Ministry of Education

نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
OmanVision

Second Edition

Coursebook

Grade 11A

Engage With English

2026

Ministry of Education

Coursebook

Grade 11A

Engage

With English

2026



His Majesty
Sultan Haitham Bin Tarik



The Late Sultan,
Qaboos Bin Said

SULTANATE OF OMAN

(Governorates & Wilayats)



A Message from the Minister of Education

Praise be Allah and peace be upon His Messenger, Mohammed

The Ministry of Education is committed to the ongoing improvement of the Sultanate's education system. Through the preservation of an existing solid foundation – rooted in traditional Omani culture and identity – the Ministry aims to meet the needs of an ever-growing and evolving nation, in accordance with Oman's vision for the future.

Following careful review and assessment of the current educational system, the Ministry has taken measures to overcome challenges and revise priorities in order to deliver a more effective framework, better equipped for future prosperity. Educational objectives have been developed further, with study plans now focusing more on science and language. New courses have been created in order to cope with new technology and skills needed in the workplace. In addition, there has been a major overhaul across the different curricula, in terms of methodology and teaching strategy with an emphasis on a more learner-focused approach.

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

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

I wish you every success.

Dr. Madiha bint Ahmed Al Shaybanya
Minister of Education
Sultanate of Oman

A note from the Writing Committee

Dear Students,

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

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, remember to look after your Coursebook for students who will use it again next year.

Have a great semester!

Sultanate of Oman
Ministry of Education

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Contents

	Theme	Unit 1	Unit 2
1	**Communication**	read a text both for gist and detail analyse the structure of a reading text	review ways of differentiating between uses of present simple and present continuous verb forms review question words
2	**Those Teenage Things**	identify the main ideas in a reading text use language associated with adolescence	review ways of differentiating between uses of past simple and past continuous verb forms
3	**Travellers and Tourists**	practise skimming and scanning skills sort information into categories	review ways of expressing the future put paragraphs into a sequence
4	**Innovation**	consider 'focus questions' when reading a text infer meaning from context match words and phrases to meanings	review past participles of verbs review past passive verb forms

Map

Unit 3	Unit 4	Unit 5
use language associated with mobile phones, and SMS language understand and use abbreviations	analyse what makes a conversation successful practise conversational strategies	analyse the structure of an e-mail consider rules for writing an e-mail write an informal e-mail
focus on adjectives describing personal qualities use language associated with friendship	listen for specific information practise ways of asking questions	understand and use a simple correction code for proofreading write an informal letter to a problem page
use language associated with holiday brochures and tourist attractions focus on adjectives used in descriptions of places	listen for gist and specific information practise making and responding to suggestions take part in a debate	analyse a description of a tour listen to a series of events and put them into sequence design a tour for visitors to Oman
use language associated with innovation and inventions build up a table of word forms	use language associated with virtual reality practise the use of indirect questions focus on strategies to make a listening text easier	use language associated with e-shopping, and joining an online DVD club write an e-mail of complaint

Learning Objectives for Grade 11A

In Theme One you will –

- consider and discuss different ways of communication, particularly body language and the Internet
- analyse the structure of a reading text
- practise strategies for reading a text both for gist and in detail
- review usages of the present simple and present continuous
- expand vocabulary associated with mobile phones and practise SMS abbreviations
- practise listening for specific information
- analyse the structure of a successful conversation
- improve your conversational skills
- examine rules for writing e-mails and analyse e-mails according to the rules
- write your own e-mails

In Theme Two you will –

- consider and discuss the changes brought about by adolescence
- identify the main ideas in a reading text
- develop your vocabulary by finding words with similar meanings
- discuss the relationship between parents and teenagers
- review usages of the past simple and past continuous
- create a poem for your best friend or someone else important to you
- consider and discuss Western influences on teenagers
- listen to interviews and fill in information on a chart
- use a simple correction code for proofreading and editing
- write an informal letter to a problem page

In Theme Three you will –

- discuss different types of holidays and tourism
- consider the differences between travellers and tourists
- review usages of future tense forms
- write a description of a tour
- expand vocabulary associated with holidays and tourism
- listen for specific information
- do a role play about tourist development
- make and respond to suggestions
- design a tour for visitors to Oman
- write a description of a trip to the Wahiba Sands desert

In Theme Four you will –

- consider and discuss innovations and inventions
- find specific information in a reading text
- do a trivia quiz
- review the usage of the past passive
- discuss the inventions which you consider to be most helpful and most harmful
- talk about the uses and limitations of virtual reality
- use prediction skills to help with understanding a listening text
- consider e-shopping and the disadvantages of buying something online
- read and discuss terms and conditions for joining an online DVD club
- write an e-mail of complaint

Theme 1
Communication













1 **Read the text. Which items in bold can you see in the photographs above?**

Communication technology today is changing the world as we know it. The development of each communicative tool used by humans – **body language** , **speech** , **writing** , **printing** , **newspapers** , **the telephone** , **radio** and **television** – has moved human development forward. Today the new communication technologies– the **Internet** , **wireless systems** , **laptop computers** , **mobile phones** and **e-mail** – are being developed at a faster rate than at any time in the past. More and more people around the world are communicating with each other through the new technologies. Online **blogs** , **video diaries** , **text messaging** and **social networking sites** mean that people can meet and interact from every part of the world. What will the technologies of the future be? We can only imagine!

Unit 1 Body Language

1 **Look at the gestures in the photos on the right. Match the speech bubbles to the gestures.**

1 Don't say a word!

2 I have no idea.

3 Not maths homework again!

4 Eeew!

5 For me? How lovely!



2 **Skim the following text and choose the most appropriate title. Then read the text in detail.**

a Understanding Body Language
b Police Officers Are Doing a Good Job
c Hidden Messages

How do you know when someone is lying to you? How can you tell that someone is really listening to what you are saying? The answer to these questions lies in body language. Body language refers to the way we move our bodies, make gestures or use facial expressions to help get our message across. Although many of us do not realise it, we are constantly using our bodies to send signals to each other which tell anyone watching what we are really thinking and feeling in any situation.

Many people need to be able to recognise certain types of body language in the jobs that they do. Police officers need to spot the signs that tell them when someone is feeling guilty, while teachers need to recognise when their students are interested or bored, attentive or confused. Politicians use positive body language signals and other non-verbal clues to make themselves appear truthful and trustworthy in order to get support.

It is not only professionals who use an understanding of body language to help them. Imagine you are going for a job interview. In Western cultures, walking purposefully into the room, smiling, sitting comfortably and using your hands to support your words all send the message that you are feeling positive and confident. However, walking nervously, not making eye contact, crossing your arms in front of your body and not using gestures give out the opposite message. So, in situations when your body language is very important, make sure the signals you are sending are really the ones you want others to receive.

Finally, if you want to know the answers to the first questions in this article, read on. Someone who is lying to you will look down to the left as they tell a lie, whereas someone who is interested in what you have to say often puts their head on one side as they are listening to you.

Source: www. members.aol.com/nonverbal2/diction1.htm

3 **Read the text again. Decide whether these sentences are true (T), false (F) or if there is no information given (NG). Then correct the wrong sentences in your exercise books.**

a You can tell when someone is lying to you by 'reading' their body language.

b You can never tell when someone is lying to you.

c Animals use body language too.

d All people who work need to understand body language.

e Police officers and teachers use an understanding of body language in their jobs.

f Making eye-contact makes you look confident.

g In some cultures, sitting with your legs crossed makes you look nervous.

h Liars always put their head on one side when they are talking to you.

top tip

Words with similar meanings

When you are searching for a word with a similar meaning in the text, consider the part of speech of the word you are looking for. For example, if you want to find a similar word in the text to the word 'anxiously', you need to look for an adverb.

anxiously (adv) = nervously uninterested (adj) = bored

4 **Read the words in the list below. Identify what part of speech each word is. Write the word and its part of speech into your exercise book.**

a bodies

b gestures

c we

d send

e interested

f confused

g use

h nervously

i you

TIME TO TALK

Body language changes according to where you are and who you are with.

Do you agree with the statement above?
Use these ideas to help you talk about it.

How you greet people at home, school or work.

How close you stand to other people in public, at home or with friends.

Other kinds of body contact you make with people, for example, arms around shoulders, linking arms or holding hands.

The body language you need for good table manners.

Unit 2 The Internet

1 **Look at the list of items below. Do you think they are essential or non-essential? Write down the ten most essential items for you in your exercise book. Compare your list with a partner. How similar are your lists?**

pencil	stamps
paper	CD
home computer	television
mobile phone	DVD player
telephone	MP3 player
phone card	laptop computer
coins	
Internet connection	





2 **Read the text and answer questions a and b.**

a How old is the Internet now?

b Which of these activities is not specifically mentioned?

1 shopping **2** blogging **3** e-mailing **4** social networking

The Internet

It is hard to imagine now what our lives would be like if we didn't have the Internet. It was only in 1991 that a computer scientist named Tim Berners-Lee created the worldwide web by inventing a new computer 'language' that enabled a global network of computers to link together and communicate with each other.

Twenty years later, the Internet is an enormous network of millions of linked computers worldwide. It is the fastest growing technology on the planet and in the history of the world. High speed connections, links to personal computers (PCs) and wireless systems are connecting people globally while **they** are sitting at home or at work. More and more, airports, coffee shops and hotels are providing **these services** free so that anyone with a laptop or pocket PC is able to stay connected to work or home wherever **they** are.

Online shopping — e-shopping and other e-services — on the Internet are growing fast and you can buy or find almost everything you want or need online. Do you want to buy a house? A book? Some flowers? Log on, type in your credit card details and **they** are yours. Do you want to make new friends? Join one of the social networking sites and write or talk to people just like you. Do you want to book a holiday? Send money overseas? Find information to finish your homework? The Internet helps you to do all of these things and much, much more. Blogging is becoming more and more popular and allows anyone to share their thoughts with a worldwide audience and invite comments from **their** readers **who** may be thousands of miles away.

What does the future hold? Experts are predicting that the Internet will come to dominate every aspect of our lives from work to spare time, from education to the food that we eat and the friends that we make? Is this fact or fiction? Only time will tell.

3 **In the reading text in Activity 2, what do the words in bold refer to?**

a they (line 16)
b these services (line 18)
c they (line 21)
d they (line 27)
e their (line 38)
f who (line 38)



GRAMMAR RECALL

Present Simple and Present Continuous

What is the difference in meaning between the two questions?

What do you think about technology?

What are you thinking about?

Read the sentences and match them to the usages on the right.

1 She is texting her friend on her new phone.

2 He is taking a course in computer science.

3 He e-mails his friends every day.

4 I'm getting a new phone tomorrow.

5 They live in Sohar.

6 There are many blogs on the Internet.

*Use the **present simple** for:*

a habits/routines

b a situation that is true

c describing a permanent state

*Use the **present continuous** for:*

d actions that are happening right now

e activities or situations that are happening now, although maybe not at the exact moment of speaking

f plans or arrangements for the future

ACTIVATE YOUR ENGLISH

Turn to the board game in Communication Activity on page 60 of your Workbook. Play the game with a partner.

Each player has three counters. The object of the game is to place your three counters in a row. The rows can be vertical, horizontal or diagonal.

Student A: Put a counter on one of the places on the board. Say a sentence about what usually happens in that place and what you are doing now.

Example: **In the kitchen I usually cook my breakfast, but now I'm washing the dishes.**

If the sentence is correct, the counter remains in place.

Student B: Choose another place on the board, put your counter on it and say a sentence.

Take it in turns to place your counters. The first student with a row of three counters wins.

Unit 3 Mobile Phones

1 **In groups, discuss these questions.**

a What are the advantages and disadvantages of mobile phones?

b At what age should children or teenagers be allowed to own a mobile phone?



2 **You are going to hear a radio phone-in about mobile phones in Activity 3. First, read the list of vocabulary on the left below. You will hear all these words and phrases during the phone-in. Before you listen, match each word to the correct meaning. Write the words and their meanings into your exercise book.**

a opinion (n)	talk a lot
b can't stand (v)	wonderful
c blab (v)	unexpected and dangerous situation
d constant (adj)	your idea about something
e get rid of (v)	loud and unpleasant sound
f marvellous (adj)	state of being alone
g emergency (n)	continuous
h noise pollution (n)	dislike strongly
i privacy (n)	throw away

3 **Read the three questions below then listen to the phone-in. As you listen, make notes to answer the questions.**

a How many callers are there?

b How many of the callers like mobile phones?

c How many of the callers own a mobile phone?



4 **Read the information below about abbreviations. Copy the eight abbreviations in the list below into your exercise book, then write out the full word or expression for each one. Work with a partner, and think of other abbreviations of your own.**

An **abbreviation** is a short form of a word or expression. Abbreviations are formed by leaving out letters, or by using only the first letter of each word. For example, 'Dr' is a common abbreviation for 'doctor.'

a exam	**e** SMS
b info	**f** uni
c IT	**g** tv
d dept	**h** USA

5 **Match and write the SMS abbreviations with the words or phrases they represent. The first one has been done for you.**

2MORO →	tomorrow	D/DUN	do/don't
L8R	please	ABT	anyone
PLS	bye for now	CU	someone
NYT	new	THX	at
GR8	to	WOT	thanks
B4N	sorry about that	SOMI	see you
GUD	night	NEI	can't
LO	later	4GET	about
2	great	RU	what
SABT	good	@	are you
NU	hello	CNT	forget

6 **Decipher the messages and write them out in Standard English in your excercise book.**

a



b



c



d



e



Unit 4 Communication Skills

1 **Read the short text below, and answer questions a, b, and c. Then think of an appropriate title.**

a What two things does communication involve?
b Why is it important to express our feelings?
c Can you guess the meaning of 'pent-up' (line 10)?

Communication is very important in our lives. We need to communicate to know what other people want and how they feel. Communication involves both talking and listening. Relationships are two-sided; each person needs to make themselves heard, and to hear other people. If you are always talking or always listening, the relationship is not balanced.

Communication is the way you can express your needs, wants and feelings. Otherwise, feelings can get trapped inside your head and never get out. If feelings are negative - sad or bad - and you don't express them, they can make you unhappy or angry. Perhaps you won't be able to sleep or relax. If you have pent-up feelings, talk to someone about them. Sharing a problem will make you feel better.

