraph a title, for example, 'My friend Ahmed.'**

Unit 2 Social Networking

1 **Look at the list of irregular verbs below. Now find the past participles of each one in the word search box. They can be written horizontally or vertically, and go forwards or backwards.**

be	**eat**	**go**	**see**
break	**find**	**have**	**speak**
drink	**get**	**leave**	

o	n	c	e	u	p	e	n	o	g	n	o	e	a	t
d	i	s	p	o	k	e	n	m	e	t	t	a	h	n
n	e	r	e	g	w	a	s	a	l	f	i	t	t	e
u	h	a	d	o	l	e	g	s	e	e	n	e	i	e
o	r	l	n	t	a	m	e	d	l	l	i	n	z	b
f	z	i	e	k	n	u	r	d	b	r	o	k	e	n

2 **Re-write the following sentences adding 'just', 'still', 'already' or 'yet' in the correct place in the sentence.**

1. Munir has arrived at the airport. (I thought his plane arrived this afternoon.)

   _____

2. Amira hasn't replied to my e-mail. (I expected her to reply this morning.)

   _____

3. Abdullah has bought a new car. (He sold his old one yesterday.)

   _____

4. I haven't eaten my lunch. (I've been in a meeting since ten o'clock.)

   _____

5. They have booked their holiday. (I thought they decided not to go.)

   _____

6. Shahira has become a grandmother. (Her grandson was born this morning.)

   _____

3 **Put the jumbled words into the correct order to make complete sentences. Write the sentences on the writing lines. Don't forget to add full stops.**

1. just / holiday / been / fantastic / a / on / We've !

_____

2. started / walk / he's / ten / only / already / He's / to / and / old / months .

_____

3. got / CD / still / lent / I / Have / you / the / you ?

_____

4. finished / travel / about / book / I've / a / interesting / just / really / space .

_____

5. world / broken / three / already / They've / records .

_____

6. lunch / you / yet / Have / eaten ?

_____

4 **Make a list of seven things that you do every day. Put a tick (✓) by the things you have done so far and a cross (✗) by the things you haven't done yet. Write sentences about each thing using, 'just', 'still', 'already' or 'yet'.**

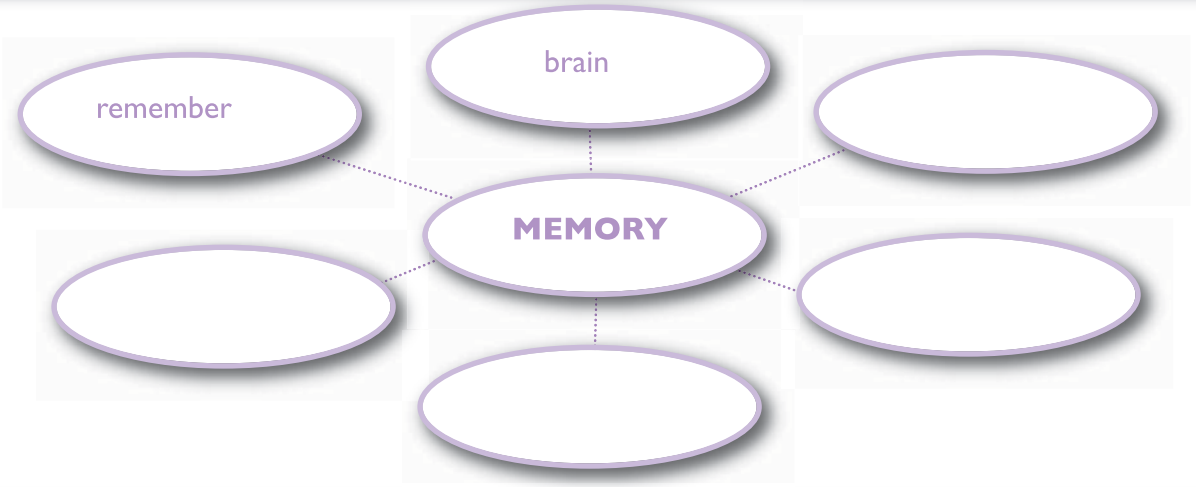
e.g. *eat my breakfast (✓)* *I've already eaten my breakfast.*
do my homework (✗) *I haven't done my homework yet.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

5 **Turn to page 66 of your Workbook and complete the grammar practice activities.**

Unit 3 Remembering and Forgetting

1 **Look at the word 'Memory' in the centre of the diagram below. What words and phrases do you associate with it? Look at the two examples given. Think of other words and write them into your diagram, then compare your words with your group. Your words can be nouns, verbs or adjectives.**



2 **Read the list of ideas below. They are all suggested ways to improve the memory. Discuss the ideas with your group. Which ones do you think would be most helpful? Then listen to the recording, and note down the letters of the ideas that are mentioned.**

a reading the Holy Quran
b taking exercise
c playing games
d finding a memorisation technique
e doing crossword puzzles
f repeating things you want to learn
g reading aloud
h telling stories
i eating foods good for your brain
j getting a good night's sleep

3 **Look at the four verbs below. They are all related to memory. Circle the correct verb in the sentences 1-4. Then write four sentences of your own, using one of the verbs in each sentence. Compare your sentences with a partner.**

(a) remember **(b) forget** **(c) remind** **(d) lose**

1. Please **remember/remind** me to phone the doctor.
2. Do you **remember / remind** the days when we were young?
3. My friend is upset because I **forgot / lost** her birthday.
4. I am **forgetting / remembering** a lot of things these days. I am afraid I am **losing / forgetting** my memory.

a. _____

b. _____

c. _____

d. _____

4 **Read the poem below by a man remembering his childhood. Before you read, look at the picture. How is it related to the title? Listen to the poem, and follow it in your book as you listen. Discuss questions a, b and c under the poem.**

I remember, I remember

Thomas Hood
(English poet, 1799 – 1845)

I remember, I remember
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had stole my breath away.



I remember, I remember
Where I used to swing,
I thought the air must rush as fresh
As swallows on the wing;
My spirit flew in feathers then
That is so heavy now,
The summer pools could hardly cool
The fever on my brow.

I remember, I remember
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky;
It was a childish ignorance;
But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a boy.

a What things does the writer of the poem remember?
b Is he sadder or happier today than when he was a boy?
c How does the poem make you feel? (sad, happy)

5 **Write a short poem in your exercise book describing a memory from your own childhood. Your poem can be about an event, or a person. You don't have to make your poem rhyme.**

Unit 4 Dramatic Connections

1 **Listen again to the phone conversation between Ahlaam Al Marhoobi and the head teacher. When you hear the following sentences, ask your teacher to pause the CD. Complete each gap with the word or phrase that you hear.**

a. I'm interested in having a play _____ at our school.

b. I go with the _____ to different schools and regions.

c. But now, I also bring plays for older _____ about serious topics, for example, electricity, _____ and the environment.

d. We also included _____ and their dangers.

e. I checked everything to make sure it was _____ for Oman and our _____.

f. Well, drama is a _____ tool if you want to get a message across.

g. I'll _____ things with my colleagues and get back to you.

2 **Work with a partner. Look at the example. Student A reads each statement and Student B responds with a short question. Change roles, then listen to the recording and check your answers. Write each answer on the line after each statement.**

Example: **Student A:** Ahlaam brings theatre groups to Oman.
Student B: Does she?

a. I sometimes watch the same play 20 times. _____

b. Some plays have already been written by the company. _____

c. The subject of the play was road safety. _____

d. Young people enjoy drama very much. _____

e. We're going to see the play tomorrow. _____

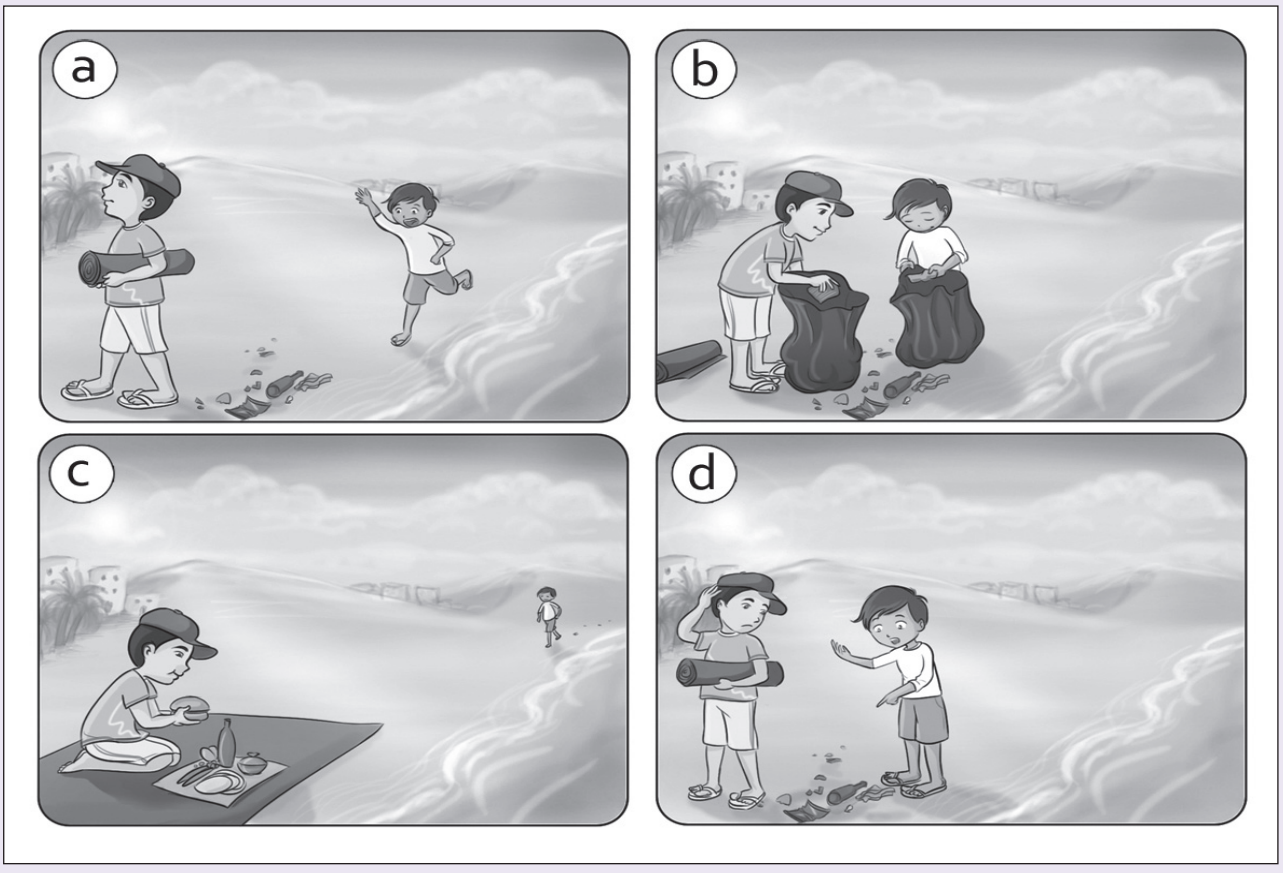
f. Electricity is an interesting topic. _____

g. I'll call him as soon as I can. _____

h. My brother has just visited the Royal Opera House. _____



3 **Look at the four pictures below. In groups, put them in the right order to make a story.**



Imagine you are the person walking on the beach. Think of some things you might say to the person having a picnic to get him not to leave his litter lying on the beach. For example:

- Plastic bags and bottles can destroy wildlife – e.g. fish, birds and turtles might try to swallow them.
- Litter makes the beaches dirty, and isn't nice for visitors to see.
- People walking barefoot could cut their feet on tin cans.

Then imagine you are the person having a picnic, and think how you might reply. For example:

- You wanted to put your litter in a bin, but there isn't one on the beach.
- You have left the litter on the beach because the sea will wash it away.
- Not many people visit this beach so it doesn't matter about leaving litter there.

4 **With your group, create a dialogue between the two figures, based on the ideas you have thought of, and act it out in front of the class. Try and use phrases from the Soundbites box on page 41 of your Coursebook. Alternatively, choose one of the other situations from Coursebook, Page 41, Activity 5. Discuss how to dramatise the situation, then create a dialogue and act it out.**

Unit 5 Volunteers

1 **Read the application letter below which Tariq sent to *Cook International*. Match each of the descriptions below to the corresponding part of his letter. Write each of the letters a-g in the box after the matching description.**

formal ending	☐	writer's name	☐	organisation's address	☐
formal greeting	☐	writer's signature	☐	writer's contact details	☐
writer's address	☐				

P.O.Box 9375
Seeb
Oman
Tel: +968 24560342
E-Mail: tariq@yoohoo.com

[a]

[b]

The Director
Cook International
P.O.Box 22
Whitby
WB7 9RJ

[c]

7th January 2012

Dear Sir/Madam, [d]

1 I am writing to apply to become a volunteer on one of the *Cook International* programmes, as described on your website www.cookinternational.edu.net

2 I am particularly interested in your programmes in Africa and Central America. I would like to join a three-week programme starting in September 2012.

3 I speak Arabic and English and I am interested in learning new languages. I have a full driving licence and am an experienced off-road driver. I am also studying car mechanics. I am confident using computers.

4 I believe I would be a good volunteer as I enjoy meeting new people. I also enjoy working as part of a team. I am curious and adventurous and I am keen to explore the world.

5 I hope that you will consider me to be a suitable candidate. I look forward to hearing from you soon.

Yours faithfully, [e]

Tariq Ali [f]

Tariq Ali [g]

2 **Match the paragraphs 1 – 5 in Tariq's application letter above to the descriptions a-e below. Write the number of each paragraph in the appropriate box.**

a useful skills and experience	☐	d reference to the future	☐
b suitability as a volunteer	☐	e closing paragraph	☐
c reason for writing	☐		

3 **What skills and qualities do you think volunteers should have? Choose the top five in each category.**

Skills	Qualities
able to get on with a wide range of people	friendly
able to speak more than one language	shy
able to drive	quiet
able to swim	outgoing
able to work as part of a team	curious
able to make decisions quickly	intelligent
able to give first aid in medical emergencies	interested
able to cope with physical tasks	aggressive
able to work with children	assertive
	independent
	confident
	practical

4 **Choose one of the volunteer projects from Coursebook, page 42, Activity 2. Write a formal letter of application to an organisation which runs that project, and say you would like to join it. Alternatively, write a formal letter applying to join a project in Oman.**

Refer to the Writing Guide on page 72 of the Workbook for help with layout and language. Then read through the list of skills and qualities in Activity 3 above, and try to include some of them when describing your skills and experience, and suitability as a volunteer. Refer also to Tariq's e-mail on page 38.

Write a first draft of your letter in your exercise book. After editing your first draft, write a final draft on the writing lines below.

Across Cultures Australia

1 **Match the two parts of the sentences below.**

a	The outback is the name given	in the wetter regions.
b	The Aborigines came to Australia	at swimming.
c	The eucalyptus tree is found	on the beach.
d	You can see the Harbour Bridge	to large areas of desert.
e	Australians are especially good	from the hills overlooking Sydney.
f	'Barbies' often take place	thousands of years ago.

2 **Correct the mistakes in the sentences below. Write out each sentence in its corrected form on the line under the incorrect sentence.**

1. Australia is the sixth largest continent in the world.

_____

2. The Dutch came to Australia 40,000 years ago.

_____

3. The didgeridoo is a kind of Aboriginal painting.

_____

4. A marsupial is a bird which keeps its young in a pouch.

_____

5. The capital of Australia is Sydney.

_____

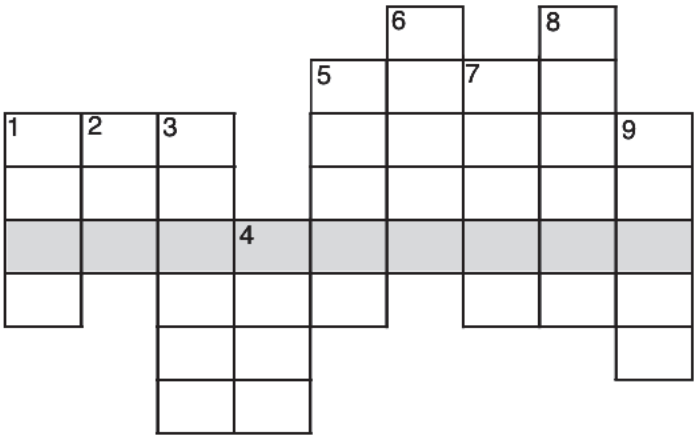
6. Over15 per cent of Australians over 24 do organised sporting activities.

_____

3 **Complete the 'down' answers in the puzzle. All the words are in the 'Across Cultures' text about Australia on pages 44 and 45 of your Coursebook. The answers form the name of a country. Write the name on the line under the 'down' clues.**

Clues down

1. You can grill this on a barbecue.
2. A kind of bird.
3. Short for 'Australian'.
4. A eucalyptus is this.
5. Australians love doing this.
6. The _____ House, Sydney.
7. A marsupial.
8. Short for 'barbecue.'
9. A popular place to have 8.



Name of country: _____

The Country of the Blind by H.G.Wells

Genre: Adventure Story



The story continues . . .

Things don't go as well as Nunez expected. He is given work as a servant in the house of a man called Yacob. He tries to tell the blind people about the world outside, but they just think he is mad. He falls in love with Yacob's daughter, Minata, and asks her to marry him. However, Yacob is worried about Nunez because of his 'madness.' He asks a blind doctor to examine Nunez.

The doctor talked to Yacob and the elders.

"I have good news," he said. "I have examined the wild man. He is mad, but I think I can cure him."

"How?" asked Yacob.

"Well," said the doctor, "I think I know the reason for his madness. It's because of these strange things he calls his 'eyes.' They are diseased, and that affects his brain. So we have to remove his eyes. It's a very easy operation."

"And after that he won't be mad any more?"

"No," said the doctor. "He'll be just like us."

"That's great," said Yacob. He hurried to tell Nunez about the operation. But to his surprise, Nunez was not pleased at all.

"I don't want to have this operation," he said.

"Perhaps you don't love my daughter," said Yacob in a cold voice.

Nunez went to find Minata.

"If I have this operation," he said, "I'll never see the beautiful flowers and clouds, sunsets and stars again. And I'll never see you. I must live in horrible darkness. You don't want that, do you?"

Minata did not reply for a long time.

"I wish," she said at last, "you would not talk about things that are not real."

"Do you mean," said Nunez, "that you want me to have this operation?"

"Oh, yes, my love," she said. "Yes, I do!"

So Nunez agreed to have the operation.

The day before the operation, Nunez looked at Minata's sweet face for the last time.

"Tomorrow," he said sadly, "I won't be able to see you any more."

"My love," she said, "please don't worry. The doctors won't hurt you very much."

Minata went to her room. Nunez sat alone, thinking. He looked at the mountains. They were beautiful in the golden afternoon light.

He thought about the great world outside the valley. He thought about the wonderful city of Bogotá. He thought about towns and villages, forests and deserts and the beautiful blue sky.

He looked at the mountains again. Then he looked around. None of the blind people were near.

"I wonder how long it would take me to climb up there?" he thought.

By sunset, Nunez was high up the mountains. He could no longer see the village. He thought of Minata, and she had become very small and far away.

There was a big smile on Nunez's face. How foolish he had been to think he could ever be King of the Country of the Blind!

The sunset passed, and night came. Nunez lay happy and peaceful under the cold stars, waiting for the morning.

Review and Reference

1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a prepare for a reading text			
b use the present perfect with 'just', still', 'already' and 'yet'			
c group words with similar meanings together			
d listen for specific information			
e write a dialogue to dramatise a situaton			
f act out a dialogue			
g use modal verbs of obligation, necessity and advice			
h write a formal letter of application to a volunteer organisation			

GRAMMAR RECALL

The present perfect is often used with 'just', 'still', 'already' and 'yet.'

a ***Use 'just':***
- *when describing something that happened a short time before the present time*

b ***Use 'still' or 'yet':***
- *when describing something that the speaker expected to happen before now, but has not happened.*

c ***Use 'already':***
- *when describing something that happened sooner than the speaker expected it to happen.*

2 Choose the best word in each of these sentences.

a *He **still / just** hasn't called me.*

b *You don't need to buy a new phone. You've **already / yet** got a good one.*

c *Guess who I've **still / just** seen in town. The new English teacher!*

d *I'm sorry, Abdul's not here. He's **still / just** gone out.*

e *Haven't you learned to drive **already / yet**?*

f *I've been in Oman for three years, but I **still / yet** haven't visited Salalah.*

g *Leila, go and finish your homework. But, Mum, I've **still / already** done it!*

h *Have you sent off your application **just / yet**? No, but I'm going to do it today.*

3 **Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.**

Verb	Noun	Adjective

4 **Complete each sentence with suitable words from the Glossary on page 48 of your Coursebook. Put ONE word in each gap.**

(a) There is still a lot of public _____ about using a mobile phone when driving. People don't understand how dangerous it is.
(b) Yesterday I had a stomach _____ but I'm feeling a bit better today.
(c) Those birds are so noisy. They _____ to that tree every evening.
(d) Don't throw your _____ in the street. Put it in the _____.
(e) The teacher's report _____ that Ali was a very good student.
(f) Rosemary is a very special _____. They say it improves your memory.
(g) When the police arrived, they found a woman's _____ lying on the floor of the living room.
(h) That film about Australia has really _____my interest. I can't wait to go there!
(i) What a beautiful _____. What kind of bird does it come from?
(j) My friend gets involved in lots of projects to help homeless people in her local _____.
(k) The competition was cancelled because there weren't enough _____.
(l) Who will _____ to tidy the classroom?

PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme

_____

_____

- two things you didn't know before

_____

_____

- two things you want to find out more about

_____

_____

Unit 1 Life Changes

1 **Put the seven stages of a person's life, in the list on the left, into the correct sequence. Write a number from 1 – 7 in each box. (1 = the youngest stage). Write each number beside the matching picture. Which stages have no picture?**

baby ☐

middle-aged person ☐

child ☐

teenager ☐

toddler ☐

pensioner ☐

young adult ☐

a 

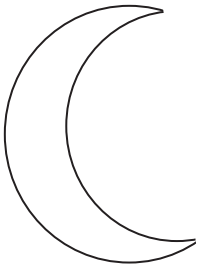
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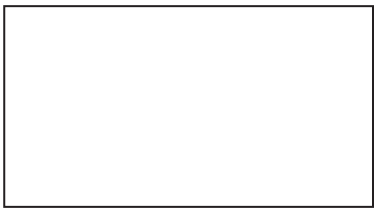
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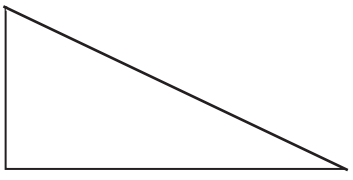
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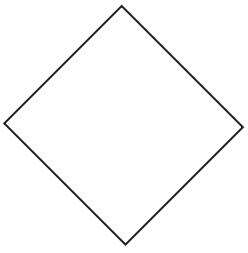
2 **Listen to the recording and follow the instructions. Fill in each of the shapes with the required information.**

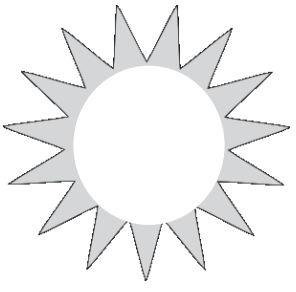


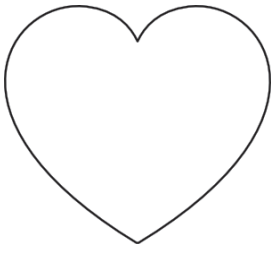












Change books with a partner. Look at what your partner has written in the shapes and ask questions to find out the meanings.

Who's Ahmed?

Why did you write 7 in the star?

3 **Read the texts in Activities 2 and 4 on pages 50 and 51 of your Coursebook again. Find the words in bold in the text which mean the same as the phrases in the list below. Write each word on the corresponding line after the phrase.**

1. kind of dance (n) _____
2. very important (adj) _____
3. against the law (adj) _____
4. difficult experiences (n) _____
5. happening slowly (adj) _____
6. the state of being a woman (n) _____
7. sign used to represent something (n) _____
8. change from one state to another (n) _____
9. start on something (v) _____

4 **Without looking back at the texts in Activities 2 and 4 of your Coursebook, complete the gap in each of the sentences below with a preposition from the box at the top. Then look back at the texts and check if you were right. Note: there are two extra words in the box.**

of to out with of with in on to by with from

a The girl dances a waltz _____ her father.

b The dress is very similar _____ a wedding dress.

c Many life changes take place _____ birth _____ death.

d The girl's mother gives her a pair _____ shoes _____ high heels.

e The heels are a symbol _____ womanhood.

f The Masai live _____ Kenya and Tanzania.

g The young Masai boys have to embark _____ a series of trials.

h It's very difficult to kill a lion _____ only a spear.





5 **Write about a significant event in your own life. Describe what happened and say how you felt about it.**

Unit 2 Are You Old Enough?

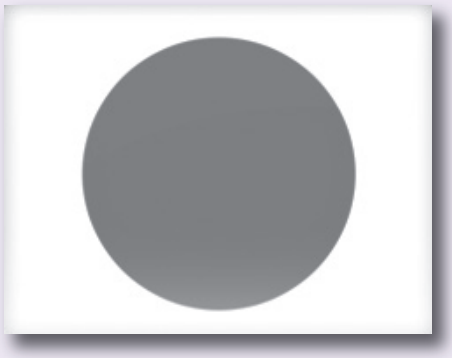
1 **Read the three texts below. Guess what the legal ages are in each of the different countries for the activities mentioned in the texts. Then listen to people talking about the laws in each of the countries. Fill in the gaps as you listen, and check if your guesses were correct.**



The law in Australia says that young people are adults at _____ .That's when they can vote. No, not 'can' – they have to vote when they are adults - in Australia, it's the law. Young people can leave school at _____ and they can drive at _____.Australians can get married at _____ if their parents agree.



In the US, you can vote at _____ and in most states you can drive at _____.The age at which you can do other things is different from state to state. In some states, for example, Arkansas, you have to stay at school until you're _____, but in other states like Alaska, you can leave school at _____. In most states, you can get married at _____ if your parents agree. In California, you can marry at _____ if your parents agree!



In Japan, young people can leave school at _____ and drive at _____.The law in Japan says that people are adults at _____.They have special celebrations then. Japanese people can vote when they are _____. Girls can get married at _____ but boys have to wait until they're _____. I don't know why boys have to be older than girls.

2 **Read the information in the completed texts on page 46, and answer the questions below. Write your answers on the writing lines.**

a Where do you have to be 20 before you can vote? _____

b Where can you drive a car at 16? _____

c Where does the law say you have to vote when you are an adult? _____

d Where do you have to be 18 before you can leave school? _____

e Where can you drive at 17? _____

f Where do boys have to wait longer than girls to get married? _____

3 **Complete each of the sentences below with 'can', 'can't' 'have to' or 'don't have to.'**

1. Students _____ talk during the exam. That's the rule.
2. This is a private road. We _____ drive on it.
3. You _____ take your laptop to class if you want to.
4. There's a party tomorrow night, but we _____ go if we don't want to.
5. British people who want to visit Oman _____ obtain a visa.
6. I _____ go out tonight. I've got an exam tomorrow. I _____ study.
7. _____ I park in that parking space? No, you _____. It's the Director's!

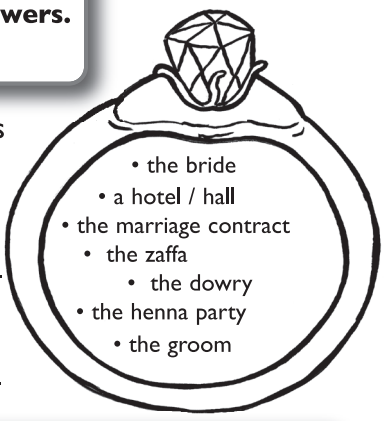
4 **Match each of the sentences on the left with one of the situations on the right. Write the number of the situation in the box after the corresponding sentence.**

a	The boss can't have gone home.	☐	1 You've only just got up.
b	That can't be Saleh.	☐	2 You've only just started it.
c	They can't be married yet.	☐	3 She never did any work.
d	Dubai can't be far now.	☐	4 They only just got engaged.
e	You can't be sleepy.	☐	5 His laptop's still on his desk.
f	She can't have passed her exams.	☐	6 I thought he was in the US.
g	You can't have finished this exercise already.	☐	7 We've been driving for six hours.

5 **Turn to page 67 of your Workbook and complete the grammar practice activities.**

Unit 3 Tying the Knot

1 **Read the questions below, then answer them using the words in the ring. Write your answers on the writing lines. Listen to the conversation between Sarah and Khalsa about Omani weddings and check your answers. Note – There are two answers in the ring which are not used.**



a What is the name (in English) for the money and other things the groom gives to the bride? _____

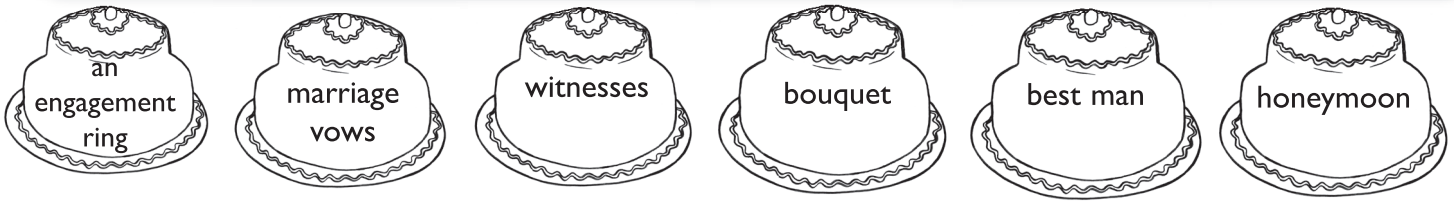
b What is celebrated in the mosque by men? _____

c What do you call the man who is getting married? _____

d Where is the wedding reception often held? _____

e Who sits on a stage dressed in white? _____

2 **Look at the words in the cakes and check their meanings. Then listen to the next part of the conversation between Sarah and Khalsa about British weddings. Answer the questions using the words in the cakes.**



a What does a man give to a woman after he proposes marriage? _____

b Who stands next to the groom during the wedding ceremony? _____

c What promises do the bride and groom make to each other during the ceremony?