2 **You are going to hear two conversations. A teacher at a language school is interviewing two students. Which student has better communication skills? Give your reasons.**

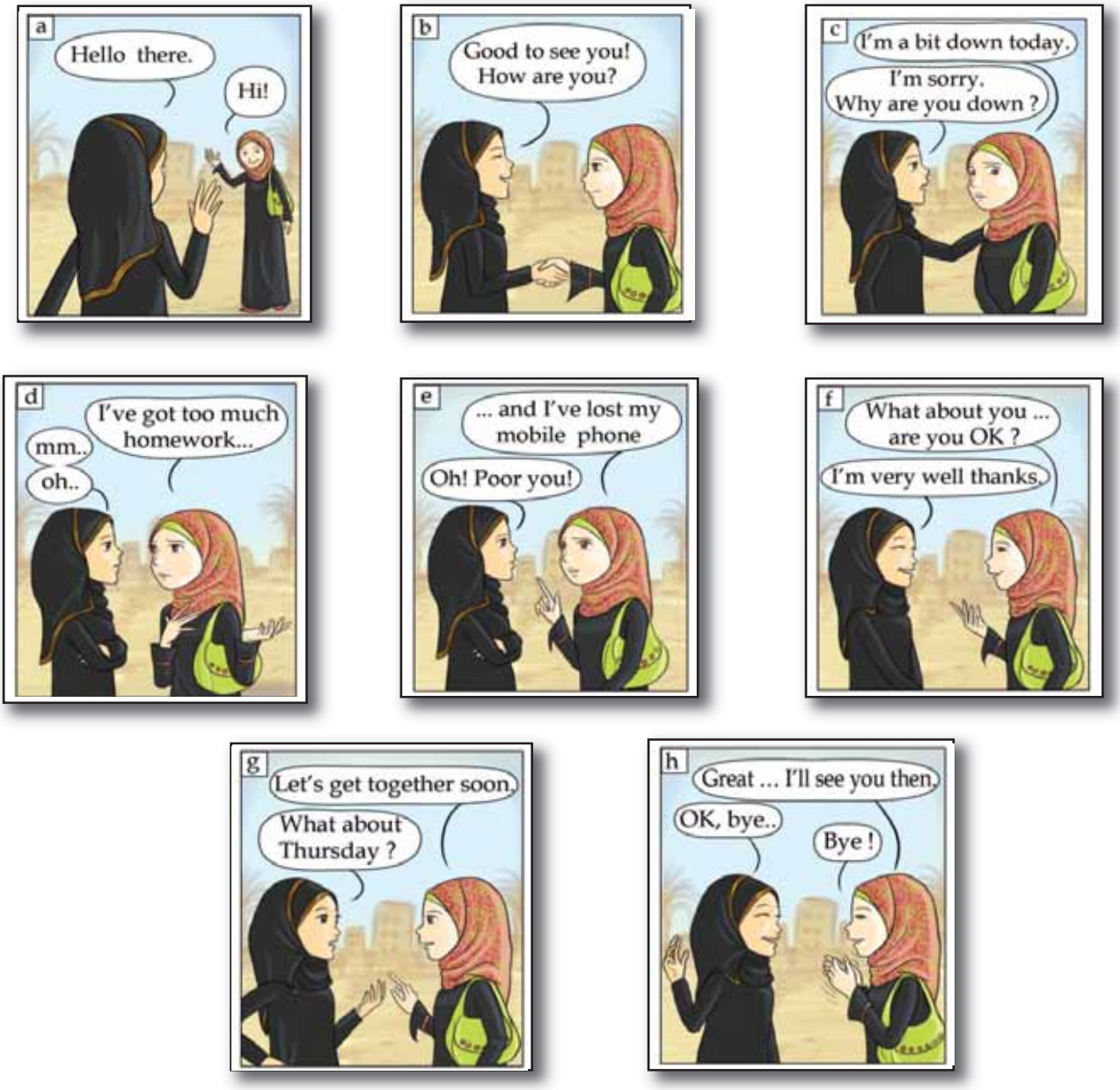




SOUND BITES Phrases Used in Everyday Conversation

Hello, how are you?
Nice to see you!
Really?
That's interesting.
How exciting.
I'm sorry to hear that.
What do you think?
How about you?
See you later! (tomorrow, next week)
Goodbye!

3 **Read the conversation between the two people below. Do you think it is successful? Discuss your reasons with your group. Act out the conversation with a partner and add some phrases of your own.**



top tip

Making conversation

Here are some ideas to help you when having a conversation.

- Show interest. Nod your head, and say 'mm' or 'really?'
- Make eye contact
- Take turns talking and listening
- Don't just answer 'yes' or 'no'
- Ask questions related to something the other person has just said

Unit 5 E-Mail

1 **In groups, discuss the following questions.**

a Do you send e-mails?

b Who do you e-mail?

c What writing style do you use when you write e-mails?

d Do you think it is better to reply to e-mails immediately, or wait and take time to think about what you want to say?

e Do you think it is a good idea to send jokes by e-mail?

f Do you think it is a good idea to send pictures by e-mail?

g Do you print out e-mails or leave them on the computer?

h Do you think it is right for anyone to monitor private e-mails? Is this ever appropriate?

2 **Read the sentences and decide whether they are true (T) or false (F).**

When you write an e-mail, you should . . .

a make sure that you send it to everyone.

b check your spelling and punctuation.

c always use 'smileys' to help the reader understand your message.

d not write horrible things about someone and send the e-mail around so that other people can read it.

e not write a subject line - it is not necessary.

f write out long sentences in capital letters.

g not worry about correct grammar.

h think about who you are writing to and use appropriate language.

3 **Read the ten rules for writing e-mails below. Then check your answers from Activity 2 against the rules.**



Ten Rules for Writing E-Mails

1 Think carefully about what you write. Is it better to speak to someone rather than write it down where others can read it?

2 Keep your e-mail short – short sentences in one or two paragraphs.

3 Don't send your e-mail to people who do not need to read it.

4 Be polite. Think about who you are writing to and their relationship to you – friend, family or colleague?

5 Pay attention to your spelling, grammar and punctuation.

6 Don't write in CAPITALS – the person reading will think you are shouting.

7 Don't use 'smileys' except in the most informal e-mails.

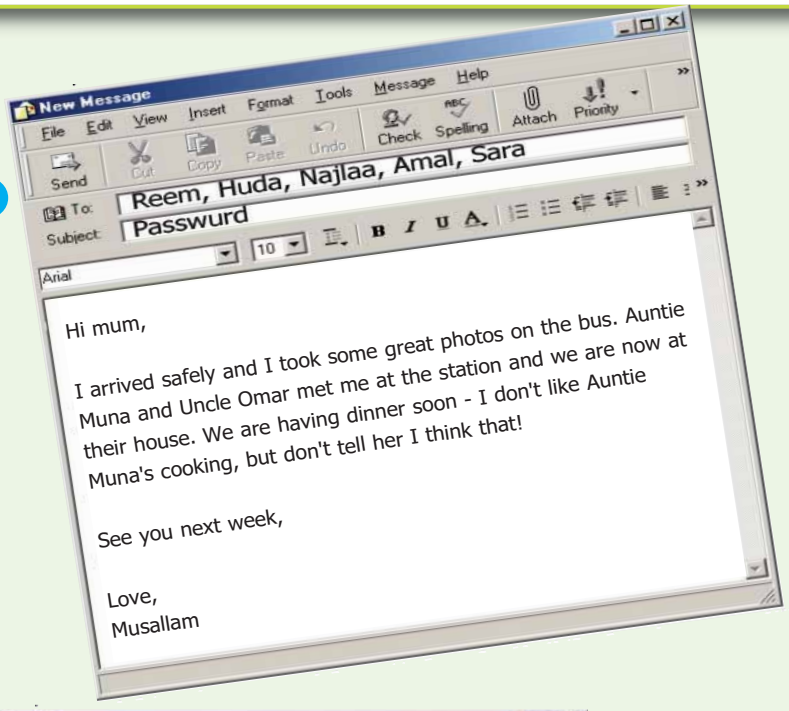
8 Include a subject line in your message – it's the most important part of an e-mail message.

9 Don't send confidential information – e-mails are not private.

10 Don't mark e-mails high priority or urgent. If your message really is urgent or important, use a telephone.

4 **Read the following four e-mails and decide which of the rules in Activity 3 are being broken in each one.**

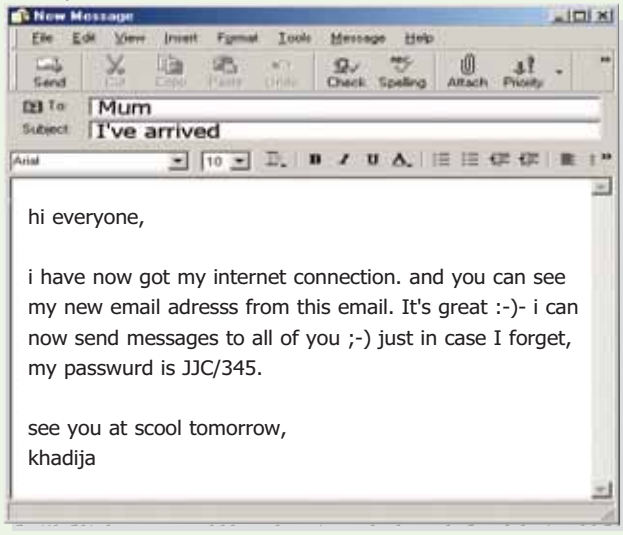
a



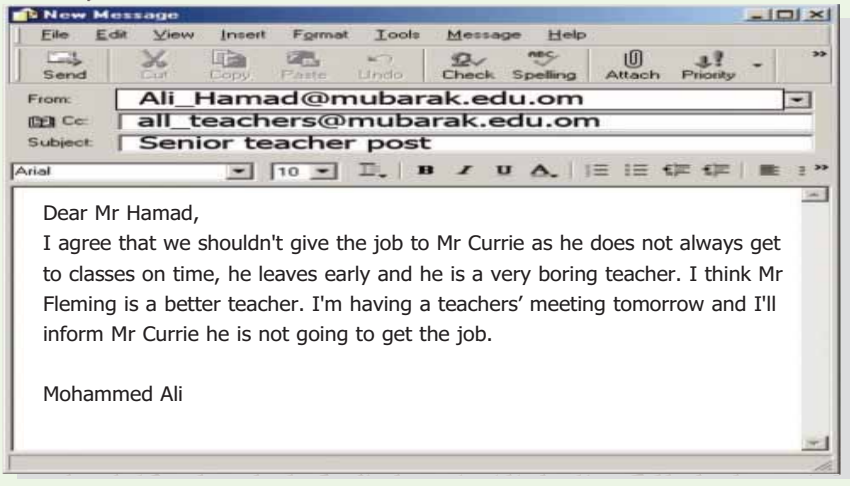
b



c



d



Across Cultures



United Kingdom



Official name:	The United Kingdom of Great Britain and Northern Ireland
Location:	North-western Europe
Capital:	London
Population:	60,975,000
Area:	244, 820 km^2
Languages:	English, Gaelic, Welsh
Currency:	Pound Sterling

The Right Names

People sometimes confuse 'The United Kingdom' (UK) and 'Britain'. But there is a difference. 'Britain' – or 'Great Britain' (GB) - is an island, the eighth largest island in the world. It consists of three countries – England, Scotland and Wales. The United Kingdom is made up of four countries – England, Scotland, Wales and Northern Ireland. The capital of England is London, the capital of Scotland is Edinburgh, the capital of Wales is Cardiff and the capital of Northern Ireland is Belfast.

The 'British government' refers to the government of the UK. It consists of elected politicians, selected from the four countries which make up the UK, who meet in the Houses of Parliament in London. Some laws for Scotland are made by the Scottish Parliament in Edinburgh, and laws for Wales are made in a National Assembly in Cardiff. The national flag of the United Kingdom is called the Union Jack (see picture above).

People and Languages

Many people confuse 'English' with 'British'. But England is only ONE of the four nations in the UK. The Scots, Welsh and Northern Irish are British too. In addition, there are millions of British people whose parents first came to Britain in the 1950s and 1960s from countries like the Caribbean, India, Pakistan and Hong Kong. These people became British citizens, and mostly live in big English cities such as London, Birmingham and Manchester.

Most British people speak English, but Gaelic is also spoken in the west and north of Scotland and Northern Ireland. Welsh is spoken by half a million people in Wales. There are also differences in dialect between different regions of the UK.

British Conversation



Dr Johnson, a famous English writer, said over 200 years ago, 'When two Englishmen meet, their first talk is of the weather.' This is still true. Conversations between British people today often begin with the subject of the weather.

National Stereotypes

Each of the four countries in the UK has a national stereotype. There are certain ideas about what people from each country look like and how they behave. People say that the Irish talk a lot and are very charming. The Welsh have a reputation for being good at singing and acting. The Scots, it is said, are not a very happy or fun-loving nation, and they are also careful with money. Although these descriptions may be true of some people, they are certainly not true of everyone in the country!

London

Over seven million people live and work in London. The business area of London is called the City of London, and is the largest financial centre in Europe. In addition, London has many famous historical buildings, such as Buckingham Palace and the Tower of London. It also has some of the best museums and theatres in the world, and over eighty parks. The most famous parks are Hyde Park, St James's Park and Regent's Park. In Regent's Park, you can find the London Zoo and an open-air theatre, where Shakespeare's plays are performed in the summer.



David Beckham

The British and Sports

Many sports started in the UK. The most popular sports are football, rugby, cricket, golf and tennis. Football is not only the most popular sport in the UK, but also in the world. People in every corner of the world know the name of David Beckham, the famous English football player.

The oldest and most famous golf course in the world is in St Andrews, a town on the east coast of Scotland. Many national and international competitions take place there. Other popular British sports include horse-racing and Formula One auto racing. Another important sport is tennis. One of the most important international tennis tournaments in the world takes place every summer in Wimbledon, in south London. Many people enjoy going to Wimbledon for a day out to watch the tennis, and many more watch it on TV.

The Big Ben clock overlooking the Houses of Parliament. Seen here with one of London's famous red telephone boxes.



Cultural Comparison

Places and People

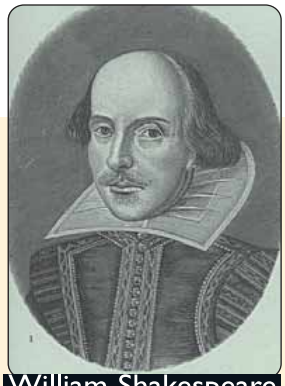
- How is Oman organised? What are the different regions?
- What are the most important cities in Oman?
- What languages are spoken in Oman? Are there regional differences?
- Are there regional stereotypes in Oman? Give examples.

Think about these questions and write some notes for visitors to Oman. Put your notes into your portfolio.

Reading for Pleasure

Genre: Biography

William Shakespeare


William Shakespeare

Introduction

William Shakespeare was a great English dramatist and poet – perhaps the greatest dramatist ever. He wrote more than 35 plays and 150 poems. Like other playwrights of his time, he was also an actor, and acted in many of his own plays. Today his plays are still performed in theatres all over the world. Many have been made into films. But we don't know much about Shakespeare's personal life. Many things about him remain a mystery.

Birth and Early Life

William Shakespeare was born in 1564 in the town of Stratford-upon-Avon, in the central part of England. Nobody knows the true date of Shakespeare's birth. But it is agreed that it is probably 23 April. This is also St George's Day – the English National Day.

Shakespeare's father was John Shakespeare, a merchant and important man in local government. John married Mary Arden, who was from an important family in the area. John and Mary had eight children. Shakespeare was sent to grammar school in Stratford. He learned Latin and Greek, and studied the great classical writers and dramatists. But he never went to university. When Shakespeare was 14, his father had money problems and could no longer afford the school fees. So Shakespeare had to leave school.

When Shakespeare was 18, he married Anne Hathaway, a woman eight years older than himself. Anne came from a lower class of family than Shakespeare's, and could not read nor write. Shakespeare and Anne had a daughter, Susanna. Later, they had twins – a boy, Hamnet, and a girl, Judith. Sadly, Hamnet died at the age of 11 from the plague - a terrible disease that spread quickly among the people of England.

The Globe Theatre in London


The modern day Globe Theatre

In his early twenties, Shakespeare left his wife and family and went to London. He wanted to become a professional actor and dramatist. By the 1590s he was acting in and writing plays for 'companies' – groups of actors performing in large open air theatres. Shakespeare wrote his first play at the age of 25.

In 1599, Shakespeare and some other actors bought the Globe Theatre in south London. At that time, going to the theatre was very popular, not only with ordinary people but also with royalty. Shakespeare acted before Queen Elizabeth I and, after Elizabeth died, King James I. King James honoured Shakespeare and his acting company. In return, Shakespeare called his company 'The King's Men.'

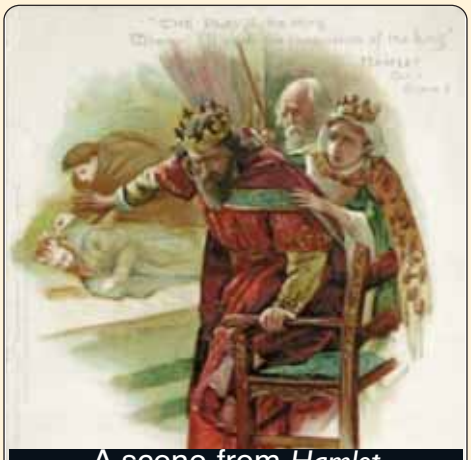
When you went to the Globe, you put a penny

in a box by the door. This allowed you to stand in front of the stage. To sit on the first balcony, you put another penny in a box held by a man at the bottom of the stairs. To sit on the second balcony, you put money in another box. When the play started, all the boxes were taken to a room called 'the box office'. Today, when you go to the theatre, you still buy your ticket from 'the box office.'

The Globe Theatre was burned down in 1613. But in the 1990s, a new Globe Theatre was built on the same site. So today you can watch Shakespeare's plays in the same setting as the people in Shakespeare's time. However, there is one important difference. Today, the female roles are played by actresses. In Shakespeare's time, the actors were all men. The parts of women were played by men with soft voices.

Shakespeare's Plays

Some people do not think that Shakespeare's plays are all his own work. Sometimes, if a play was not popular, it was rewritten by other people. Sometimes writers took ideas from other acting companies. But most experts feel that, even if not every word in every play was written by Shakespeare, the plays are mostly his own work.



A scene from *Hamlet*

Shakespeare wrote three kinds of plays – tragedies, comedies and historical plays. None of his plays were published during his lifetime. Shakespeare's most famous tragedies are *Hamlet, Macbeth, Romeo and Juliet, Othello* and *King Lear*. They are about the effects of fate and bad luck on people's lives. His most famous comedies include *A Midsummer Night's Dream, As You Like It* and *Twelfth Night*. These are funny because they contain many misunderstandings between characters.

Shakespeare's Death

Shakespeare died on 23 April, 1616 at the age of 52. His grave is at the Holy Trinity Church in Stratford. He was a rich man when he died. He left most of his money to his daughter, Susanna, but he left his wife, Anne Hathaway, his 'second best bed.'

Before he died, Shakespeare wrote these words for his tombstone.

Blest be the man that spares these stones
And cursed be he that moves my bones.

Until now, Shakespeare's bones have never been moved. The greatest English dramatist has rested in peace for over 300 years.



Shakespeare monument in Stratford-Upon-Avon

If you have enjoyed reading about William Shakespeare and would like to read more about one of his plays, turn to page 13 of your Workbook.

Review and Reference

1

In this theme you have learned how to

- use vocabulary related to communication and telecommunication
- differentiate between the present simple and the present continuous
- talk about mobile phones
- use SMS language
- improve your communication skills
- analyse what makes a conversation successful
- make conversation using everyday phrases
- analyse the different parts of an e-mail
- write an e-mail

2

You have discussed:

- the use of body language in communication
- different ways of communication
- the expansion of the internet
- the advantages and disadvantages of mobile phones
- how a successful conversation is made up
- the correct way to write an e-mail

3

Glossary of selected words from this theme:

• **blog** (n)	online diary
• **communication** (n)	exchange of information to express thoughts and feelings
• **confident** (adj)	being sure you have the ability to do something well
• **connect** (v)	to join two or more things together
• **conversation** (n)	informal talk in which people exchange news, thoughts and feelings
• **download** (v)	to move information from a computer network to a small computer
• **gesture** (n)	movement of part of your body to show what you mean or how you feel
• **Internet** (n)	computer system that allows millions of computers around the world to exchange information
• **job interview** (n)	formal meeting to find out whether someone is suitable for a work position
• **laptop** (n)	small computer that you can carry around
• **liar** (n)	someone who says things that are not true
• **message** (n)	piece of spoken or written information that you want someone else to have
• **mobile phone** (n)	a telephone that you can carry around with you
• **online** (adj)	connected to other computers through the Internet

Theme 2
Those Teenage Things



1 **What do you think 'adolescence' means?**

a a time when everything changes
b the time before someone gets married
c the period between childhood and adulthood
d the training period for a new job

2 **Read the text below and check that you understand the meanings of the words and phrases in bold. Use a dictionary to help you.**

Adolescence is a time of excitement, but also of **angst**. It brings many changes; the new-found joys of **hanging out** with friends, but also unwelcome physical changes like **acne**. Relationships with adults change too. **Teens** complain that parents are **suspicious** and **critical**; parents complain about teenage **mood swings**. More than ever, a teen needs a good **circle of friends**, but sometimes **peer pressure** leads teenagers into bad habits. And with the growing **influence** of the Western **media** and the Internet, are young Omanis in danger of forgetting their own culture?

Unit 1 Goodbye to Childhood

1 **During adolescence, young people begin to ask themselves questions. In groups, read the questions below and discuss the ones you have asked yourself. What other questions have you asked besides these?**



2 **Skim the reading text below on 'Adolescence'. In your exercise book, note down the number of the paragraph that deals with the following topics.**

a relationship with family
b the nature of adolescence
c physical changes
d mental changes

Adolescence

1 Adolescence is the stage of human development after childhood. It is a time of transition – when a young person changes from being a dependent child to an independent adult. It occurs during the teenage years from approximately thirteen to nineteen. Adolescence is an exciting time of discovery and new things, but it can also be stressful and confusing. It is not only teenagers who may be confused – their parents may be too. Their sweet little boy or girl seems to be a different person!

2 The start of adolescence is marked by physical changes. These are caused by changes in hormones, the chemical substances produced by your body. Firstly, there is a noticeable increase in weight and height. This is known as a growth spurt. Typically, girls begin their growth spurt much earlier than boys, even as young as 10 years of age. Boys' growth spurt occurs between 12 and 17 years. The other major physical change is the onset of puberty. Boys' voices 'break' and become lower and deeper.

3 The hormonal changes going on in adolescents cause mental changes too, particularly in the way that teenagers see themselves. Adolescents tend to think they are very important. They think about themselves a lot, so they believe – often mistakenly - that everyone is looking at them and making judgements. They become self-conscious and are easily embarrassed, for example by acne, ugly red spots which appear on the face or neck during the teenage years.

4 As young people move from childhood to adulthood, they start thinking about the world outside their families. On the one hand, they want to be independent and make their own decisions. They don't want to be told what to do. On the other hand, they still need the security offered by their families. They are not yet ready to face life on their own. Friends are extremely important to teenagers. But if a teenager regards his friends as more important than his family, this will cause family conflict.

top tip

Looking for the main ideas in a reading text

Don't read every word when you are skimming a text. You just need to be able to understand how the text is organised. Read it as quickly as possible and identify the main ideas.

3 **Find words in the text that have similar meanings to the words or phrases below. Write the words and their meanings into your exercise book.**

Example: period between 13 and 19 (paragraph 1) = adolescence

a change (paragraph 1)
b worrying (paragraph 1)
c related to the body (paragraph 2)
d sudden increase (paragraph 2)
e related to the mind (paragraph 3)
f small round marks on the skin (paragraph 3)
g feeling of safety (paragraph 4)
h disagreement (paragraph 4)

4 **Answer the following questions about reading the text 'Adolescence' on page 18.**

a How is adolescence described?
b How is the growth spurt in adolescent girls and boys different?
c What is acne?
d How may a teenager's friends become the cause of family conflict?

TIME TO TALK

Teenage Stereotypes

The stereotype of the typical teenager is someone who:

- is selfish and lazy
- thinks they know everything
- has mood swings
- does not communicate well with parents
- spends too much time in bed
- is very untidy



In groups, discuss to what extent this stereotype is true of teenagers in Oman. Can you think of others?

Unit 2 Teens and Adults

1 **In groups, read and discuss the questions below.**

a In what ways, if any, has your relationship with your parents changed since you became a teenager?

b Why do you think parents and teenagers sometimes find it difficult to communicate with each other?

c Is the relationship between parents and teens easier if a teen has older brothers and sisters?

2 **Teachers as well as parents worry about teenage behaviour. Read the dialogue between Mr Hamed, an English teacher, and Nasser, a 17 year old student. Have you, or has anyone you know, been in a similar situation?**



Nasser: You wanted to see me, Mr Hamed?

Mr Hamed: Yes, Nasser, I did. What was wrong with you in class today?

Nasser: What do you mean?

Mr Hamed: You were falling asleep in my lesson. You weren't paying attention to my questions. When I looked at you, I saw that your eyes were closing. And you were snoring too!

Nasser: No, really, Mr Hamed, I . . .

Mr Hamed: What time did you go to bed last night?

Nasser: Er . . um . . . ten o'clock. I did my homework, then I watched a bit of television, then I went to bed.

Mr Hamed: (suspiciously):

Did you go to sleep straightaway?

Nasser: Well . . . er . . . no, not exactly. I was working online, then I chatted to one or two friends.

Mr Hamed: In other words, you were chatting on the Internet all night. What time did you really go to sleep?

Nasser: Um . . . half past two, I think. No, three.

Mr Hamed: So that's why you're so tired today. Now listen to me, Nasser. You can't go on like this. You need to get more sleep. You've got exams soon. Don't let this happen again!

GRAMMAR RECALL

Past Simple and Past Continuous

Read the sentences on the left and match them to a usage on the right.

1. I was doing my homework when my friend knocked on the door.
2. In March 2009, Oman won the Gulf Cup.
3. She was wearing a lovely pink dress and silver shoes.

Use the past simple to describe:

a. a completed action in the past

Use the past continuous to describe:

b. an ongoing activity in the past

c. something that was happening in the past when another action happened

3 **Find examples of the past simple and past continuous in the dialogue between Mr Hamed and Nasser in Activity 2. Then read the sentences below and choose the best form of the verb in each.**

a We **were having/had** dinner when there was a power cut.

b J.K.Rowling taught English before she **wrote/was writing** the Harry Potter books.

c When I first lived abroad, I **experienced/was experiencing** many problems.

d What **were you doing/did you do** at four o'clock yesterday afternoon? I **was drinking/drank** coffee with my friends.

e The film was so boring that I almost **fell /was falling** asleep.

ACTIVATE YOUR ENGLISH

Role Play – Parents and Teens

Work with a partner. Create a role play between a parent and a teenager, based on one of the things in the list below. Act it out, then change roles and create a new role play based on another item in the list.

Student A: You are a parent. You are not happy with your teenage son or daughter's behaviour involving ONE of the following:

- their mobile phone
- the Internet
- a car
- a new friend
- their homework
- their choice of career

Student B: You are a teenager. Listen to your parent's views then try and explain your point of view to them. Try and reach an agreement that resolves the problem.

Unit 3 Teenage Friendships

1 **Friendships are extremely important to teenagers. Teens often think that their friends are the only people in the world who can understand them. In groups, discuss these common teenage questions about friendship. Do you have a question of your own that you would like to discuss?**

I like my friends but I don't always like what they do. What shall I do?

Why do all my friendships seem to be changing?

I still like my old friends, but they aren't interested in the same things as me any more. What can I do?

How can I begin a new friendship with someone I like?

My parents don't like my friends. What can I do?



2 **Listen to an interview with Emily, a 17 year old student at an international school in Muscat. Before you listen, read through the five questions below. As you listen, make notes in your exercise book to answer the questions. Discuss your answers with your group.**



a How important are Emily's friends to her?

b What qualities are important to her in a friend?

c Does she have friends from other countries? If yes, which countries?

d What are the benefits of having friends from other cultures?

e Has she had difficulties because of having friends from other cultures?

3 **In groups, discuss the letter below to a problem page from a 16 year old boy. Think of some possible reasons for this boy's problem.**

Dear Counsellor,

I'm writing to you about a very worrying problem. I can't seem to maintain friendships. When I become friendly with another boy, it's OK at first. But then after a time, the other boy loses interest in me and doesn't talk to me any more.

Everyone in my class has a good circle of friends. But not me. I feel so lonely because, when I have a problem, I don't have anyone to share it with. What can I do?

Yours, Lonely

What advice would you give him? Choose one person from your group to present your advice to the rest of your class. Use the language of giving advice, such as:

You should .....
Our advice is that .....
A good idea would be to .....
We think the best thing for you to do is .....

4 **Read the poem below written by a teenage girl, Hilary, to her best friend. Before you read it, think about these questions**

a What is the situation described in the poem? Why is it so hurtful?

b What do you think Hilary should do now?

Change
by Hilary

I'm sorry that I said that,
I know that it was wrong,
I didn't want to hurt you,
I've known you for so long.

But I do mind that our friendship
Is shared by someone new,
We've been best friends for ages,
It was cool to be just two.

You're closer than my family,
We've hung out since Grade Nine,
Now your new friend's always with you
And you seem to think that's fine.

Perhaps that's just what happens,
And I should feel OK,
But I can't pretend I'm happy,
So I won't come round today.



Unit 4 Western Influence – Good or Bad?

1 **Look at the pictures. Which are associated with traditional Omani culture and which with modern Western culture? Discuss whether you like or dislike those things.**

a 

b 

c 

d 

e 

f 

g 

h 

i 

j 

k 

l 

2 **Quickly read through the phrases in the box below. Draw two columns in your exercise book. Write 'Eating' at the top of the first column and 'Shopping' at the top of the second column.**

Listen to the editor of an Omani magazine talking about teenagers. Which phrases do you hear? Do they go with 'Eating' or 'Shopping' or both? Write the numbers of the phrases into the appropriate column. **Note**: Two phrases apply to both 'Eating' and 'Shopping'.

1 fast food outlets
2 fashionable shoes
3 hats and sunglasses
4 Western fashions
5 stylish jeans
6 pizzas and burgers
7 shopping malls
8 quick and convenient
9 delicious and tasty
10 cool places to hang out
11 fun activities
12 changing tastes

SOUND BITES

Asking Questions

Do you think . . . ?
Why do you think . . . ?
Can you give me some examples?
What kind of changes?
What are the main areas?
Is there anything that . . . ?
How do you mean?
Can you tell me . . . ?







3 **Make a list of five things that are important to you as a teenager (clothes, mobile phone). Look at a partner's list and ask him/her for information about these things, using some of the phrases in the Soundbites box. Use other question words as well.**

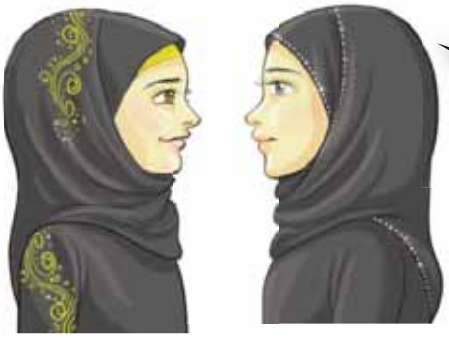
Examples: *Why do you like American movies?*
What kind of fast food do you like?
Where do you buy your clothes?

4 **Read the opinions below expressed by teenagers. Do you agree with them? Discuss them with your group. Then write down some statements of your own about things that are apply to you. Explain to a partner why they are important.**

"I'm in love with fast food."

"I can't live without the Internet."

"My best friend is my mobile phone."



"My life is music."

Unit 5 Teenage Angst

1 Read the three letters below from teenagers to a problem page Auntie. Then discuss the questions below.

a What is each teenager worried about?

b In groups, discuss what advice you would give the writer of each letter.

A Dear Auntie,



I'm a 16 year old boy and generally I enjoy my life. I'm good at my schoolwork and I get on well with most of my classmates.