d Who signs the wedding register together with the bride and groom? _____

e What is the holiday after the wedding called? _____

f What does the bride throw over her shoulder? _____

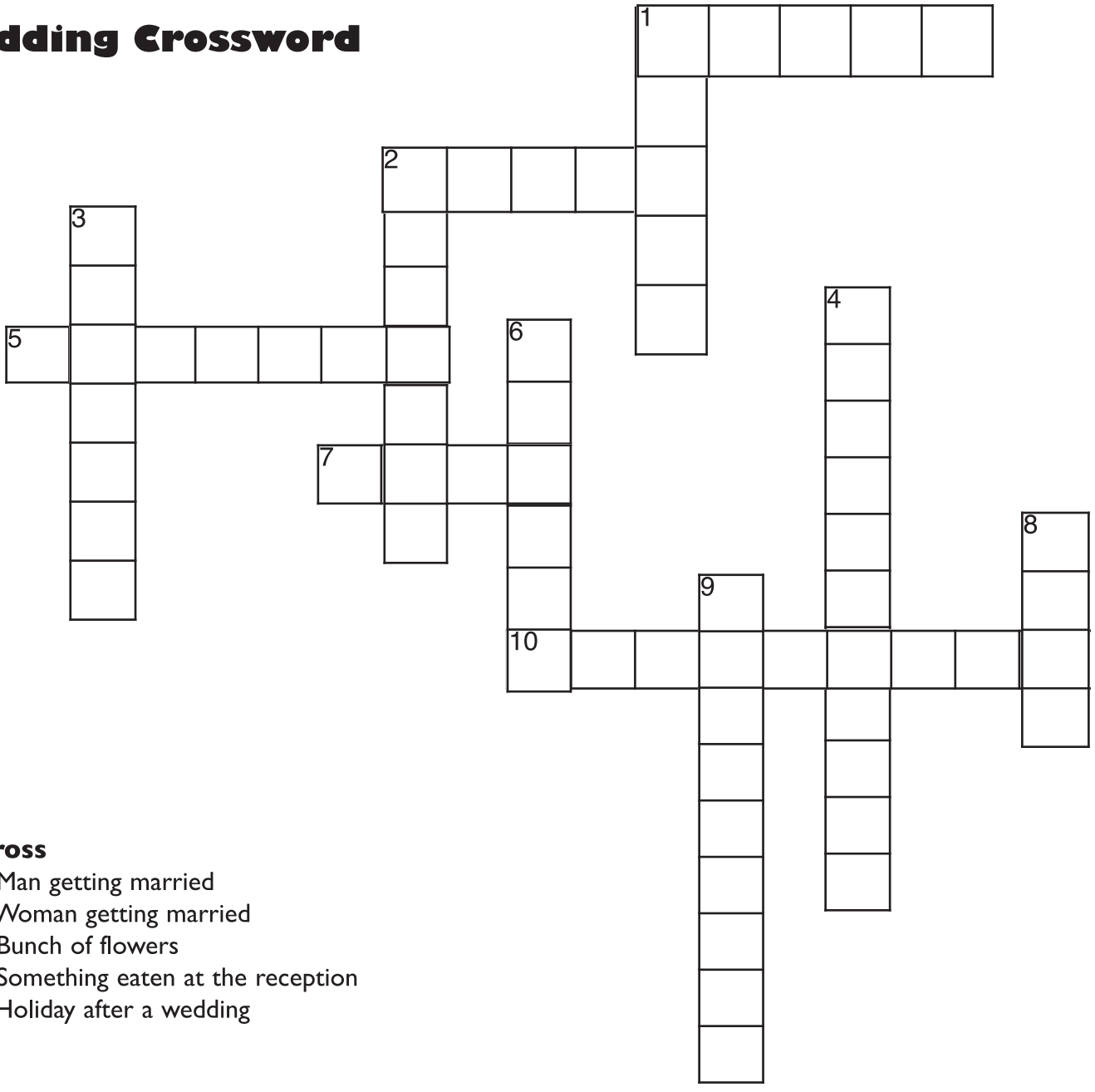
3 **Write the words in the box below into the appropriate column, depending on whether they refer to people associated with a wedding, or things or events.**

guests	bride	dress	speeches	groom
honeymoon	best man	bouquet	ring	bridesmaids
cake	witnesses	toast	couple	invitations

People	Things or Events

4 **Complete the puzzle below. You can find all the answers in this unit.**

Wedding Crossword



Across

1. Man getting married
2. Woman getting married
5. Bunch of flowers
7. Something eaten at the reception
10. Holiday after a wedding

Down

1. Person invited to a wedding
2. Man who accompanies the groom
3. Ask someone to marry you
4. Girls or women who accompany the woman getting married
6. Formal talk at the wedding reception
8. Jewellery that is a symbol of marriage
9. Party after a wedding

Unit 4 New Year

1 **Listen to three people on the radio programme *The World View* talking about New Year celebrations. Tick the box after each country they mention.**

Australia	☐	Iran	☐	Japan	☐
Scotland	☐	Egypt	☐	Vietnam	☐

2 **Listen to the next part of the programme. Complete each statement with the correct ending a, b or c. Circle the appropriate letter.**

The country that Julia talks about

1 The name of the New Year is . . .

a Nowruz **b** Shogatsu **c** Tet

2 Before the New Year begins, people . . .

a have a party **b** clean their houses **c** clean their animals

3 On the third day of the New Year, people visit . . .

a their closest friends **b** their families **c** their teachers' families

The country that Mark talks about

4 Nowruz begins on the first day of . . .

a spring **b** summer **c** winter

5 The start of Nowruz is marked by . . .

a fireworks **b** bells **c** a cannon

6 Older people give younger people . . .

a cards **b** a silver or gold coin **c** clothes

The country that Isabel talks about

7 During New Year in Japan, shops and offices are closed . . .

a for 3 days **b** from 3 January **c** for a day

8 When the New Year begins, Japanese people

a sing for joy **b** ring a bell **c** laugh

9 On New Year's Day, people try to watch the first . . .

a sunrise **b** firework display **c** full moon

3 **Write out some New Year resolutions of your own on the writing lines below, using the structures and language indicated. Refer to Activity 3 on page 57 of your Coursebook.**

Example: going to / give up + -ing

I'm going to give up eating fast food.

1 going to / give up + -ing

_____

2 intend to / cut down on + -ing

_____

3 not going to / carry on + -ing

_____

4 planning to / try harder at + -ing

_____

5 intend to / take up +- ing

_____

4 **Listen to some people talking about their New Year resolutions. Write the letter of each resolution in the box after the number of each speaker.**

Health
- **a** go on a diet
- **b** lose weight
- **c** give up junk food

Exercise
- **d** join a gym
- **e** do more exercise
- **f** take up a sport

Friends
- **g** spend more time with friends
- **h** make new friends
- **i** be kinder to friends

Hobbies and free time
- **j** start a new hobby
- **k** watch less television
- **l** learn a new language or skill

Study
- **m** study harder
- **n** spend more time on homework
- **o** listen more in class

Stress
- **p** go to bed earlier
- **q** relax more
- **r** worry less

Example: Speaker 1: I've decided to do more exercise this year.

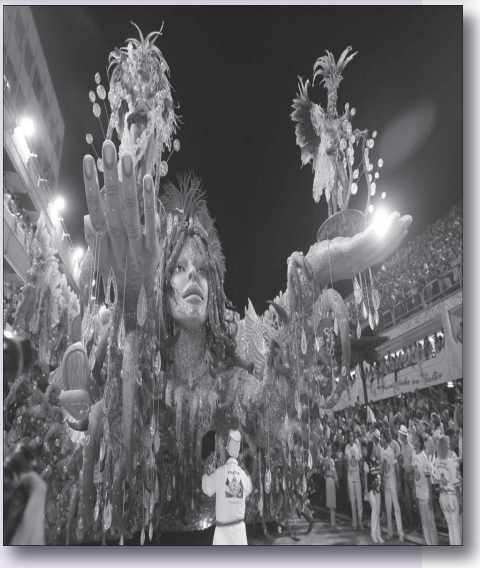
Speaker 1	e	Speaker 2		Speaker 3	
Speaker 4		Speaker 5		Speaker 6	
Speaker 7		Speaker 8		Speaker 9	

5 **Discuss with your group which New Year resolutions in Activity 4 you would like to make. Decide on two more resolutions for each category. Write them into your exercise book.**

Unit 5 Fantastic Festivals

1 **We often use the passive in descriptions of festivals. Read the text below and underline the verbs in the passive. Then answer questions 1 and 2 underneath.**

The Rio Carnival



The Carnival in Rio de Janeiro in Brazil is the largest carnival in the world. It is celebrated every year in February or March, and lasts for four days.

The Rio Carnival was first started in 1723 by immigrants from Portugal. By the mid 19th century, people had begun wearing masks and fancy dress, and dancing the samba, a local Brazilian dance.

Preparations for the Rio Carnival begin months in advance. Brightly coloured costumes are designed. Large mobile displays called 'floats' are built and colourfully decorated.

In the Carnival, these floats are paraded in a procession, and are accompanied by people dancing the samba. Loud music is played by marching bands. The streets are crowded with people having parties and enjoying the music. At the end of the Carnival, prizes are awarded for the best costumes, floats and performances.

1 What is the samba?

2 What is the purpose of a float?

2 **Look at the example below. Then fill in each gap with the verb in brackets at the end of the sentence. Put the verb into the passive. Refer also to the Grammar Reference section on page 78 of your Workbook.**

Example: Halloween _____ on 31st October. (celebrate)

Halloween is celebrated on 31st October.

a Speeches _____ at a British wedding reception. (make)

b My sister got married last year. She _____ a wonderful dowry. (give)

c A candle _____ in a pumpkin to make a Jack O'Lantern. (place)

d Colourful floats _____ through the streets. (parade)

e Many Halloween costumes _____ in American shops. (sell)

f Homes _____ with pictures of witches and ghosts. (decorate)

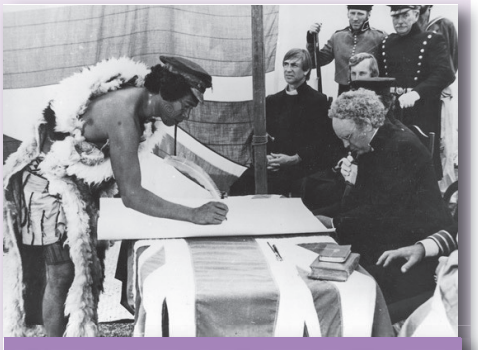
g The first Rio Carnival _____ many years ago by the Portuguese. (begin)

3 **Read the description below of the Waitangi Day Festival in New Zealand. As you read, number the topics a, b, c and d in the order in which they appear in the text. Write the order of the topics in the boxes. Then do Tasks 1 and 2 under the text.**

a importance of the Treaty of Waitangi ☐
b what happens on Waitangi Day ☐
c when Waitangi Day takes place and what it celebrates ☐
d Waitangi Day service of remembrance ☐

Waitangi Day is celebrated on 6 February every year in New Zealand, and is a public holiday for the whole country. It celebrates the signing of the Treaty of Waitangi. This document was signed on 6 February 1840 between the British settlers and the Maori, the indigenous people of New Zealand. It established a British governor of New Zealand, but also recognized Maori ownership of land, and gave the British and the Maoris equal rights. It was important because it marked the day when New Zealand became one people.

On Waitangi Day, a service of remembrance is held at Waitangi in the north part of the North Island of New Zealand. It is attended by the Prime Minister, the Governor General, the Maori Prince and Maori Chiefs and their families. Waitangi Day is celebrated through the rest of New Zealand in many different ways. Formal speeches are made by important people in the community. Traditional Maori dances are performed, as well as concerts by modern singers. There are also special sporting events in honour of Waitangi Day. However, many people choose to spend the day quietly with their families, perhaps on the beach.



The signing of the Treaty of Waitangi

① Read the text about Waitangi Day again and underline the verbs in the passive.