However, things change when I play football with my friends. They are crazy about football. But I don't enjoy it at all. I make lots of mistakes. I'm also a bit overweight so I can't run as fast as my friends. Most of the time, my friends laugh and forgive my mistakes. But sometimes they get really angry with me.

I know this problem will happen many times. What can I do?

Yours,
Nabil

B Dear Auntie,



I'm very worried about my schoolwork. I used to be an excellent student and I always got good grades. But now my marks have dropped in almost every subject. My teachers keep telling me that I can do better. My parents say the same thing.

The problem is my homework. I know that I don't spend enough time on it. But I find it very difficult to concentrate on my homework for more than a short time. I get distracted very easily. And when I sit in front of my computer, I get a headache.

I'm under a lot of pressure from my parents to do well. Please help me!

Yours,
Taha

C Dear Auntie,



My parents keep telling me to decide what career I want. I'm only 15 and I think it's too early to make a decision. I just want to focus on my schoolwork and exams right now.

My father is a doctor and he wants me to be a doctor too. But I'm not interested in medicine. I'm more interested in art. Recently I saw a TV programme about fashion designing. Now I want to go to Italy and train to be a fashion designer.

How can I make my father understand my career interests? And if I decide to be a fashion designer, how can I achieve my dream?

Yours,
Munira

Adapted from letters to Khala Zaitoona, Youth Observer

2 **Draw three columns in your exercise book. Write the headings 'Letter A', 'Letter B' and 'Letter C' at the top of each one. Read the sentences below. Each sentence is part of the Counsellor's answer to the three letters above. Decide which answer they best go with and write its number into the correct column.**

1. Has your study environment at home changed recently?
2. Why don't you just watch your friends play?
3. Give yourself more time to decide.
4. Have you thought about going on a diet?
5. First, do some research about fashion designing.
6. Do you need glasses?
7. Try and introduce your friends to another sport.
8. Set yourself time limits for your homework tasks.
9. Talk to your father about your interests.

top tip

Checking for errors

When you have finished a piece of writing, always take time to proofread and edit it for errors in grammar and spelling. Proofreading means looking for errors. Editing means correcting the errors.

3 **Read the phrases below. They are phrases we often use when writing informal letters or e-mails in English. Decide if they would go at the beginning or end of the letter or e-mail, or in either place.**

a Take care, speak soon.

b How are you?

c I really miss you!

d Sorry I haven't replied before, but . . . .

e I can't wait to see you again.

f Look after yourself.

g PS I'm attaching some photos.

h Hi there!

i How are things with you?



Across Cultures



United States of America

Official name:	The United States of America
Location:	North America, between the Pacific and Atlantic Oceans
Capital:	Washington, D.C.
Population:	308,000,000
Area:	9,631,418 km^2 (50 states and district of Columbia)
Languages:	English, Spanish, other Indo-European and Asian and Pacific languages
Currency:	US dollar



The United States of America is the third or fourth largest country in the world by area (after Canada and Russia, and possibly China), and the third largest by population (after China and India). It is often called by a short form of its name – the United States, or the USA, the US, America or just 'the States'. It consists of fifty states, and is a democratic republic with an elected president and parliament (the United States Congress). The building where the US President lives and works is the White House in Washington, D.C.


The White House, in Washington DC

History

The first settlers on the North American continent probably came from Asia. They were the ancestors of the native North American tribes known as American Indians. In the early 16th century, immigrants started arriving from Europe to hunt and trade. In the 17th century, the British founded colonies on the east coast, and in 1624 the Dutch founded the city which is now called New York. In the late 18th century, there was a war between the people in the American British colonies, and the government of Britain. The British lost, and on 4 July 1776, the United States issued a 'Declaration of Independence'. 4 July is now America's national holiday, with fireworks and street parties taking place through the whole country.

For many years, immigrants continued to arrive in search of 'the American Dream.' They believed they could find gold and new opportunities, and that, in America, everyone had a chance of becoming rich and successful. So people came from every corner of the world. Labour was cheap so towns and cities

were built quickly. In addition, an efficient transport system of roads and railways was built to connect the cities. The new railways made it easy for people to get from the east coast to the west.

Geography and Climate

The USA has a wide variety of geographical features like mountains and forests, deserts, lakes and rivers. The highest mountain is Mount McKinley in Alaska (6,194 metres). The Mississippi-Missouri River, which runs mainly north-south through the heart of America, is the fourth longest river system in the world. Because the US is so huge, you can find most climate types there, including extreme weather. The states near the Gulf of Mexico suffer from hurricanes and tornadoes. In 2005, Hurricane Katrina caused severe damage along much of the Gulf Coast, including the city of New Orleans.

Science and Technology

The United States has been a leader in science and technology since the late 19th century. In 1876, Alexander Graham Bell was awarded the first US patent for his invention of the telephone. Thomas Edison developed the phonograph, the light bulb and the first movie camera. In 1903, the Wright brothers made the first flight. And on July 20, 1969, America became the first nation to land a man on the moon, Colonel Neil Armstrong. He spoke the historic words, "One small step for man, one giant leap for mankind."



The first man on the moon

Hollywood and the Film Industry

The US film industry is mostly based in and around



Hollywood, a neighbourhood of Los Angeles on the west coast of America. Film companies first moved to Los Angeles in the early 19th century. This was because the Hollywood area had a lot of sunlight, and the best source of light for movie picture production is natural sunlight. Today Hollywood is still the centre for movie stars and movie studios – companies which make films. It has produced extremely famous and commercially successful films such as Star Wars (1977) and Titanic (1997).

New York

New York is one of the most exciting cities in the world. It is sometimes referred to as 'the Big Apple' and also 'the city that never sleeps.' It is the USA's largest city, and also the most densely populated. It has amazing skyscrapers, excellent theatres, museums, art galleries, parks, restaurants and shops. New York is home to the headquarters of the United Nations, so it is an important centre for international affairs. There are many famous landmarks such as the Statue of Liberty, the Empire State Building and Times Square.



The Statue of Liberty in New York

Cultural Comparisons
Transport

- How many ways can a visitor arrive in Oman?
- How can people get around in cities in Oman?
- What is the best way to travel between cities?
- What kinds of transport may be planned for the future in Oman?

Think about these questions and write some notes for visitors to Oman. Put your notes into your portfolio.

Reading for Pleasure

Genre: Biography

Teenagers Who Changed Things

Joan of Arc (1412 – 1431)

Joan of Arc was a French peasant girl. She grew up in a small village in France and had very little education. She could not read or write. But she was strong, active and very brave. At the age of seventeen, she saved her country from the English.



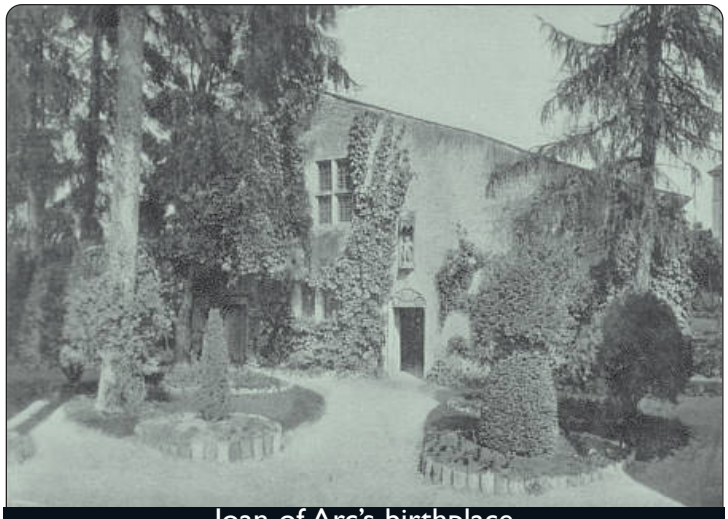
Joan of Arc



Map showing France and England

At the time of Joan's birth, France and England were enemies. They had fought each other for many years. But when Joan was born, the English were stronger than the French. They had attacked and captured many French towns. The French army was weak, and the people were tired from all the fighting. In addition, there was no strong leader in France. The French King, Charles VI, was mad and often unable to rule. He believed he was made of glass!

Joan loved her country. She saw that the people of France had lost their spirit and were too weak to fight any more. This made Joan very sad, and she wanted to do something to help France. When she was only twelve years old, she was out alone in a field near her home. Suddenly she heard voices in the sky. The voices told Joan to drive the English out of France. From that time, Joan knew what she had to do.



Joan of Arc's birthplace

The Siege of Orléans

There was an important French city called Orléans, in the north of France on the River Loire. The English had attacked and captured all the other French towns in the north, but Orléans refused to surrender. The people of Orléans would not give up their city to the English. But Orléans was under siege. The English army had surrounded it and the people could not get out. There was very little food and water, and there was a lot of disease. Many babies and children had died. The French army were nearby, but the French leaders did nothing. They were afraid to attack the English army because it was so strong.

Joan went to Orléans on 29 April 1429. She met with the leaders of the French army. "You must

have courage," she told them. "Don't wait for the English army to attack you. Attack them first. You will win, I promise you." At first, the leaders of the French army laughed at Joan. What could a simple girl from a farm know about fighting? But Joan was very sure that she was right. So finally they followed her advice. They attacked the English army and won a great victory. Many English soldiers were killed, and at last Orléans was free.



Tower where Joan of Arc jumped from

Success and Capture

News about Joan spread far and wide in France. Everybody started to believe in the "Maid of Orléans " as she was called. Joan went on to capture other French towns, and take them back from the English. She also helped to put a new French King, Charles V11, on the throne. Charles made Joan the leader of the French army. For two years Joan was very successful and won many battles. She wore men's clothing and had her hair cut short. When she rode into battle at the head of her soldiers, she wore shining white armour. She was strong and brave, and the soldiers followed her gladly.

But on 23 May 1430 Joan was very unlucky. She was knocked off her horse during a battle. Then she was captured by some people who sold her to the English for a large amount of money. The English moved Joan from prison to prison. She tried to escape many times but she was not successful. Once she jumped from the top of a high tower, but she was found and taken prisoner again.



Joan of Arc's execution

Trial and Death

Joan was taken to a French city called Rouen and put on trial. She was accused of being a witch, a very serious crime. The judges said that Joan had used black magic to make people follow her. Many unfair things happened during Joan's trial. The judges wanted to prove that Joan was guilty. So they asked her confusing questions to try to trick her. But Joan answered their questions well with simple clear answers. So then they wrote down false information about her in the court records.

Finally, Joan was found guilty of being a witch. In those days, the punishment for witchcraft was death by burning. On 30 May 1431 Joan was taken to the market place in Rouen. She was tied to a stake, a long pointed piece of wood pushed into the ground. A huge fire was lit, and Joan was burned. She was nineteen years old.

But many people were angry about Joan's death. They believed that her trial was unfair and that Joan was innocent. In 1455, after the war with England was over, a new investigation was opened. As a result, Joan was declared innocent. Today she is regarded as a national heroine by the people of France.

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

You can read about another French teenager who changed things on page 27 of your Workbook

Review and Reference

1 **In this theme you have learned how to:**

- use language associated with adolescence
- identify the main ideas in a reading text
- talk about completed and ongoing actions in the past
- predict information in a listening text
- listen for specific information
- ask questions in a variety of ways
- proofread and edit your work using a simple correction code
- write a letter to a problem page

2 **You have discussed:**

- the changes brought about by adolescence
- relationships between adults and teens
- teenage friendships
- Western influence on things important to teenagers
- some teenage problems and possible solutions

3 **Glossary of selected words from this theme:**

- **adolescent** (n) young person between the ages of 13 and 19
- **conflict** (n) state of disagreement or argument between people
- **cool** (adj) attractive and fashionable
- **edit** (v) correct errors in a piece of writing
- **emotional** (adj) relating to feelings
- **growth spurt** (n) noticeable increase in weight and height
- **hormone** (n) chemical substance that causes changes in the body
- **interrogate** (v) ask someone a lot of questions
- **moody** (adj) changing quickly from being good-tempered to bad-tempered
- **proofread** (v) look for errors in a piece of writing
- **self-esteem** (n) feeling you are a person of value or worth
- **transition** (n) period of change

Theme 3
Travellers and Tourists

1 **Match each photograph with a type of holiday in the box.**

safari holiday	**sightseeing tour**	**camping trip**	**adventure holiday**
cruise	**history tour**	**sailing holiday**	

a 

b 

c 

d 

e 

f 

g 

2 **Read the text below and check that you understand the meanings of the words and phrases in bold. Use a dictionary to help you.**

Whether you want **stunning** scenery, lively nightlife or **thrilling** adventure, there's something for everyone in today's **tourism industry**. If you want to explore **unspoilt** natural environments, enjoy **luxurious** hotels, relax on a **secluded** beach or seek out fun and excitement in a large, **cosmopolitan** city, a **tour operator** will be able to make it happen. Whatever your taste – **traditional** sun-and-sand or **exotic** go-it-alone adventure – someone, somewhere will be able to help you fulfil your dreams.

Unit 1 Types of Tourism

1 **Four representatives from travel companies are talking at a conference for tour operators. Each company specialises in a different type of tourism or holiday. Read the phrases in Box A to the right of the picture, and the four types of tourism in Box B underneath. With a partner, match each phrase to the type of tourism with which it is best associated.**



A

a bungee jumping
b luxury yacht hire
c local festivals
d going on safari
e experienced crews
f museums and theatres
g whale watching
h white water rafting

Now check your answers by listening to the descriptions of the holidays on the CD.

B

1 Wildlife Holidays
2 Cultural Tourism
3 Extreme Sports Tourism
4 Sailing Holidays

2 **Look at pictures 1-6. Read the list of types of tourism and holidays in the box. Match each picture to a type of holiday. Which type of holiday has no picture?**

1



a cooking holidays
b literary tourism
c ice tourism
d space tourism
e adventure tourism
f painting holidays
g bird-watching holidays

2



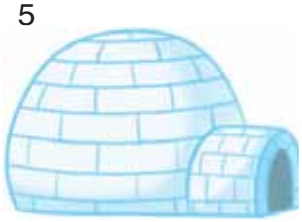
3



4



5



6



3 **Read the five advertisements below and decide which type of holiday each one is advertising. Use the information in Activities 1 and 2 to help you. Choose one new word from each advertisement, and check its meaning. Write the words and their meanings into your exercise book.**

Classified

a



From white water rafting and skydiving in Portugal to hiking in Turkey, snowboarding in France and canoeing in Croatia, we have trips for sporty people of all ages.

Excitement guaranteed.
Call *Adventure Sports Holidays* on 020 387 9843 for an unforgettable holiday of a lifetime.

b

Would you like to be taken on an amazing journey across mountains of snow to a fairy-tale hotel built entirely of ice?
If so, **Truly Cool Holidays** are for you.
Experience a snowmobile safari and try your hand at ice-fishing at our 'cool' Ice Palace Hotel north of the Arctic Circle.



Call us on 876 4532 and hurry – the hotel melts in early May!

c



Looking for a creative holiday among relaxing scenery? Perfect Pictures offers painting holidays on beautiful islands off the coast of Scotland and Spain. It doesn't matter whether you are a beginner or an expert; our teachers will help you create a masterpiece. And at the same time, you can make new friends and enjoy eating in local restaurants.

Interested?
Then call us now on 623 4087

d

'Safari' is a Swahili word meaning journey. Our company, Journey through Africa, takes you on wonderful safaris by air, land and water. You will stay in comfortable camps, and see an amazing variety of wildlife in their natural habitats. You can view the animals from the air by balloon, from an open-topped 4WD as you explore on land, or from the water, as you travel smoothly along in a canoe.

For further details call us on 857 2978

e

Do you enjoy food and travel? Learn to cook delicious meals in wonderful surroundings with **Food in Faraway Places**. Our expert chefs will take you to local markets to choose fresh ingredients and guide you in producing fantastic meals. What better way to learn about a country than through its food?

So call us now on 328 9880

Why not visit the amazing… Spectacular scenery and … the Isle of…

top tip

Dealing with matching activities

As a first step in a matching activity, look for the key words or phrases in the items to be matched. These will direct you to the correct answers more quickly.

4 **Discuss which advertisements in Activity 3 feature the following things.**

1 the coldest holiday
2 creating a work of art
3 wild animals
4 a holiday on an island
5 accommodation that disappears
6 a variety of physical activities
7 visiting local markets

TIME TO TALK

In groups, discuss these questions:

1 What are the benefits and disadvantages to local populations from foreign tourism?

2 Are the advantages greater than the disadvantages? Give your reasons.

Think about the effects of tourism on local:
- traditions
- ways of thinking
- economy
- awareness of other cultures

Unit 2 Getting There

1 **A group of people who live in Dubai are planning to take a short holiday break in Salalah. Read the jumbled paragraphs from the brochures of two different travel companies. One offers a bus trip and the other direct flights from Dubai to Salalah.**



Sort the paragraphs into the two different brochures. Then put the paragraphs in the correct order. Write the letters of the paragraphs into your exercise book.

a During the two-hour flight you will be able to look out of the windows and see the exciting skyline of Dubai, the magnificent Hajar mountain range and the stunning red sand dunes of the Rub al Khali – the so-called Empty Quarter of the Arabian Desert.

b After Nizwa the bus will drive through to Salalah, stopping for lunch in Hayma. The bus will stop in Thumrait at 6pm and our final destination will be Salalah, arriving at 6.45pm.

c You will board your luxury bus at Dubai bus station in Deira at 7.30am. Don't forget to arrive early as the morning traffic in the city is famous for causing delays. The drive to the border at Al Ain/ Buraimi will take approximately 45 minutes.

d On arrival at Salalah Airport you will be met by a representative of *Dhofar Heights*. Then you will be chauffeur-driven to the luxury five-star resort, half an hour's drive from the city.

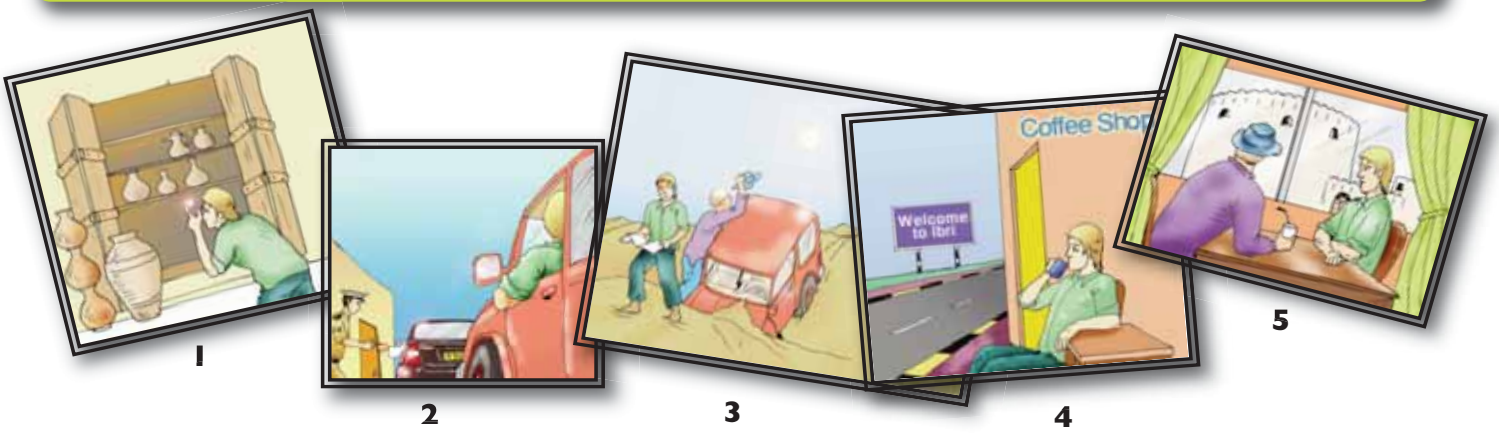
e On arrival at the border you will pass through the border control post where you will need to buy a travel permit. Remember to bring your passport or ID card – you will not be allowed back on the bus or into Oman without it. Border formalities will take approximately 30 minutes.

f A chauffeur-driven car will arrive at your hotel to pick you up at 7:10 am. After a short drive through the early morning traffic, the limousine will drop you at Terminal 1 of Sheikh Rashid Airport for your flight to Salalah.

g From Buraimi the bus will take the most direct route through to Salalah. There will be a refreshment stop in the historic town of Nizwa. Please do not spend longer than 20 minutes.

h At the airport you will be met by a company representative who will escort you through airport formalities. You will depart from Dubai on Speedy Flight SF698 at 9:30 am and will land in Salalah at 11am.

2 **Another traveller is going to drive to Salalah. Listen to the message he leaves on a friend's answering machine. Find the picture of the thing he does NOT mention in his message.**



3 **Listen to the message again and decide whether the following statements are true (T) or false (F) or if there is no information given (NG).**

a The traveller's name is Steve.
b He has a small car.
c He is going to set out in the late morning.
d He will cross the border at Al Ain.
e He will get a visa for Oman at the border.
f He will visit the fort in Bahla.
g After Nizwa he will only stop for petrol or photographs.
h The number of the hotel is 227893445.
i He is planning to see a friend in Salalah.

GRAMMAR RECALL

Expressing the Future

Read the sentences on the left and match them to a usage on the right.

1 I'm meeting my brother for lunch tomorrow.

2 Do you think England will win the World Cup next year?

3 I'm going to watch TV then go to bed.

4 Perhaps people won't send letters in the future, only e-mails.

5 Which pen do you want? I'll have the blue one.

6 I'll help you do your homework.

a Use *will/will not (won't)* for expressing prediction.

b Use *will/will not (won't)* for expressing offers and promises.

c Use will/will not (won't) for expressing decisions that are made at the moment.

d Use 'going to' for talking about future plans and intentions.

e Use the present continuous for talking about arrangements in the future.

4 **Read the sentences a – i in Activity 3 again. Find three sentences which show different ways of expressing the future. Then read the sentences below and choose the best forms of the verbs.**

a We**'re going to go/will go** to Dubai at the weekend. Do you want to come?
b What do you think **will happen/is happening** in the next ten years?
c I can't come with you tomorrow because I**'m visiting/will visit** my parents.
d I promise I**'ll work/am working** harder next year.
e That man is driving too fast. He**'s going to have/is having** an accident soon.
f Machines can do a lot of things but they **won't replace/are not replacing** people.
g She**'s meeting/will meet** her friend later today.

ACTIVATE YOUR ENGLISH

Preparing for a holiday

In pairs, decide on a list of ten things that you need to do before going on holiday. Exchange lists with another pair. Decide between you who is going to do those things and when.

Example:

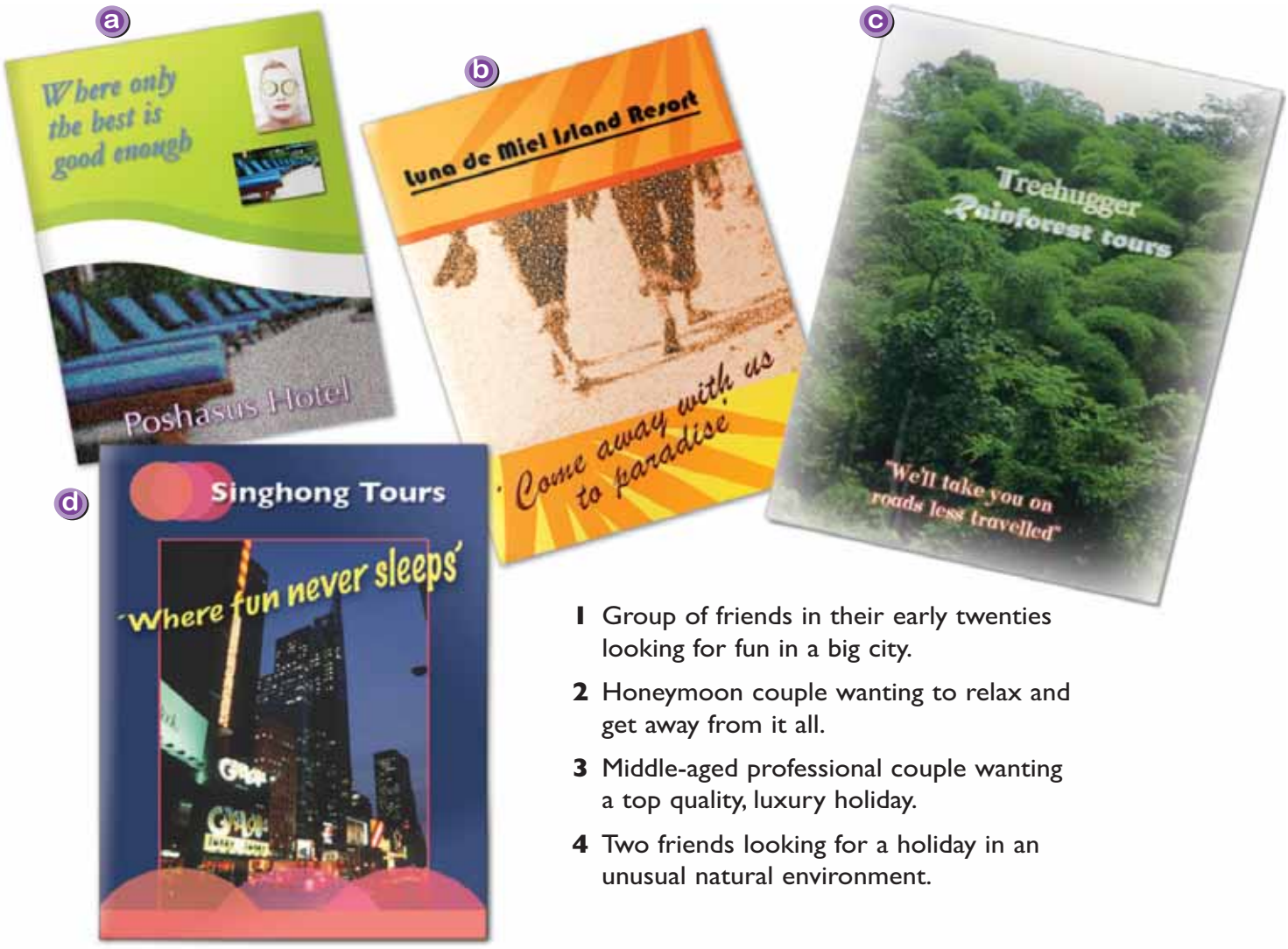
Student A: We need to buy the plane tickets.

Student B: I'm going into town on Wednesday, I'll get them then. We need to change some money.

Student A: I'm going to the bank on Thursday. I'll change it then.

Unit 3 Destinations

1 **Which group of holidaymakers below do you think would be attracted by each brochure?**



1 Group of friends in their early twenties looking for fun in a big city.

2 Honeymoon couple wanting to relax and get away from it all.

3 Middle-aged professional couple wanting a top quality, luxury holiday.

4 Two friends looking for a holiday in an unusual natural environment.

2 **All the adjectives in the box below are used in holiday brochures to persuade holidaymakers to choose their holidays. With a partner decide which of them you might find in each of the travel brochures in Activity 1.**

Write the words in the boxes in Activity 1 on page 34 of your Workbook.

five-star	cosmopolitan	private	first-class
lively	secluded	rare	unspoilt
dreamy	entertaining	superb	vibrant
exotic	luxurious	romantic	adventurous

top tip

Learning new vocabulary

When dealing with new vocabulary, it is often helpful to learn phrases rather than single words. This makes learning easier and helps you remember the new words better.

3 **Check the meanings of the phrases in the box below. Write any new words in your exercise book together with their meanings. Then with a partner, choose some of the phrases. Think of places in Oman that the phrases could describe.**

rolling sand dunes	busy souks
variety of wildlife	beautiful beaches
old forts	interesting museums
traditional handicrafts	wooden dhows
expert craftsmen	high mountains

4 **Work in groups of three. Carry out the following role play about choosing a hotel. Try and use some of the vocabulary you have met in this unit.**

Student A

You are a hotel owner. Make notes about your hotel and the kind of facilities it offers (location, beach, sports facilities, restaurants, beauty salon etc). Give your hotel an attractive name.

Students B and C

You are ONE of the following pairs:

- a young couple without children
- a middle-aged couple with two children
- an elderly couple
- two university students

You are going on holiday and looking for a suitable hotel. Decide between you what is important for you and make notes (e.g. if the hotel is near a beach or in town, swimming pool, easy local transport, sports facilities etc).

Ask the hotel owner about what facilities his or her hotel can offer. Then discuss whether it is a good place for you to stay.



Unit 4 Tourist Information

1 **Read these descriptions of popular tourist sites in Dhofar. Then turn to Activity 1 on page 36 in your Workbook.**

1

Al Balid



Established as a city in the 10th Century CE, recent archaeological digs have revealed remains of a large mosque and several other buildings. Excavations have uncovered pottery from Persia, and coins and fine porcelain from China.

2

Tawi Attair – the Well of Birds



Tawi Attair is a natural sinkhole over 100 metres wide and 220 metres deep. It is home to many different species of birds which can be observed flying in and out of the sinkhole during the Khareef - or monsoon - season.

3

Khor Rori/Sumharam



Recent excavations have revealed a walled town. Ancient writing found inside the walls show that the town is the lost Sumharam - the port at the southern end of the famous 'Incense Trail'. The Khor is also one of the best places in Dhofar to study birdlife.

4

Wadi Darbat



This is a natural park with magnificent views of waterfalls, lakes and mountains and - in the summer months - stunning greenery. During the Khareef season there is a 100 metre waterfall and many caves.

5

Mughsayl



This coastal town has over 4km of sandy beaches with tall cliffs where blowholes shoot fountains of water 30 metres high. Khor Mughsayl has many different species of birds.

6

Sadah



Sadah, with its beautiful beaches and stunning coastline is excellent for camping, sailing and diving. The fort at Sadah is one of the most impressive forts in Dhofar. The historic homes of wealthy traders still stand on the shore of the town.

7



Taqah

An interesting town with sandy beaches and a fort, which all tourists should visit. The town is famous for its pottery and silverwork. The fort is famous for its wooden doors and screens.

8



Jarzeez Springs

These natural springs are some of the most spectacular in the Dhofar region. They are about 14 kilometres from Salalah. There are caves to be explored with shady areas for picnicking and relaxing.

9

Mirbat



This coastal port was known in the 9th Century CE for the breeding of horses. Mirbat Fort is famous for surviving an attack in 1970 which threatened to destroy the town and its port. Its beautiful bays are recommended for keen photographers

10

Salalah Museum



This impressve museum has one of the best collections of artefacts found at various archaeological sites in the region. In addition, it has displays of traditional arts and crafts.

SOUND BITES

Making Suggestions

- **May I suggest** that first you take them to visit Salalah Museum.
- **Why don't you** visit Khor Rori with them?
- **How about** taking them to Taqah to visit the fort?
- **You might like to** take them to the Khor Rori Bird Sanctuary.
- **If I were you, I'd** send him down the coast to Mughsayl.