② Tick the boxes according to whether the events are mentioned in the text.

traditional dances	☐	concerts	☐	sporting events	☐
street parties	☐	service of remembrance	☐	fancy dress competitions	☐
formal speeches	☐	parades	☐	processions	☐

4 **Write a description of a festival in Oman. Write your description for English speaking teenagers who have never visited Oman.**

Think about the information you are going to include in your description. Then write a first draft in your exercise book. Don't forget to give your description a title.

Refer to the descriptions of festivals on Coursebook, page 58, Activity 2 and Workbook, page 52, Activity 1 and page 53, Activity 3. Try and include some of the adjectives from Coursebook, page 59, Activity 4. Refer also to the Writing Guide on page 72 of your Workbook for help with layout and language. After editing, write a final draft and put it into your portfolio.

Across Cultures Japan

1 **Match the Japanese festivals and traditions listed below to the months when they take place. Write each letter in the corresponding box. Then read the information about Japan on pages 60 and 61 of your Coursebook again, and check your answers.**

1. July	☐	a	Oseibo
2. March	☐	b	O-Bon
3. January	☐	c	Dolls' Festival
4. April	☐	d	New Year
5. December	☐	e	Star Festival
6. August	☐	f	Cherry Blossom Festival

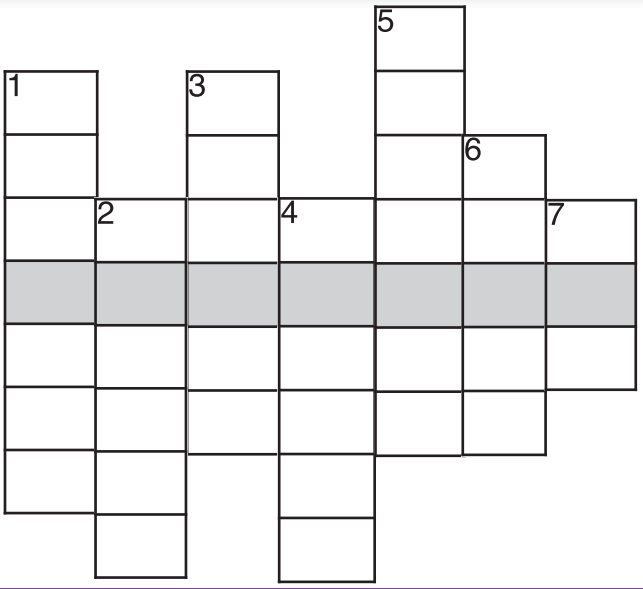
2 **Decide if the following statements are True, False or if there is no information given. Write T, F or NG in the box to the right of each statement.**

1. Japan is made up of thousands of islands. ☐
2. The name 'Japan' means 'the house of the rising sun.' ☐
3. Modern Japan is very isolated from the rest of the world. ☐
4. Tokyo is a very expensive city. ☐
5. New Year is an important time for Japanese people. ☐
6. The Star Festival takes place every June. ☐
7. The first Sapporo Snow Festival was held in 1960. ☐

3 **Complete the 'down' answers in the puzzle. All the words are in the text about Japan on pages 60 and 61 of your Coursebook. The answers form the name of an activity popular in modern Japan. Write the activity on the line under the 'down' clues.**

Clues down

1. One of the four large islands of Japan.
2. Bird that built a bridge to a princess.
3. Tree with a beautiful flower.
4. Japanese export.
5. City where a famous winter festival takes place.
6. Capital of Japan.
7. Japanese currency.



An activity popular in modern Japan: _____

Life Choices

Genre: Poetry

Robert Frost (1874 – 1963) was a popular American poet. He often wrote poems about life in the country, especially the countryside of New England in the east of the US. He received four Pulitzer Prizes for Poetry during his life. 'The Road Not Taken' is one of Frost's most famous poems. It is about a person who has reached a point in his life where he has to make a difficult choice.

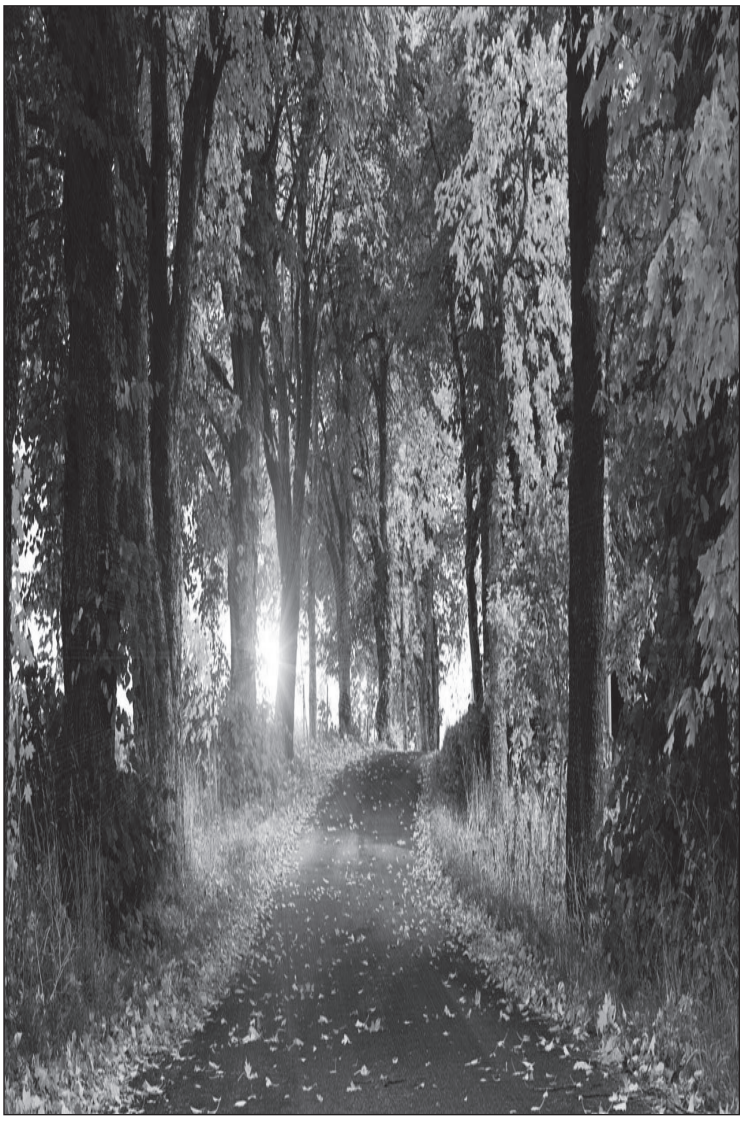
The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.



Glossary

diverged	(line 1) went in different directions
undergrowth	(line 5) small thick bushes in a forest
fair	(line 6) beautiful, lovely
wanted wear	(line 8) looked fresh and unused
hence	(line 17) from now

Review and Reference

1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a differentiate between the uses of 'can' and can't			
b read for gist and for specific information			
c write about a significant event in my life			
d categorise information			
e listen for gist and for specific information			
f state plans and intentions			
g predict information in a listening text			
h write a description of a festival			

GRAMMAR RECALL

a ***Use 'can' or 'can't' (cannot) to express***
- ability
- possibility

b ***Use 'can' to express***
- permission

c ***Use 'can' to express***
- offers and requests

d ***Use 'can't' (cannot) to express***
- deduction

2 Choose the best form of the verbs in these sentences.

a You **can / can't** open a bank account in the UK until you are 16.

b You don't have to come shopping, but you **can / cannot** if you want to.

c He **can / can't** have passed his driving test. He's only had two lessons.

d **Can / can't** I sit here, please? Sorry, I'm afraid you **can / can't**. That seat isn't free.

e **Can / can't** you let me know your decision as soon as possible?

f Khalfan **can / can't** go to Australia until he gets a new passport.

g We **can / can't** visit the Muscat Festival today, or if you prefer, we **can / can't** go tomorrow.

3 **Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.**

Verb	Noun	Adjective

4 **Complete the sentences with words from the glossary on page 64 of your Coursebook. Put ONE word in each gap.**

(a) Mike is only 17. He's not old enough to _____ in an election yet.

(b) The newly wedded couple had a lovely _____ in Thailand.

(c) Every year at the Rio Carnival, the floats _____ through the city.

(d) Last Halloween, the children bought a _____ and made a Jack O'Lantern.

(e) In the UK, a man usually _____ to a woman, but sometimes it's the other way round.

(f) At a henna party, the _____ wears a traditional green dress.

(g) The firework display was really _____. There were some wonderful fireworks.

(h) There were hundreds of guests at my brother's wedding _____.

(i) The best man stands beside the _____ during the wedding ceremony.

(j) I'm very nervous about making a _____ at the reception. I don't what I'm going to say!

(k) "Raise your glasses, everyone! Let's _____ the happy couple!"

(l) Most life changes are _____. They happen very slowly.

PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme

_____

_____

- two things you didn't know before

_____

_____

- two things you want to find out more about

_____

_____

Communication Activities

	Page
Activity 1 Theme 1, Unit 1 Workbook, page 3, Activity 4	**60 - 61**

Communication Activities

1 Theme 1: Olympic Quiz A

Ask your partner the questions and circle their answers.

Olympic Quiz A

Answer Choices:

1 Which country did the first Olympic Games take place in?	**a** Russia	**b** China	**c** Greece
2 What age was the oldest woman to compete in the Olympics?	**a** 50	**b** 60	**c** 70
3 What sport did the female Omani athlete, Buthana Yaqoubi, take part in at the Beijng 2008 Olympics?	**a** running	**b** cycling	**c** swimming
4 In which Olympic sport are all events open to both men and women?	**a** sailing	**b** horse riding	**c** swimming
5 How many times has Australia hosted the Summer Olympic Games?	**a** once	**b** twice	**c** three times
6 What nationality was the first sportsperson to be disqualified for drug abuse?	**a** Swedish	**b** American	**c** Russian
7 If you have a beard, what Olympic sport would you not be allowed to take part in?	**a** gymnastics	**b** boxing	**c** diving
8 Which country is the Olympic flame lit in before it begins its journey before each Olympic Games?	**a** France	**b** Italy	**c** Greece

Possible ways to respond to your partner's answers

Yes, that's right.

Right again.

Well done.

Correct.

Sorry, that's not right. The correct answer is . . .

No, I'm sorry. It's . . .

1 Theme 1: Olympic Quiz B

Ask your partner the questions and circle their answers.

Olympic Quiz B	**Answer Choices:**		
1 How long is a modern Olympic marathon?	**a** 26 miles	**b** 20 miles	**c** 30 miles
2 Which city hosted the Olympics in 2004?	**a** Sydney	**b** Athens	**c** Moscow
3 Which sport did the tallest Olympic gold medallist compete in?	**a** basketball	**b** football	**c** boxing
4 How many times have the Summer Games been cancelled because of war?	**a** never	**b** twice	**c** three times
5 What year did Spain host the Summer Olympics?	**a** 1988	**b** 1992	**c** 1996
6 Which sport was included for the first time at the 1996 Olympic Games in Atlanta?	**a** skateboarding	**b** beach volleyball	**c** roller skating
7 Which of these – table tennis, diving and shooting – are Olympic sports?	**a** table tennis and shooting	**b** only diving	**c** all of them
8 When do the Paralympic Games take place?	**a** before the Olympics	**b** at the same time as the Olympics	**c** after the Olympics

Possible ways to respond to your partner's answers

Yes, that's right.

Right again.

Well done.

Correct.

Sorry, that's not right. The correct answer is . . .

No, I'm sorry. It's . . .

Grammar Practice

	Page
Theme 1, Unit 2 Workbook, page 5, Activity 5	64
Theme 2, Unit 2 Workbook, page 19, Activity 6	65
Theme 3, Unit 2 Workbook, page 33, Activity 5	66
Theme 4, Unit 2 Workbook, page 47, Activity 5	67

1 **Complete the table with the comparative and superlative forms of the adjectives. Write the opposite of the adjective in the last column.**

adjective	comparative	superlative	opposite
new			
beautiful			
expensive			
lazy			
tall			
far			
good			
boring			
thin			
easy			

2 **Complete the sentences. Use the opposite adjective in its comparative or superlative form. One example has been done for you.**

Example: This month is hotter than last month. No, it isn't. It's colder.

a My brother is taller than your brother. No, he isn't. He's _____.

b Burj Khalifa was more expensive to build than Taipei 101. No, it wasn't. It was _____.

c That was the best film we've seen for ages. No, it wasn't. It was _____.

d That science lesson was the most boring this week. No, it wasn't. It was _____.

e English is the easiest language to learn. No, it isn't. It's _____.

f She's thinner than she used to be. No, she isn't. She's _____.

3 **Find the mistakes in these sentences. Write the correct sentences on the writing lines.**

Example: The weather is more good than last year.
The weather is better than last year

a This food is the more delicious I've ever tasted.

b He's the importantest person in the room.

c Are you as tall than your brother?

d It's not as colder in Oman as in the UK.

e Everything in this shop is more cheaper than in the other one.

f Don't worry! It's not as further than you think.

1 Choose the best verb form for each of the sentences below..

① She was **born / has been born** in 1993.

② The family **lived / has lived** in London since last year.

③ When they were young, they both **went / have been** to the same school.

④ I **learned / have learned** to sail a long time ago.

⑤ Ahmad Al Harthy **won / has won** many races since he began racing.

⑥ The Royal Opera House **was / has been** open since October 2011.

⑦ One of *Jewel*'s masts **broke / has broken** on the way to Sri Lanka.

2 Complete the sentences using the correct forms of the verbs.

1. I _____ a new car last year. (buy)
2. My friend _____ Japanese food before. (not eat)
3. They _____ from him since 2000. (not hear)
4. Captain Saleh _____ a log of *Jewel*'s voyage to Singapore. (write)
5. _____ you ever _____ a whale? (see)
6. I first _____ Ali six months ago. (meet)

3 Complete each of the following sentences with 'for', 'since' or 'ago.'

① They've been in Oman _____ last September.

② I haven't bought a new CD _____ ages.

③ I called her two hours _____.

④ We've known each other _____ ten years.

⑤ I've been playing the violin _____ I was seven.

⑥ We've been here _____ two hours.

⑦ This story happened a long time _____.

1 **Katy is having a birthday party. Look at her list of things to do in the box. Then complete the sentences below with 'yet' or 'already' depending on whether she has done these things or not.**

THINGS TO DO

1.	Choose the date.	✓
2.	Book the venue.	✗
3.	Write the guest list.	✓
4.	Send the invitations.	✗
5.	Decide about the food.	✓
6.	Arrange the music.	✗
7.	Buy a new dress.	✗
8.	Buy new shoes.	✓

① She **has already chosen** the date.
② She **hasn't booked** the venue **yet**.
③ She _____ the guest list.
④ She _____ the invitations _____.
⑤ She _____ about the food.
⑥ She _____ the music _____.
⑦ She _____ new shoes.
⑧ She _____ a new dress _____.

2 **Read the conversation between Peter and his boss, Mike. Circle the correct adverbs – 'still' or 'just'.**

Mike: The managing director has **still / just** come to see me. He was asking about that report. Have you written it yet?
Peter: Er . . . no. I **still / just** haven't started it.
Mike: Why not? I told you to do it last week.
Peter: Yes, I know. But my computer broke down. I took it to the repair shop, and I've **still / just** had a call from them. They've been working on it for three days, but they **still / just** haven't managed to fix it.

3 **Complete the sentences with 'just', 'still', 'already' or 'yet'.**

a. I'd love to buy a car, but I haven't learned to drive _____.
b. It's nine o'clock, and I _____ haven't started my homework.
c. That new shopping centre has _____ opened. Do you want to go there with me?
d. No, thanks, I've _____ been there twice.
e. How's the match going, Ahmed? Great. Oman has _____ scored another goal.
f. What about Saudi Arabia? No, it hasn't scored _____.

1 Match the questions and answers below. Write the number of each answer in the box after the corresponding question.

a	Can Ahmed play the piano?	☐	1. I think it's Al Fahood Street.
b	Can you finish that work by Tuesday?	☐	2. Oh no! I forgot to turn the oven off.
c	Can Anna speak Turkish?	☐	3. Yes, and the violin too.
d	Can your husband cook?	☐	4. Let me see . . . five past four.
e	Can you remember where he lives?	☐	5. Yes, she used to live in Istanbul.
f	Can you tell me the time?	☐	6. I'll try, but can't you give me more time?
g	Can you smell something burning?	☐	7. Not really, but he's quite good at BBQs.

2 Read the information for students coming to study at a college in the UK. Fill in each gap with 'can', 'can't', 'have to' or 'don't have to.'

INFORMATION FOR STUDENTS COMING TO STUDY AT NEWLANDS COLLEGE

You **(1)** _____ be a UK resident aged 18 or over, or have a full student visa. You **(2)** _____ arrive one day before the start of the semester. You **(3)** _____ live in the college accommodation if you don't want to. You **(4)** _____ find your own accommodation if you prefer. You **(5)** _____ take several courses during one semester, but you **(6)** _____ take more than four courses. You **(7)** _____ take your laptop to lectures if you want, but you **(8)** _____ take your mobile phone.

3 Circle the correct alternative in each sentence.

a. You **can / can't** buy a pet in the UK until you are 12.

b. You **have to / don't have to** wear formal dress, but you **can / can't** if you want to.

c. When it rains, you **can / have to** drive very carefully because the roads are wet.

d. You **can't / don't have to** eat or drink during Ramadan.

e. If you want to go to an opera at the Royal Opera House, you **have to / don't have to** buy a ticket.

f. You **can / can't** bring your mobile phone into the Opera House, but you **can / can't** use it. You **have to / don't have to** switch it off during the performance.

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Answers	**81 – 83**
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Writing Guide

Theme 1
The Brightest and Best
1. Writing a short biography/profile

a. Layout

1. Introduce the subject of the biography and why they are well-known. Say when they were born.
Lewis Hamilton is an English Formula One racing driver. He was born in . . .

2. Describe their early life.
He always wanted to be a racing driver, and started racing . . .
At the age of 10, . . .
Three years later, at the age of 13 . .
In 2007, . . .

3. Describe their achievements.
In his first season, . . .
He was the youngest driver . . .
Then in 2008, he became the Formula One World Champion.

4. Mention anything else of interest about the person.
Away from the track, he enjoys . . .

b. Language

Use time order words and phrases to link events, such as:
After that . . .
Next . . .
Later . . .
Then . . .

Example of a short biography/profile:

Lewis Hamilton

Lewis Hamilton is an English Formula One racing driver. He was born in Stevenage in England in1985. He always wanted to be a racing driver, and started racing go-karts at the age of six.

At the age of 10, in 1995, Lewis met Ron Dennis, the Head of the McLaren Formula One racing team. He told Dennis that he wanted to drive for McLaren one day. Three years later, at the age of 13, Lewis was signed up by McLaren for their Young Driver Development programme. He promised to keep studying at school while racing cars. In 2007, after six seasons in lower divisions, he became a Formula One driver at McLaren's.

In his first season, Hamilton broke several records. He was the youngest driver to lead the World Championship. Then in 2008, he became the Formula One World Champion. Away from the track, he enjoys playing the guitar, playing computer games with his younger brother, and training.

2. Writing a narrative about a personal experience

a. Layout

1. Before you start writing, plan how you are going to organize your narrative. Think about the information you are going to include. Use basic question words to get yourself started. Ask yourself the following questions, and write notes to answer them.
- Who was involved in the situation?
- When did it take place?
- Where did it take place?
- What happened?
- How did you feel about it?
- Why did you feel this way?

2. Divide your narrative into paragraphs. Make sure that each paragraph:
- is clearly organized
- has a topic sentence expressing the main idea
- has two or three supporting sentences

3. Give your narrative a title, an introduction and a conclusion.

b. Language

1. A narrative relates an event from the past. Therefore most of the verbs will be in the past tense form, especially the simple past.

2. If appropriate, use some direct quotations to make the story more alive and interesting, and draw the reader in.

3. Describe not only the events that took place, but also your feelings about them.

4. Use time order words and phrases to make the order of events clear.

   Examples:
   first(ly); second(ly); third(ly); then; next; last(ly); finally; eventually; (just) before; just (after); before that; after that; in the meantime; meanwhile

5. Write a first draft, then check it and make any necessary corrections. Write a final draft.

   When checking your draft, you should pay attention to:
   - **Style:** Have you used linking words and time order words and phrases?
   - **Grammar:** Have you checked your verb tenses are correct?
   - **Spelling:** Have you checked your spelling?
   - **Punctuation:** Have you checked that you have used capital and full stops in the right places?

Theme 2
Sources of Inspiration
Writing a book or story review

Layout

1 Introduction (1 paragraph)

Give some basic information about the book or story. State:
- the title
- the author
- the type of book or story (adventure, science fiction etc)
- when and where it is set

Oliver Twist is a classic novel by the English author, Charles Dickens. It is set in the city of London in the nineteenth century.

2 Main body (2 – 3 paragraphs)

The main body of your review should be divided into two or three paragraphs.
- Give a brief summary of the plot, but don't go into too much detail.
- Mention the main characters, and say why they are important.
- Use the present tense when describing events and characters.

The story is about an orphan boy, Oliver Twist, who is cruelly treated and runs away to London. He falls into the hands of Fagin, a master criminal who trains children to become thieves.