Responding to Suggestions

- **Good idea.**
- **I'd prefer to go to the wadi.**
- **I'd rather go on Thursday.**
- **Let's go diving instead.**

2 **Work in groups of three. Read the instructions in the box below.**

Students A and B

You are visitors to Dhofar. Ask the Tourist Information Centre for some suggestions about sightseeing in Dhofar. Respond to the suggestions and decide what to do.

Student C

You work in the local Tourist Information Centre. Make suggestions about places and things to do in Dhofar using the information on pages 40 and 41.



Unit 5 Designing a Tour

1 **Discuss these questions in groups.**

a Why do people travel to other countries? Think of two or three reasons.

b Which countries would you like to visit? Give your reasons.

c What would you like to see and do there? Give your reasons.





2 **Imagine you are a visitor to Istanbul in Turkey. Read the following list of tours. Which tour would you most like to go on? Tell a partner why this tour would interest you.**

Tours in and around Istanbul

- Boat trip up the Bosphorous as far as the Black Sea. Includes lunch at a famous fish restaurant.
- Bazaar tour. Includes the Grand Bazaar (over 4000 shops), the Book Bazaar and the Spice Bazaar.
- Walking tour of Sultanahmet (old part of Istanbul). Includes visit to Topkapi Palace and other historical buildings.
- Istanbul by night. Includes dinner at a Turkish restaurant and a show of traditional music and dancing.







3 **Read the description of the tour below. Look at the words in the box and decide which word goes best in each blank. Make a list in your exercise book of the numbers 1 to 8, and write a word against each number.**

desserts	*emerald*	*easy*	*contains*
tiles	*historical*	*foot*	*wander*

Walking Tour of Sultanahmet (Half Day)


The Blue Mosque Istanbul

Sultanahmet, at the heart of old Istanbul, is one of the city's most interesting areas. The best way of seeing it is on **(1)** _____. You can find mosques, palaces, museums, restaurants and bazaars all within **(2)** _____ walking distance.

Our tour starts at 9 a.m. at Topkapi Palace, home of the old Ottoman Sultans. We will visit the old buildings of the palace, then spend some time in Topkapi Museum. This museum **(3)**_____ many ornaments and jewels, including the biggest **(4)** _____ in the world.

From Topkapi, it is a short walk to Aya Sofia, one of the most famous **(5)**_____ buildings in Istanbul. From Aya Sofia, we will walk across a square and through a small park to the Blue Mosque. This takes its name from the thousands of blue **(6)** _____ on the inside of its walls.

From the Blue Mosque, our tour will take us to the Arasta Bazaar, where you can find carpets, jewellery, pictures and ceramics. Here you will have the chance to **(7)** _____ around and do some shopping.

Our final stop will be lunch in a restaurant serving traditional Turkish food – meat, fish, salad and wonderful **(8)** _____.


A view of Istanbul's City Centre

4 **In groups of four, think of a tour for visitors to Oman. Your tour could be of one town or city, or a tour visiting different places. It could be for one morning, one day, three days or one week. Make notes in your exercise book about the places you are planning to include. Write an itinerary (plan) for your tour and present it to your classmates.**

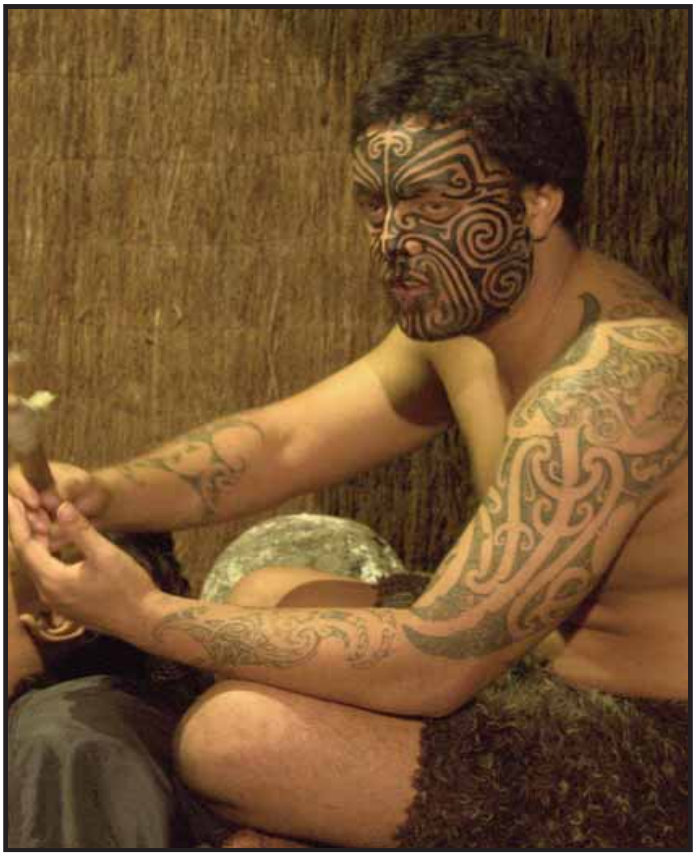
Across Cultures





New Zealand

Official name:	New Zealand
Location:	South-western Pacific Ocean
Capital:	Wellington
Population:	4,280,000
Area:	268,680 km^2
Languages:	English, Maori, NZ sign language
Currency:	New Zealand dollar



Traditional Maori warrior tattoos

New Zealand is called Aotearoa in the Maori language, which means *the land of the long white cloud*. It consists of two large islands and many smaller islands in the southwestern Pacific Ocean. It was first settled between 1000 and 1300 CE by Polynesian settlers who are now known as Maori. The first Europeans arrived in the 17th century and large-scale mass migration began in the early 19th century.

Modern day travellers generally visit New Zealand for one of three reasons: to explore the stunning landscapes and exotic wildlife; to explore the Maori language and culture first hand; or to try one of New Zealand's extreme sports.

The rugged landscape and gentle climate have ensured that many New Zealanders enjoy an outdoor lifestyle. Hiking, camping, skiing and sailing are all part of New Zealand life. Many of the Islands' animals are unique, such as the flightless national bird the kiwi, and the largest insect in the world, the weta.

Maoris

Maori culture is based on community and family links, tradition, respect for elders and the past, humility and honesty in words and actions. *Tikanga* are the customs and traditions handed down through time. Formal rules and traditions govern important Maori rituals such as formal meetings at the *Marae*; making formal *Mihi* (speeches); and

Tangihanga (funerals).

For many years the Maori felt under threat from the greater numbers of European settlers, but the late 20th century saw moves to promote Maori language and culture, and settle land ownership disputes. Experiencing this ancient and fascinating culture is a must on any traveller's itinerary.

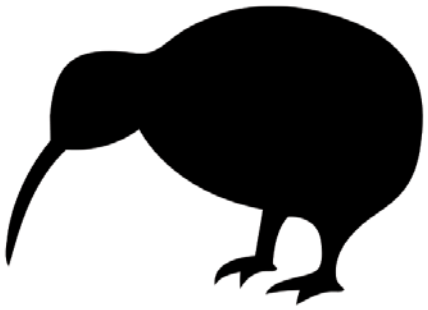
Haka

While *haka* is the name given to all forms of Maori dance, today it is most usually given to dances where the men are at the front, with women calling, chanting or singing behind them. It is an expression of Maori culture and a custom with high social importance.

Many people outside New Zealand are familiar with the haka performed by the national rugby team, the All Blacks, before any international match. This is a sign of their commitment to the team and to the game. It is also a good way to try and frighten their opponents.



All Blacks performing the 'War Dance' (Haka)



The national bird of New Zealand, the Kiwi, is now an endangered species

Silhouette of the Kiwi bird

Extreme Sports

New Zealand has recently become a must-visit destination for lovers of adventure travel and extreme sports, and describes itself as 'The Adventure Capital of the World.'

Bungee jumping involves jumping off a high platform with a large rubber band tied around your feet which saves you from hitting the ground. It provides a real adrenaline rush as you fall through the air and bounce back on your 'bungee'. 'Zorbing' is a sport that originated in New Zealand in the 1990s. It involves being strapped inside a large, clear plastic, air-cushioned ball and then being pushed down a hill. As you spin inside the ball you experience an effect much like that felt by astronauts in space. Flying-by-wire is another sport currently unique to New Zealand. Thrill-seekers are put inside a machine which is part-plane, part-rocket. The machine, which is controlled from inside, is then spun round and round on a steel cable which is tied firmly to the ground. Speeds reach up to an amazing 170 kph!

If you are looking for peace and relaxation then maybe New Zealand is not the place for you!

Cultural Comparison
Sports

- What are the most popular sports in Oman?
- Which are the most popular teams in different sports?
- Where can you find extreme sports in Oman?
- Who are Oman's top sports stars?
- Which international sporting events does Oman participate in?

Think about these questions and write some notes for visitors to Oman.
Put your notes in your portfolio.

Reading for Pleasure

Genre: Sailing Magazine

Sailing Heroes Past and Present



Mohsin Al Busaidi

Musandam's voyage

In early 2009, a modern Omani sailor, Mohsin Al Busaidi, made history when he became the first Arab to sail non-stop around the world. Mohsin sailed with four other crew members – two British, two French – on *Musandam*, a 75 foot long trimaran (sailboat with three hulls). The trimaran had previously belonged to Dame Ellen MacArthur, a famous British yachtswoman who in February 2005 sailed solo around the world in record time. *Musandam* took 76 days to complete her voyage of 44,979 kilometres (24,287 nautical miles). She left Muttrah on January 8th 2009 and returned on March 25th 2009 to crowds of people waiting on Muttrah Corniche.

Sohar's voyage

The Omanis are not only people of the desert but also people of the sea. The most famous Omani sailor hero was Sindbad. But many people thought that Sindbad's voyages were legend, not historical fact. So in 1980, Tim Severin, a British explorer and author, built a replica of a ninth century Omani dhow and sailed it from Sur to Guangzhou in China.

Severin wanted to show that it was possible to complete the voyage in a boat just like Sindbad's. He called his boat *Sohar,* after the place where Sindbad was born. "I wanted to prove that the Arabs are a people who . . . have a great seafaring history," said Severin.

Severin sailed with a crew of 25, including 9 Omanis. He worked for many months with Omani shipbuilders in Sur to build *Sohar*, using early Arab and Persian drawings and written descriptions of ninth century ships. *Sohar* had no engines, just two cotton sails. The sailors' only guide to the route to China were the stars and the *kamal* – an early Arab navigational instrument consisting of a wooden board and string. After facing many problems and danger from sharks, oil tankers and pirates in the South China Sea, *Sohar* successfully reached Guangzhou on June 6th, 1981.

Musandam's Route

After leaving Muscat, *Musandam* sailed south and crossed the Equator. She then sailed round the southernmost part of the world, past the great Capes of Australia, South America and South Africa. She turned north, crossed the Equator again and headed back up to Muscat. Most of the trip was spent in the dangerous waters of the Southern Ocean where temperatures were often no higher than 3 degrees Centigrade, but often felt like minus 10 (-10) degrees Centigrade because of the cold wind.

During the journey, the crew battled against storms, freezing conditions and waves larger then houses. They faced the constant threat of danger from icebergs and whales. They saw land only twice – once in the Cook Strait, New Zealand, and once when going round Cape Horn in South America. But they did not set foot on

shore, or see another person for all that time.

The most exciting part of the journey for the crew was going round Cape Horn. One of the hardest parts was when *Musandam* got stuck in the Doldrums, a low pressure area around the Equator where there is little or no wind. The boat could not move for nine days. However, this was not as bad as the crew of *Sohar*, Tim Severin's boat, experienced. They were stuck in the Doldrums for a month with supplies of food and water running dangerously low.

Conditions on Board

Musandam was built for speed, not comfort, so conditions on board were very simple in order to keep the boat light and enable her to travel as fast as possible. The boat was also constantly moving, so the crew could never relax fully. They lived on a diet of freeze-dried food and were only able to sleep in blocks of three hours at a time, while working day and night in a shift pattern. The space on board was very tiny and difficult to move around in. There were only four bunks, no washing facilities and no toilet.

An Omani Hero's Welcome

Back in Muscat, people were busy signing a 90 metre long 'card' to be given to Mohsin and the other members of *Musandam*'s crew on their return. People from all walks of life, ranging from the Minister of Tourism and officials at the Ministry of Tourism, to schoolchildren, wrote personal messages of congratulations. The arrival of *Musandam* back into Muscat on the evening of 25th March was a very special and exciting occasion. Thousands of supporters were there, as well as representatives from the international, regional and local TV and press.

After the voyage, Mohsin said, "What I have done is not just for myself, it is for the entire nation. I have achieved something, but I want people and future generations of sailors to go beyond that level and have their own adventures sailing."

Source: www.omansail.com



The Trimaran Musandam



Musandam and crew



Musandam's voyage

You can read an interview with Mohsin Al Busaidi on page 41 of your Workbook

Review and Reference

1

In this theme you have learned how to:

- use language associated with different types of tourism
- express the future using various verb forms
- study a tour itinerary and plan a tour
- interview a partner about their holiday plans
- make and respond to suggestions
- write descriptions of places in Oman
- design a tour for visitors to Oman
- design a programme for an overnight stay in the desert

2

You have discussed:

- the benefits and drawbacks of foreign tourism
- things to do when going on holiday
- types of adjectives used in holiday brochures
- the arguments for and against tourism development
- places to visit in Oman and travel to other countries

3

Glossary of selected words from the theme:

• **destination** (n)	place you are travelling to
• **discover** (v)	find someone or something
• **dune** (n)	hill made of sand
• **encounter** (v)	meet, come across
• **itinerary** (n)	plan or list of places you will visit on a journey
• **magnificent** (adj)	very impressive
• **package holiday** (n)	organised holiday that includes travel and a hotel
• **reveal** (v)	show, make something known
• **sanctuary** (n)	protected area for animals or birds
• **sample** (v)	try something
• **stroll** (v)	walk in a slow relaxed way
• **wander** (v)	walk around without clear direction

Theme 4
Innovation











1 **If you had to live without technology for a week, what three things would you miss most? Discuss your answers with your group and give your reasons.**

2 **Read the text and check that you understand the words in bold. and phrases. Use a dictionary to help you.**

Life moves more quickly today than just a few years ago. New **electronic devices** and new ideas and **discoveries** seem to appear every day. Some of these **innovations** and **inventions** such as new kitchen **appliances** are convenient, but not very important. Innovations in air travel and mobile phones have increased the speed at which we can move and communicate. Some new **technology** such as **improved** hearing aids has been very helpful and other innovations such as **nuclear weapons** have been very harmful. Some innovations such as **CAD (Computer Assisted Design)** and other **virtual reality** software actually make change happen faster. In the future, it seems certain that life will continue to change quickly.

Unit 1 Smart Homes

1 **Listen to four people talking about the technology they would miss if it was no longer available. Each person mentions TWO types of technology. In your exercise book, write down ONE type of technology that each person says they would miss. Then listen again and write down the reasons that they would find it hard to do without this technology.**

2 **Read the short text below, then discuss questions a, b and c with your group.**

Many new home appliances such as washing machines and microwave ovens now have computers inside. In smart homes, all or much of this equipment is connected together through the home's electrical wires. They are controlled by a computer.

a What do you think a smart home can do?

b What kind of smart equipment would you like to have?

c Would you like to live in a smart home? Why / Why not?



Fruit juicer

3 **Read the text 'Smart Homes' below. As you read, look for the answer to question a in Activity 2 above – What do you think a smart home can do?**

Smart Homes



A new smart home

When you walk into a room, the lights come on, the temperature increases or decreases, your favourite song begins to play, and your favourite pictures appear on the video screens that hang on the walls. These are just a few of the things that a smart home can do for you.