3 Opinion and recommendations (1 paragraph)

Give your opinion about the book or story. State:
- what you liked about the story
- what you didn't like (if anything)
- whether you would recommend this book or story to others, and give your reasons

I enjoyed this story because the characters are so interesting and memorable.

However, sometimes the descriptions of London are very long and boring, and the story move too slowly.

I would definitely recommend Oliver Twist because you become really interested in the story and you want to find out what happens to Oliver.

Checking your Draft
- **Organisation:** Have you checked that your review is clearly organized and follows the suggested layout?
- **Grammar:** Have you checked that your verb tenses are correct?
- **Spelling:** Have you checked your spelling?
- **Punctuation:** Have you checked that you have used capital letters and full stops in the right places?

Theme 3
Connections
A formal letter of application

Layout

1 Greeting

- Use a formal style

  Dear Sir/Madam,
  Dear Ms. Owens,
  Dear Ms. Sharif,

2 Paragraph 1

- Say which job or position you are applying for and how you got the information about it.

  I am writing to apply for . . . I would like to apply for . . . I am interested in . . . I saw your advertisement in . . . I saw the job advertised . . . I heard about the position from . . .

3 Paragraph 2

- Mention any qualifications and experiences that are relevant to the job you are applying for.

  I have a certificate in . . . I am qualified as a . . . I can . . . I worked as a . . . I have experience as a . . .

4 Paragraph 3

- Say why you think you are a good applicant for the job or volunteer position.

  I believe that I would be a good applicant for this position . . . I am able to . . . I am keen on . . . I work well . . . I am interested in . . .

5 Signing off

- Use a formal style.

  I look forward to hearing from you.
  Yours faithfully,
  Barney McGrew

  I look forward to discussing my application with you.
  Yours sincerely,

  A.S.B. McVitie

Linking: Giving Examples

- For example, I have worked with children in a local school.
- For instance, I can speak three languages.
- A particular example of my ability to work in a team is my experience as a member of the school council.

Checking your Draft

- **Style**
  Have you remembered to include information about the job you are applying for and any relevant supporting experience and qualifications?

- **Grammar**
  Have you checked that your verb tenses are correct?

- **Spelling**
  Have you checked your spelling?

- **Punctuation**
  Have you checked that you have used capital letters and full stops in the correct places?

Theme 4
Beginnings and Endings
A description of a festival

a. Layout

1. Paragraph 1
Introduce the festival. Say when and where it takes place.

Guy Fawkes Night

Every year on 5th November, Guy Fawkes Night is celebrated throughout Britain. Guy Fawkes Night is also known as Bonfire Night or Fireworks Night.

2. Paragraph 2
Say why the festival takes place, and give some background to it.

Guy Fawkes Night celebrates the successful prevention of a plot to kill the king of England in

1605. At that time, there were two different Christian groups in Britain, the Protestants and the Catholics. Guy Fawkes and his friends were Catholics. They planned to blow up the King, who was a Protestant. They hid gunpowder in the cellars of the Houses of Parliament where the king and his government were meeting on 5 November. But the plot was discovered, and later, Guy Fawkes and his friends were executed. Public celebrations were ordered to mark the fact that the King was safe.

3. Paragraph 3
Describe what happens before the festival, if appropriate.

In the days leading up to 5 November, children make a figure of a 'guy' to represent Guy Fawkes. They make the guy with old clothes and fill them with newspapers, and make a mask for the face. They display the guy in the streets and ask passers-by for "a penny for the guy." They use the money they collect to make money to buy fireworks for Guy Fawkes Night.

4. Paragraph 4
Describe what happens during the festival.

On Guy Fawkes Night, some people have bonfires and firework parties in their gardens, and invite their friends and neighbours. There are also many large public bonfire and firework displays. The 'guys' that have been made before 5 November are put on the bonfires and burned.

5. Paragraph 5
Describe feelings and final thoughts about the festival.

Although Guy Fawkes Night has a political background, and happened centuries ago, it is still a very popular festival today. People, especially children, enjoy Bonfire Night and look forward to it every year. It provides some fun and colour at the beginning of the dark cold winter months. It is also an opportunity for family and friends to get together.

b. Language

1. When describing a festival and its events, use the present tense. However, if you are explaining how a festival is related to something that happened in the past, you should also use past tenses.

Halloween **began** thousands of years ago.

The Waitanga Festival celebrates the signing of the Treaty of Waitanga. This treaty **marked** the day when the British and Maoris in New Zealand **became** one people.

2. The passive is often used in descriptions of festivals.

The Carnival in Rio **is celebrated** every February or March.

A service of remembrance **is held**.

Floats **are paraded** through the city.

Public celebrations **were ordered**.

3. Make your description more interesting by using a variety of interesting adjectives, such as:

People dress up in **exotic** costumes.

The firework displays are **spectacular**.

The history of this festival is **fascinating**.

The streets are crowded with **lively** dancers and **colourful** floats.

Write a first draft, then check it and make any necessary corrections. Write a final draft.

When checking your draft, you should pay attention to:

- **Organisation**:
  Have you checked that your description is clearly organized and follows the suggested layout?

- **Style**:
  Have you used a variety of adjectives?

- **Grammar**:
  Have you checked your verb tenses are correct?

- **Spelling**:
  Have you checked your spelling?

- **Punctuation**:
  Have you checked that you have used capital and full stops in the right places?

Grammar Reference

Theme 1
The Brightest and Best

1 Comparatives and superlatives

We use the comparative to compare one person or thing with another.
*Amal is **taller than** Wafa.*

We use the superlative to compare one person or thing in a group with all the others.
*Najma is **the tallest** in the team.*

Formation
One syllable adjectives, or two syllable adjectives ending in -y

adjective	comparative	superlative	
cold	colder	coldest	Add –er, –est
hot	hotter	hottest	With short vowels double the consonant
large	larger	largest	If the adjective ends in –e, just add –r, –st
friendly	friendlier	friendliest	If the adjective ends in –y, change it to –i and add –er.

Two syllable and longer adjectives

adjective	comparative	superlative	
helpful	more/less helpful than	(the) least/most helpful	Add more (+), or less (-)
dangerous	more/less dangerous than	(the) most/least dangerous	(the) most (++), or (the) least (--)

Irregular adjectives

good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
little	less	the least
much/many	more	the most

When we compare two things that are equal we use: **as + adjective + as**
*He is **as tall as** his brother.*

When we compare two things that are not equal we use: **not as + adjective + as**
*She is**n't as fast as** Nahla.*

2 Question Tags

A question tag is a short phrase used at the end of a statement in spoken English that turns it into a question. We use question tags in spoken English to check information and to keep the conversation going. Question tags are formed using auxiliaries (**do, be, have** or a modal). Positive statements have a negative tag, and negative statements have a positive tag.

*They **are** Omani, **aren't they**?*
*He's very kind, **isn't he**?*

Negative tags
We use a negative tag when we expect that answer will be **yes**.
*A: He **lives** in Sur, **doesn't he**?*
B: Yes, that's right, he does.

Positive tags
We use a positive tag when we expect that the answer will be **no**.
*A: He **lives** in Sur, **does he**?*
B: No, he doesn't.

Imperatives
After an imperative we use **will you**? or **won't you**?
*Sit down, **will you**?* *Sit down, **won't you**?*

The imperative with **be** also uses **will** or **won't**.
*Be quiet, **will you**?* *Be quiet, **won't you**?*

The imperative with **have** also uses **will** or **won't**.
*Have a chair, **won't you**?*

Theme 2
Sources of Inspiration

Past Simple and Present Perfect

Present perfect simple

Affirmative

I You We They	have 've	been to the theatre
He She It	has 's	

Negative

I You We They	have not 'ven't	been to the theatre
He She It	has not hasn't	

'Interrogative

Have	I you we they	been to the theatre
Has	he she it	

We use the present perfect to relate the past to the present.

We use the present perfect to describe an action or situation that started in the past and continues into the present (unfinished time).
*I **have known** Fahad since I was at school. (I met him when I was a child and I still know him.)*

We use the present perfect to express an action that happened in the past but which has a result in the present.
*Khalsa **has left** her bag at school. (She doesn't have it now.)*

We use the present perfect to describe events or experiences that are completed up to now. The exact moment when they happened is not important, because we are interested in the events or experiences themselves.
*I'**ve been** to Japan and India.*

'for' and 'since'
We often use 'for' and 'since' with the present perfect.

We use 'for' to refer to a period of time.
*They've been married **for** two years.*

We use 'since' to refer to a point in time.
*I've been here **since** Tuesday.*

Past Simple
We use the past simple to talk about something that happened at a specific time in the past and that is finished. We can compare this with the present perfect.
*I **broke** my arm but it's better now. (It isn't broken any more.)*
*I'**ve broken** my arm. (It is broken at this moment.)*

'ago'
We use 'ago' to specify the moment at which something happened in relation to the present.
*Five years **ago** = Five years before now.*

Theme 3
Connections

1 Present perfect with 'just', 'still', 'already', and 'yet'

We often use the present perfect with 'already' to show that something happened sooner than the speaker expected.

'Already' usually comes between has/have and the past participle or at the end of a sentence.
*You're late. We've **already** started.*
*He's seen this film five times **already.***

We also often use the present perfect with 'yet' to mean 'until now' and to show that the speaker is expecting something to happen.

'Yet' usually comes at the end of questions and negative sentences.
*Nasser hasn't come **yet**.*
*Has Siham phoned **yet**?*

The present perfect is also used with 'just' to describe a very recent event.

'Just' usually comes between has/have and the past participle.
*I've **just** seen a really great film.*
*Have you **just** arrived?*

We use 'still' to talk about continuing situations.
*I **still** haven't seen the new James Bond film.*

2 Modals of obligation, necessity and advice

We use **should** and **shouldn't** to give an opinion about what is the best thing to do. When we speak to another person our opinion becomes advice.
***I think people should** drive more carefully. (opinion)*
***I think you should** drive carefully tonight. The weather is very bad. (advice)*
***You shouldn't** drive so fast. It's very dangerous. (advice)*

We can use **ought to** and **ought not to** in the same way as **should** and **shouldn't. Ought to** is not as common as **should** and is a little more formal.
*You **ought to** spend more time studying.*

When we use **think** in the negative, we use **I don't think + should** rather than the negative forms of **should** and **ought to**.
*I don't think you **should/ought** to drive to Sur tonight.*

We use **must** or **have to** for orders and strong suggestions, and sometimes to give advice to do something.
*You **must** study hard if you want to pass the exam.*
*You **have to** tell the teacher if you are being bullied.*

We use **need** and **need not/needn't** to say that something is necessary or unnecessary. It is used mainly in the interrogative and negative.
*You **need to** fill in the application form by Saturday. (It is necessary.)*
*You **needn't** go to school today. (It is not necessary.)*
*I wonder if I **need** to take my identity card with me?*

Theme 4
Beginnings and Endings

1. 'Can' and 'Can't' (Cannot)

We use 'can' and 'can't'(cannot) to talk about ability.

He **can** swim well.
I **can't** speak Arabic.
Can you drive?

Note: The two negative forms **can't** and **cannot** mean exactly the same thing. When we are speaking, we usually use **can't**.

We use 'can' and 'can't'(cannot) to talk about possibility.

You **can** call me any time.
You **can't** park here.
I'm sorry, I **can't** manage to do that.

We use 'can' in offers and requests.

Can I help you?
Can I sit here, please?
Can you call me this evening?

We use 'can't' for prohibition.

You **can't** bring food and drink in here.
You **can't** travel to another country without a passport.

We use 'can't' for deduction.

It **can't** be time to leave. We only just got here.

That film **can't** be on TV again. It's been on twice already this week!

The Impersonal 'Can' and 'Can't' (Cannot)

Sometimes 'can' and 'can't are used with 'you' in an impersonal way to refer to people in general.

You **can** walk around the city in a day.
(It's possible for people in general to walk around the city in a day).

You **can** rent a car at the airport.
(It's possible for people in general to rent a car at the airport).

You **can't** get into the concert without buying a ticket.
(It's not possible for people in general to get into the concert without buying a ticket).

Obligation and no obligation

Use 'have to' to express obligation.

You **have to be** 17 before you can learn to drive in the UK.

Use the phrase 'don't have to' if you want to say you have a choice about doing something.

You **don't have to** wear a suit to work. (It's not necessary, but you can wear a suit if you want to).

2. The Passive
to be + past participle

We use the passive when we don't know, or when there is no need to say, who performs an action. It is the action itself which is more important. The passive is used more in writing and formal speech more than in conversational informal English.

The government built thousands of houses last year. (active)

Thousands of houses were built by the government last year. (passive)

In the active sentence, more emphasis is given to who did the action – i.e. the government.

In the passive sentence, more emphasis is given to the action itself – i.e. thousands of houses were built.

The information to be emphasized usually comes at the beginning of a sentence.

The person or organization that performs the action is called 'the agent.' If we want to say who does the action, we use 'by'.

Thousands of houses were built last year.

Thousands of houses were built **by the government** last year.

The thing that is used to perform an action is called 'the instrument.' If we want to include this information, we use 'with.'

The windows were broken.

The windows were broken **with a bat**.

Theme 1
The Brightest and Best

altitude	(n)	/'altɪtjuːd/
champion	(n)	/'tʃampɪən/
deadline	(n)	/'dɛdlʌɪn/
equestrian	(adj)	/ɪ'kwɛstrɪən/
fever	(n)	/'fiːvə/
memorable	(adj)	/'mɛm(ə)rəb(ə)l/
promote	(v)	/prə'məʊt/
recommend	(v)	/rɛkə'mɛnd/
setback	(n)	/'sɛtbak/
skyscraper	(n)	/'skʌɪskreɪpə/
summit	(n)	/'sʌmɪt/
triple	(adj)	/'trɪp(ə)l/

Theme 2
Sources of Inspiration

debate	(n)	/dɪ'beɪt/
documentary	(n)	/dɒkjʊ'mɛnt(ə)ri/
formal	(adj)	/'fɔːm(ə)l/
maritime	(adj)	/'marɪtʌɪm/
navigate	(v)	/'navɪgeɪt/
obesity	(n)	/ə(ʊ)'biːsɪti/
prodigy	(n)	/'prɒdɪdʒi/
replica	(n)	/'rɛplɪkə/
review	(v)	/rɪ'vjuː/
science fiction	(n)	/'sʌɪəns 'fɪkʃ(ə)n/
soap opera	(n)	/səʊp 'ɒp(ə)rə/
voyage	(n)	/'vɔɪɪdʒ/

Theme 3
Connections

affirm	(v)	/ə'fəːm/
bin	(n)	/bɪn/
community	(n)	/kə'mjuːnɪti/
corpse	(n)	/kɔːps/
disorder	(n)	/dɪs'ɔːdə/
feather	(n)	/'fɛðə/
flock	(v)	/flɒk/
herb	(n)	/həːb/
ignorance	(n)	/'ɪgn(ə)r(ə)ns/
litter	(n)	/'lɪtə/
participant	(n)	/pɑː'tɪsɪp(ə)nt/
scent	(n)	/sɛnt/
stimulate	(v)	/'stɪmjʊleɪt/
volunteer	(n)	/vɒlən'tɪə/
volunteer	(v)	/vɒlən'tɪə/

Theme 4
Beginnings and Endings

bride	(n)	/brʌɪd/
gradual	(adj)	/'gradʒʊəl/
groom	(n)	/gruːm/
honeymoon	(n)	/'hʌnɪmuːn/
parade	(v)	/pə'reɪd/
propose	(v)	/prə'pəʊz/
pumpkin	(n)	/'pʌm(p)kɪn/
reception	(n)	/rɪ'sɛpʃ(ə)n/
spectacular	(adj)	/spɛk'takjʊlə/
speech	(n)	/spiːtʃ/
toast	(v)	/təʊst/
vote	(v)	/vəʊt/

Functional Language Review

Theme 1

Question Tags

They enjoy adventure stories, **don't they?**

He's very intelligent, **isn't he?**

We can stay here a bit longer, **can't we?**

You will send me an e-mail, **won't you?**

Let's go the beach today, **shall we?**

We haven't got one of those, **have we?**

They didn't really believe that, **did they?**

She couldn't do that before, **could she?**

Theme 2

Asking for an Opinion

What do you think about?
What's your view on . . . ?
How do you feel about . . . ?

Giving an Opinion

In my view . . .
I think that . . .
I believe that . . .

Expressing Agreement

I agree.
Absolutely.
I couldn't agree more.

Expressing Disagreement

I'm sorry, but I can't agree with you.
I'm not sure about that.
Sorry, I don't think that's right.

Theme 3

Expressing Obligation, Necessity and Advice

You **must** have a passport to travel abroad.

You **mustn't** smoke in a public building.

You **have to** follow the rules of the game.

You **don't have to** come today if you're busy.

You **should** respect older people.

You **shouldn't** eat so much junk food.

You **need to** keep the beach clean.

You **needn't** buy a new CD every week. You already have enough.

Theme 4

Stating Plans and Intentions

I'm **going to** spend more time doing my homework.

I'm **definitely going to** go on a diet.

I **intend** to join a gym to keep fit.

I've **decided to** take up horse riding.

I'm **planning to** learn Spanish.

I'm **not going to** watch as much TV.

I **will definitely** spend less time playing computer games.

I **won't** eat any more chocolate!

Answers

Across Cultures

Theme 1
The Brightest and Best

Activity 1
1 largest
2 older
3 earliest
4 better
5 more traditional
6 most appealing

Activity 2

Chinese Cities	Early Inventions	Famous Constructions	Popular Sports
Beijing Shanghai Qingdao	paper umbrella fireworks	Great Wall Three Gorges Dam Qingdao Haiwan Bridge	dragon boat racing table tennis basketball

Activity 3

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

Theme 2
Sources of Inspiration

Activity 1
1 Eire.
2 The potato.
3 The USA.
4 Riverdance.
5 The Ha'penny Bridge.
6 a The colour green.
b Shamrock.
c Leprechaun.

Activity 2
1 F. Dublin is the capital of the Republic of Ireland.
2 NG
3 T
4 F. One million died and a million more emigrated.
5 F. It is a small green plant.
6 T
7 NG

Activity 3
1 since
2 for
3 ago
4 for
5 since
6 ago

Theme 3
Connections

Activity 1
a The outback is the name given to large areas of desert.
b The Aborigines came to Australia thousands of years ago.
c The eucalyptus tree is found in the wetter regions.
d You can see the Harbour Bridge from the hills overlooking Sydney.

e Australians are especially good at swimming.
f 'Barbies' often take place on the beach.

Activity 2
1 Australia is the sixth largest country in the world.
2 The Aborigines came to Australia 40,000 years ago.
3 The didgeridoo is a kind of Aboriginal musical instrument.
4 A marsupial is an animal which keeps its young in a pouch.
5 The capital of Australia is Canberra.
6 Over 24 per cent of Australians over 15 do organised sporting activities.

Activity 3
1. Meat
2. Emu
3. Aussie.
4. Tree.
5. Sport.
6. Opera.
7. Koala.
8. Barbie.
9. Beach.

Name of country: AUSTRALIA

Theme 4
Beginnings and Endings

Activity 1
1 e
2 c
3 d
4 f
5 a
6 b

Activity 2
1 T.
2 F. It means 'the land of the rising sun.'
3 F. The modern Japanese are very interested in seeing how people in the rest of the world live.
4 NG
5 T
6 F. It takes place every July.
7 NG

Activity 3
1. Shikoku.
2. Magpie.
3. Cherry.
4. Camera.
5. Sapporo.
6. Tokyo.
7. Yen

An activity popular in modern Japan: KARAOKE

Review and Reference

Theme 1
The Brightest and Best

Activity 2
a faster
b highest
c young
d more expensive
e as soon as
f the most beautiful
g good . . .as

Activity 4
a skyscraper
b promote
c champion
d recommend
e deadline
f equestrian
g triple
h summit
i memorable
j altitude
k setback
l fever

Theme 2
Sources of Inspiration

Activity 2
a started
b has been
c Have you climbed
d haven't seen
e Did you meet
f went . . .wasn't
g haven't come

Activity 4
a debate
b science fiction
c obesity
d replica
e voyage
f maritime
g documentary
h prodigy
i navigate
j review
k soap opera
l formal

Theme 3
Connections

Activity 2
a still
b already
c just
d just
e yet
f still
g already
h yet

Activity 4
a ignorance
b disorder
c flock
d litter . . . bin
e affirm(ed)
f herb . . . scent
g corpse
h stimulate(d)
i feather
j community . . . volunteer
k participant(s)
l volunteer

Theme 4
Beginnings and Endings

Activity 2
a can't
b can
c can't
d Can . . . can't
e Can
f can't
g can . . . can

Activity 4
a vote
b honeymoon
c parade
d pumpkin
e proposes
f bride
g spectacular
h reception
i groom
j speech
k toast
l gradual

Answers to Communication Activity 1

Olympic Quiz A
1 (c) Greece
2 (c) 70
3 (a) running
4 (b) horse-riding
5 (b) twice
6 (a) Swedish
7 (b) boxing
8 (c) Greece

Olympic Quiz B
1 (a) 26 miles
2 (b) Athens
3 (a) basketball
4 (c) three times
5 (b) 1992
6 (b) beach volleyball
7 (c) all of them
8 (c) after the Olympics

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