Smart Home Equipment

Smart homes have special appliances such as refrigerators and washing machines. Inside the appliances are computers. The computers control the appliances. They are all connected through the electrical wires in the homes. These devices can be directed to work at certain times in certain ways.

Special Features

Electronic cupboards and fridges can tell you what food you need to buy or they can talk to the shops over the Internet to have food sent to your home. With a smart home, you can see if you


Dual monitor laptops

have everything you need to cook a certain food. You can also ask what foods can be produced with the ingredients you already have. Coffee makers, lights and air conditioners can be told when to turn on. At home, you can use your voice to turn things on and off. When you are away from home, you can use a mobile phone or send a message over the Internet from a computer.

Saving Money

Smart homes are not just convenient. They can also save money by turning off lights and air conditioners when they are not needed. With high energy prices, this can save a lot of money and a smart home can also tell you how much money you are saving.

Smart homes used to be available only for the rich, but future homes and even cars will all have some of these features.

2 **Read the text 'Smart Homes' again to find answers to the following questions. Then discuss this question with your group – What other features do you think smart homes will have in the future?**

1 According to the text, what kind of special equipment can a smart home have?

2 How are the appliances in a smart home connected to each other?

3 What appliances in a smart home can talk to shops?

4 Is it possible to turn things on and off when you are away from a smart home? How?

5 Apart from making your life easier, what is another big advantage of a smart home?

top tip

Extensive reading

In some ways, learning to read is like learning to play a sport. The only way to become a good reader is through extensive practice. That means reading a lot. Try and read everyday for 15 or 20 minutes. Read simple things that you find interesting. If you do this regularly for a few months, you will find that your reading skills improve.

TIME TO TALK

Many new homes already have some smart features. In the future, all new homes will have smart features. Consider the following questions. Then discuss them with your group.

1 How is your home different today than it was 10 years ago?

2 Does your home or school have any smart features?

3 What smart features would you like to have in your home?

4 What disadvantages or problems do you think smart homes might have?

Unit 2 Questions and Answers

1 **Read the questions below and discuss them with your group. Decide on an answer to each question from one of the three choices on the right. Make a note of the answers in your exercise book. Then listen to the recording to check your answers.**

Trivia Quiz

Questions:	***Answer Choices:***
1 Where were bananas first grown?	**a** South America **b** Africa **c** Southeast Asia
2 The English word 'giraffe' was taken from which language?	**a** Arabic **b** Greek **c** Latin
3 The first Gulf Cup football tournament was won by which national team?	**a** Bahrain **b** Kuwait **c** the UAE
4 How was the city of Pompeii in Italy destroyed?	**a** by a volcano **b** by an earthquake **c** by a cyclone
5 By what name was Oman first known?	**a** Al Sahil **b** Mazoon **c** Majan
6 Where were the first modern Olympic Games held?	**a** Athens, Greece **b** Paris, France **c** Berlin, Germany
7 Which animal was first sent into space?	**a** a bear **b** a monkey **c** a dog
8 By whom was *Romeo and Juliet* written?	**a** Charles Dickens **b** William Shakespeare **c** Alexander Dumas



Olympics logo

2 **Work in pairs. Student A asks Student B the questions from Trivia Quiz A below. Student B asks Student A the questions from Trivia Quiz B in the Communication Activity on page 71 of the Coursebook. Make a note of your partner's answers in your exercise book.**

Trivia Quiz A

Questions:	***Answer Choices:***		
1 Where was rice first grown?	a Africa	b Asia	c Australia
2 Where were horses first used by humans?	a Peru	b Kenya	c Kazakhstan
3 Where was the first city built?	a Oman	b Iraq	c Turkey
4 Where was the first FIFA World Cup held?	a Uruguay	b Spain	c the UK
5 By whom were scissors invented?	a Galileo	b Isaac Newton	c Leonardo da Vinci
6 The English word 'orange' was taken from which language?	a Arabic	b Greek	c Latin
7 In which country was chess first played?	a Iraq	b India	c Iran
8 By whom was the telephone invented?	a Edison	b Bell	c Einstein

GRAMMAR RECALL

Past Passive

Read the sentences and match each one to a usage on the right.

1 Three paintings were stolen from the museum yesterday.

2 My brother was born in Muscat.

3 *Julius Caesar* was written by William Shakespeare.

The past passive is used:

a when we want to emphasise the subject of a sentence

b when we don't know who did something

c in sentences where we give someone's date or place of birth

3 **Rewrite the sentences below in the past passive in your exercise book. An example has been done for you.**

Example: *Edison invented the light bulb.* ⇢ *The light bulb was invented by Edison.*

1 Tim Berners-Lee invented the world wide web. ⇢
2 The Russians sent the first satellite into space. ⇢
3 An iceberg sank the Titanic. ⇢
4 Marie Curie discovered radium. ⇢
5 Ustad Ahmad Lahauri designed the Taj Mahal. ⇢
6 Alfred Nobel invented dynamite. ⇢
7 South Americans first grew potatoes. ⇢

ACTIVATE YOUR ENGLISH

Match the questions and answers. Then practise the dialogues with a partner.

Questions

a Can you tell me when the computer was invented?
b Do you know who the first human in space was?
c Who wrote the play *Julius Caesar*?
d Where was Ibn Battuta born?
e When was the first university opened in Oman?
f Which country is the world's largest coffee producer?
g Where was cotton first grown?
h Do you know where chilli peppers were first eaten?

Answers

1 It's Brazil. In 2008, more than 17,000,000 tonnes were produced.
2 He was born in Morocco.
3 I'm not sure. But I think it was invented in about 1860.
4 I think they were first eaten in South America more than 6,000 years ago.
5 Yes, it was Yuri Gagarin. He was sent into space by Russia in 1961.
6 It was written by William Shakespeare.
7 Sultan Qaboos University was established in 1986. It was the first university in the country.
8 I know that! It was first grown in India.

Unit 3 The Best and the Worst

1 **In your exercise book, make a list of the five inventions that you believe have helped people the most. Then make a list of the five inventions that you believe have caused the most harm. Discuss your lists with your group.**

2 **Read the following text. Make a list of the five inventions which the writer considers to be the most helpful. Make another list of the five inventions he considers to be most harmful. Compare the writer's lists with your own lists.**

The Best and Worst Inventions

There are millions of inventions around the world. Some, such as the wheel, have changed the way we live. Others, such as the tea bag, are less important, but nice to have. Some inventions, the falaj and computers for example, have been very helpful, while others, such as cigarettes, have been quite harmful. This essay lists the five best and five worst inventions in the writer's opinion.

Helpful Inventions

The most helpful inventions have improved or even saved the lives of millions of people. Two inventions on the 'helpful' list, writing systems and paper, are closely related. These inventions have allowed us to keep and share information. Modern technology would not exist without them. The third important invention on the list is money. Without money, it would have been impossible to develop the businesses, jobs and services that we have today. Next on the list is medicine. Medicines have allowed people to live longer and be healthier. Without them, there would be fewer of us and we would not be so healthy. The final item on the list is the wheel, because it is necessary for most types of transportation.



Harmful Inventions

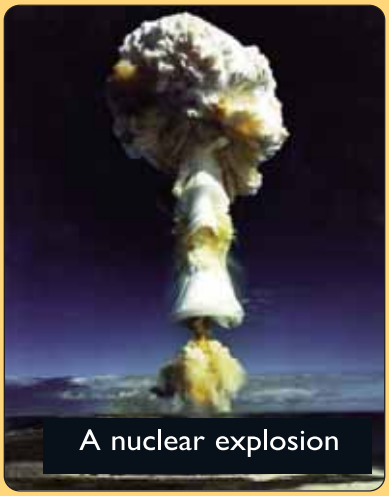
Unfortunately, not all inventions have been helpful. Some have been very harmful. According to the World Health Organization (WHO), cigarette smoking causes almost 5.5 million deaths a year around the world. Cigarettes kill almost half the people who use them. More people die from smoking cigarettes than die in wars. Cars are second on the 'harmful' list because they cause global warming and kill huge numbers of people in traffic accidents. The WHO have reported that 2 million people are killed every year in traffic accidents. Guns are next because they are designed to kill and injure people.



Number four on the list is fast food, because this has harmful effects on the health of millions of people. Finally, nuclear weapons are on the list because they are designed to destroy cities and kill people.

These are just some of the most helpful and harmful inventions in the writer's opinion. It is possible that you have completely different things on your lists.

Source: www.who.int



A nuclear explosion

3 **In your exercise book, write answers to the following questions about the text in Activity 2. Then discuss the questions with your group.**

1 What example is given of an invention that is not so important, but nice to have?

2 According to the author, why are writing systems and paper important inventions?

3 What is the WHO?

4 What is surprising about the number of people who die from cigarette smoking?

5 Which two inventions on the harmful list have specifically been designed to kill people?

4 **Discuss the following questions with your group.**

1 What inventions have been most important for you? Give your reasons.

2 What skills or qualities do you think an inventor needs?

3 Can you think of an invention that would make people's lives easier?

4 Do you have any other ideas for new inventions or discoveries?

5 Do you think the changes brought by technology have been mostly good or bad? Why do you believe this?

top tip

Increasing vocabulary through reading

The best way to increase your vocabulary is through extensive reading, or reading a lot. When choosing a book, or other reading material, look at the content carefully and select material which is at or below your reading level.



Unit 4 Virtual Reality

1 **Read the three questions below and discuss them with your group.**

1 How much time do you spend using a computer every week?

2 What do you use computers for?

3 If you play computer games, what game or games do you play?

2 **Read the text about virtual reality to find the answers to questions a, b and c below.**

a What is virtual reality?
b What is virtual reality used for?
c What limitations does virtual reality have?

Virtual reality is an interactive environment which is made using a computer. Virtual reality can try to copy the real world or it can create fictional worlds. Virtual reality environments are mainly audio and visual (sound and sight) experiences. They are usually shown on a computer screen. Users can work with a virtual reality environment using a keyboard and mouse, or through devices such as gaming equipment.



A sculpture designed on CAD software with the finished product below



Copying the Real World

The virtual reality environment can be similar to the real world. Virtual reality software tries to copy the real world for education and training. For example, virtual reality software is used for training pilots and doctors. Virtual museum tours and virtual reality pets such as dogs, cats and fish can be found on the internet. Another example of virtual reality trying to copy real life is CAD (Computer Assisted Design) software. CAD software is used by people who design buildings, cars and other objects so that they can clearly see what they are trying to make.

Creating Fictional Worlds

Virtual reality can also be very different from real life. Many computer games do not try to copy real life. Computer games such as PacMan and Super Mario Brothers are examples of early fictional virtual reality games.

Limitations

Virtual reality has limitations. It is difficult to create a virtual reality experience that seems real, because computers and the Internet are not powerful enough to provide a better experience than reality. However, as computers and the Internet develop, virtual reality will begin to appear more real. In addition to sights and sounds, virtual reality of the future may have smell and touch.

SOUND BITES

Indirect Questions

- **Can you tell us** what virtual reality is?
- **Do you know** when virtual reality began?
- **Can you explain** what the first virtual reality displays were?
- **Could you give some examples of** how virtual reality is used?
- **Would you explain** some of the limitations of virtual reality?
- **Do you have any idea** what virtual reality will be like in the future?

top tip

Making a listening text easier

When listening to a difficult text, there are several things you can do to make it easier. First, think what you know about the topic before you begin listening. Think of something more that you would like to know about the topic. Then as you listen, try to find the information you are interested in. Do not expect to understand everything. Just relax and listen for the information you want.

3 **Copy these words into your exercise book and arrange them in order of least frequent to most frequent.**

always
often
never
rarely
sometimes



An architect's computer assisted design for the future development of old Muscat

Unit 5 E-Shopping

1 **Discuss the following questions with your group.**

1 Have you or anyone you know ever bought anything online? If so, what?
2 What are the dangers of buying online?
3 Which, if any, of the things in the box below would you consider buying online?

DVDs	clothes	cosmetics	cars
music	perfume	air tickets	houses
computers	food	medicine	books











2 **Read the terms and conditions of the Online DVD Club below. Then read the questions to the right of the terms and conditions and write the answer to each question in your exercise book. Discuss your answers with your group.**

Online DVD Club

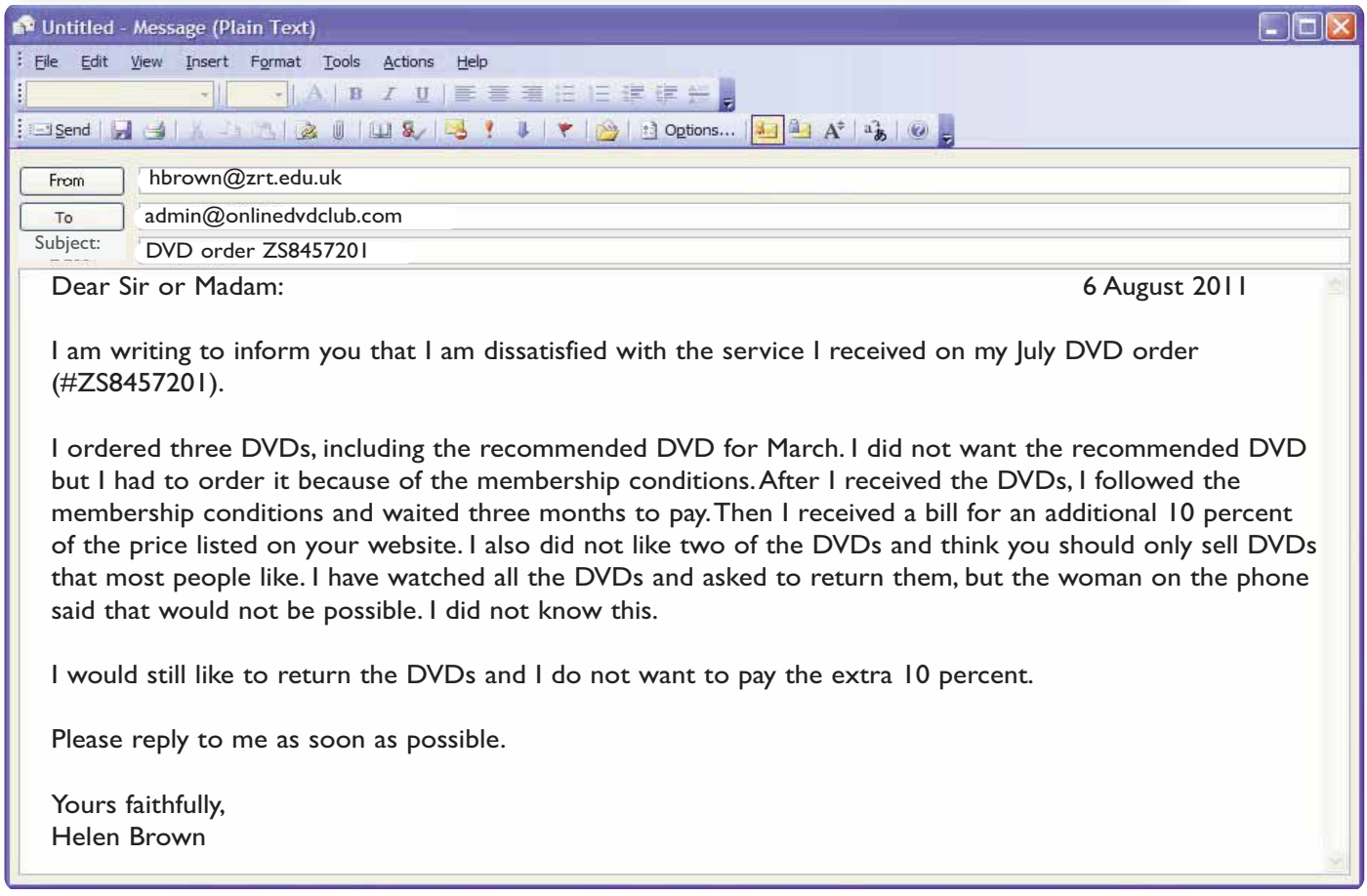
Terms and Conditions for Membership

1 You must be 18 or over to join Online DVD Club and buy DVDs online.
2 You should not let anyone else use your password. Any misuse of this rule may lead to your membership being cancelled.
3 You do not have to buy a DVD every month.
4 You do not have to buy the recommended DVDs.
5 You have to buy a minimum of ten DVDs a year for the first two years of membership.
6 There is no maximum limit to the number of DVDs you can buy per year.
7 You do not have to pay as soon as you buy a DVD, but you must pay within three months. DVDs not paid for within three months will have 10 percent of the cost of the DVDs added to the charge.
8 You cannot return DVDs unless they are faulty.

Questions

a Can you buy DVDs if you are 19?
b Can you buy more than 15 DVDs a year?
c Can you send a DVD back after you have watched it?
d Do you have to buy the recommended DVDs?
e Can your friends buy DVDs using your membership?
f Do you have to buy a DVD every month?
g If you wait two months to pay for a DVD, do you have to pay an extra charge?
h Can you return a DVD if it does not work properly?

3 **Read the following e-mail message of complaint to the Online DVD Club from an angry member. What four complaints are mentioned in the e-mail?**



Untitled - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Send Options...

From: hbrown@zrt.edu.uk

To: admin@onlinedvdclub.com

Subject: DVD order ZS8457201

Dear Sir or Madam: 6 August 2011

I am writing to inform you that I am dissatisfied with the service I received on my July DVD order (#ZS8457201).

I ordered three DVDs, including the recommended DVD for March. I did not want the recommended DVD but I had to order it because of the membership conditions. After I received the DVDs, I followed the membership conditions and waited three months to pay. Then I received a bill for an additional 10 percent of the price listed on your website. I also did not like two of the DVDs and think you should only sell DVDs that most people like. I have watched all the DVDs and asked to return them, but the woman on the phone said that would not be possible. I did not know this.

I would still like to return the DVDs and I do not want to pay the extra 10 percent.

Please reply to me as soon as possible.

Yours faithfully,
Helen Brown

Now look at the terms and conditions for membership in Activity 2 on page 58 of your Coursebook. Who is wrong, the company or the customer?

4 **Write an e-mail complaining about ONE of the situations below. Refer to the Writing Guide on page 72 in your Workbook for guidance about writing an e-mail of complaint. Write a first draft of your e-mail in your exercise book. Proofread and edit your draft carefully. Then write a final draft, and put it into your portfolio.**

a You downloaded a song from a music website. When you play the song there is a noise in the background.
b You ordered a pair of shoes from an online clothing company and they sent you the wrong size.
c You ordered a book called *Introduction to Accounting* from an online book seller. The company sent you a book called *Introduction to Chemistry*.
d You ordered an air ticket for 4 June. The online travel agent sent you a ticket for 14 June.
e You ordered and paid for a DVD two weeks ago, but have still not received it. When you ordered the DVD, you were told it would arrive within four days.

Across Cultures



Malaysia



Official name:	The Federation of Malaysia
Location:	Southeast Asia
Capital:	Kuala Lumpur
Population:	28 million
Area:	329,847 km^2
Languages:	Bahasa Melayu (Malay), English, Chinese, Tamil and others
Religions:	Islam, Buddhism, Hinduism, Christianity and others
Currency:	Ringgit



Petronas Towers in Kuala Lumpur

The Land

Malaysia consists of two parts, separated from each other by the South China Sea. West Malaysia (Peninsular Malaysia) lies to the south of Thailand and north of the city state of Singapore. It is linked to Singapore by two bridges. East Malaysia is on the island of Borneo and is divided into two states – Sabah and Sarawak. It has a long coastline of 2,607 kilometres with many islands and a mountainous interior. The tallest mountain in Malaysia is Mount Kinabalu (4,095.2 metres) which is protected as Kinabalu National Park, a UNESCO World Heritage Site. Sarawak contains the Mulu Caves, the largest cave system in the world. The official capital of Malaysia is Kuala Lumpur, which is also the largest city, and is a mixture of traditional architecture and highrise buildings such as the Petronas Towers.

The People

Traders and settlers from India and China arrived on the Malay Peninsula as early as the 1st century CE, establishing towns and ports in the 2nd and 3rd centuries CE. Today Malaysia is a multicultural and multilingual society with by far the greatest numbers of Malaysians living in West Malaysia. Malays make up just over 50% of the population. The Chinese make up another 25% and the Indians 10%. The native peoples of Sarawak and Sabah make up the remaining 15% per cent of the population. Almost all Malays are Muslims, but there are also many Buddhists, Christians and Hindus in the country.

The Environment

About two-thirds of Malaysia is covered in forest, some of which is believed to be 130 million years old. There is a wide variety of types of forest, including rainforests. It is estimated that there are

around 2,000 different kinds of trees in East Malaysia. The forests contain plants of the Rafflesia type, the largest flowers in the world with a maximum diameter of one metre. The forests in West Malaysia are home to large animals such as tigers, leopards, deer, elephants, orang-utans and a huge variety of birds and snakes – over 620 species of birds and 250 snakes and 80 species of lizards. There are also about 150 species of frogs, and thousands of species of insect.

Unfortunately, the cutting down of trees has caused huge damage to the environment. Many forests have been cut down in order to create room for palm oil tree plantations. Most of the remaining forests are now in national parks. In 1976, it was realised that there were only 300 tigers left in Malaysia, so tigers received official protection. The orang-utan population has dropped by 40% in the last 20 years. Marine life has been badly affected too – not only by the destruction of natural habitat, but also by illegal fishing and tourism. The numbers of sea creatures such as turtles and fish are decreasing.



Orang-utans are native to Malaysia



Malaysian jungles are home to many species of rare plants

The Economy

Malaysia has a well-developed economy with low unemployment. At one time, it was the largest producer of tin, rubber and palm oil in the world, and there are still a huge number of oil palm plantations in West Malaysia. Today, about 45% of the Malaysian economy is based on industry. Malaysia is one of the world's largest exporters of electrical goods, and information and communication technology products. Travel and tourism have become very important to the Malaysian economy, and Malaysia is also a centre of Islamic banking.

Culture

Malaysians' strong sense of tradition is seen in their games and other free time activities. During festivals, children still play the same games that they have for hundreds of years. One game called *Silat* is a mixture of martial arts (fighting) and dance. *Sepak Takraw* is a traditional ballgame in which a bamboo ball is passed from player to player using any part of the body except the lower arms and hands. Players stand in a circle and try to keep the ball in the air. Traditional theatre called *Wayang Kulit* is still very popular, where puppets are used to tell very old Indian stories.

Cultural Comparison
Traditional Games and Pastimes

- What traditional games do people play in Oman?
- When do people play these games?
- How long does it take to learn a traditional dance?
- When and where are these dances performed?

Think about these questions and write some notes for visitors to Oman.
Put your notes in your portfolio.

Reading for Pleasure

Genre: Interview

Omani Invention: Making Paper out of Palm Leaves



Mustafa Barami presenting his research work to His Majesty Sultan Qaboos bin Said at the Associated Fair of the Sultan Qaboos University Cultural Centre in December 2010

Mustafa Salim Abdullah Barami is a talented young inventor. While still an undergraduate student at Sultan Qaboos University, he had an idea about how to make paper out of date palm leaves. This idea won him a silver award at the Third International Invention Fair of the Middle East, hosted by the Kuwait Science Club in November 2010. It also brought him a very high honour in Oman, when he presented his research work to His Majesty Sultan Qaboos bin Said at the Associated Fair of the SQU Cultural Centre. Mustafa's project was chosen by the Deputy Vice-Chancellor for Postgraduate and Research as one of the nine strategic projects to be presented to HM the Sultan. The Sultan was very impressed with Mustafa's idea, and stressed the importance of science, education and scientific developments in the further development of the Sultanate.



Mustafa Barami

1. Could you please introduce yourself.

My name is Mustafa Salim Abdullah Barami and I'm from Salalah. I studied at the College of Science at Sultan Qaboos University, specializing in chemistry and petro-chemicals. I graduated in January 2011.

2. How did you get the idea about making paper out of palm leaves?

I've always been concerned about environmental issues. A few years ago, I had an idea about how decomposing palm leaves can be put to good use. We have about 100 million date palms in the Gulf area. About 3 million tonnes of waste leaves are destroyed every year through burning. But this creates environmental problems, because the burning causes a huge amount of CO2 and other unwanted

gases to be released into the air. I thought there must be a way not only to get rid of the waste leaves in a way that was better for the environment , but to use them rather than just destroying them. Using the leaves to make paper seemed an ideal solution.

3. Why are palm leaves a good source of material for paper?

The main content of paper is cellulose. About 90% of paper is made from wood which contains 40% – 50% cellulose. However, from our research, we discovered that there is also a very high percentage of cellulose in date palm leaves – between 35% to 45%. This means that palm leaves can provide an excellent alternative raw material for making pulp and paper, especially in the Gulf where there are so many date palm trees.

4. What kind of paper products can you make from palm leaves?

All kinds – writing and printing paper and envelopes, tissue paper, paper bags and cartons. Another environmental benefit is that by replacing plastic bags with paper ones, we can reduce pollution of the environment caused by plastic bags which people throw away.

5. Can your idea be used to help the paper manufacturing industry globally?

Currently the US produces about a third of the world's paper, and they have to cut down a huge amount of trees to do this. So we can save a lot of the world's forests if we make paper using palm leaves rather than wood.

6. How did you find out about the Kuwait Science Fair competition?

It was pure chance. I hadn't planned to enter the competition at all. But one day in summer 2010 I saw an advertisement inviting inventors to compete in the Third International Invention Fair of the Middle East. I was surprised and pleased when my entry was accepted by the organizers. Out of more than 700 applications, only 160 applications were accepted and mine was one of them. That alone was truly an achievement for me. It wasn't easy to find the time to prepare my presentation, especially as my final year project at SQU was on a completely different topic. But my two supervisors at SQU Dr. El-Said El-Shafey and Dr. Hamed Al-Mamari were very supportive and encouraged me all the way.



Mustafa explaining his invention to HE Dr. Fadhel Safer, Minister of Public Works and Minister of State for Municipality Affairs of Kuwait

This interview was first published in December 2010 by KnowledgeOman.com
Reproduced with permission.

After graduating, Mustafa went on to work for a petro-chemical company based in Salalah. In February 2011, he participated in the first Innovation Fair in Oman (INFOM) where his project was awarded second place out of forty entrants. The purpose of this Fair was to encourage innovative and talented people to showcase their creativity. In March 2011, he presented his invention at the Paperworld Middle East Trade Fair in Dubai, a huge fair organized by Messe Frankfurt, the world's largest trade fair organisers. This was a very valuable experience for Mustafa, as he met paper experts, specialists and manufacturers from all over the world.

You can read about another Omani invention on page 55 of your Workbook

Unit 4 Review and Reference

1 **In this theme you have learned how to:**

- use language associated with innovation
- create paragraphs using the past passive
- use prediction to help with understanding a listening text
- ask and answer questions in a trivia quiz
- carry out a questionnaire about computer use
- use adverbs of frequency
- use phrases associated with indirect questions
- write an e-mail of complaint

2 **You have discussed:**

- technological innovations in the home
- differences in living conditions between the past and the present
- inventions that have helped and harmed people the most
- ideas for new inventions and discoveries
- virtual reality
- online shopping
- Internet addiction
- membership terms and conditions when joining an online DVD club

3 **Glossary of selected words from this theme:**

• **according to** (prep)	this was said by
• **architect** (n)	person whose job is to design buildings
• **available** (adj)	ready to use; able to be used or found
• **complain** (v)	state that you are annoyed or unhappy about something
• **convenient** (adj)	easy to get or use
• **dissatisfied** (adj)	unhappy
• **electronic** (adj)	using electricity
• **essay** (n)	short piece of writing about one subject or topic
• **faulty** (adj)	not working correctly
• **global warming** (n)	general increase in world temperature
• **harmful** (adj)	causing damage
• **repair** (v)	fix something that is broken
• **systems** (n)	groups of things that work together

Communication Activities

	Page
Activity 1 Theme 3, Unit 4, Workbook, Activity 5, page 37	**66 – 70**
Activity 2 Theme 4, Unit 2 Coursebook, Activity 2, page 52	**71**

Communication Activity 1

Group A

You propose to build the new resort in a quiet fishing village on the west of the peninsula where most of the locals live. There are a few shops and a small restaurant in the village. You think that the village could be developed as a watersports/adventure holiday centre for groups of young people.

Discuss ideas for the following areas:

Accommodation
Resort facilities
Transport facilities
Activities and entertainment

Discuss possible objections to your plans so that you can provide a response.

Skills – Giving a Presentation

- Introduce yourself and any other speaker and what you are going to talk about.
- Present the advantages and disadvantages of each point and justify your choices.
- Give your conclusion.
- Invite questions.
- Thank your audience.

Use these phrases to help you.

Today, I'm going to . . .
First of all I'd like to . . .
Then I'll talk about . . .
After that I'll move on to . . .
Finally, I'll outline . . .
The main advantage . . .
A disadvantage is . . . However . . .
To sum up . . .
In conclusion . . .

Communication Activity 1

Group B

You propose to build the new resort near the beaches in the south-west of the peninsula. There are no roads in the area and no-one lives there. You want to build a luxury development for older tourists. You want many facilities on-site so there would be no need for the tourists to leave the resort.

Discuss ideas for the following areas:

- Accommodation
- Resort facilities
- Transport facilities
- Activities and entertainment

Discuss possible objections to your plans so that you can provide a response.

Skills – Giving a Presentation

- Introduce yourself and any other speaker and what you are going to talk about.
- Present the advantages and disadvantages of each point and justify your choices.
- Give your conclusion.
- Invite questions.
- Thank your audience.

Use these phrases to help you.

Today, I'm going to . . .
First of all I'd like to . . .
Then I'll talk about . . .
After that I'll move on to . . .
Finally, I'll outline . . .
The main advantage . . .
A disadvantage is . . . However . . .
To sum up . . .
In conclusion . . .

Communication Activity 1

Group C

You propose to build the resort near the mouth of the river in the east of the peninsula. Many different bird species live near the river and there are hiking trails in the hills nearby. Your target tourist is someone who is interested in responsible or eco-friendly tourism. You think this type of tourism would be good for Oman.

Discuss ideas for the following areas:

Accommodation
Resort facilities
Transport facilities
Activities and entertainment

Discuss possible objections to your plans so that you can provide a response.

Skills – Giving a Presentation

- Introduce yourself and any other speaker and what you are going to talk about.
- Present the advantages and disadvantages of each point and justify your choices.
- Give your conclusion.
- Invite questions.
- Thank your audience.

Use these phrases to help you.

Today, I'm going to . . .
First of all I'd like to . . .
Then I'll talk about . . .
After that I'll move on to . . .
Finally, I'll outline . . .
The main advantage . . .
A disadvantage is . . . However . . .
To sum up . . .
In conclusion . . .

Communication Activity 1

Group D

You live on the island and want to voice your opinions to the company at the development meetings.

Roles:

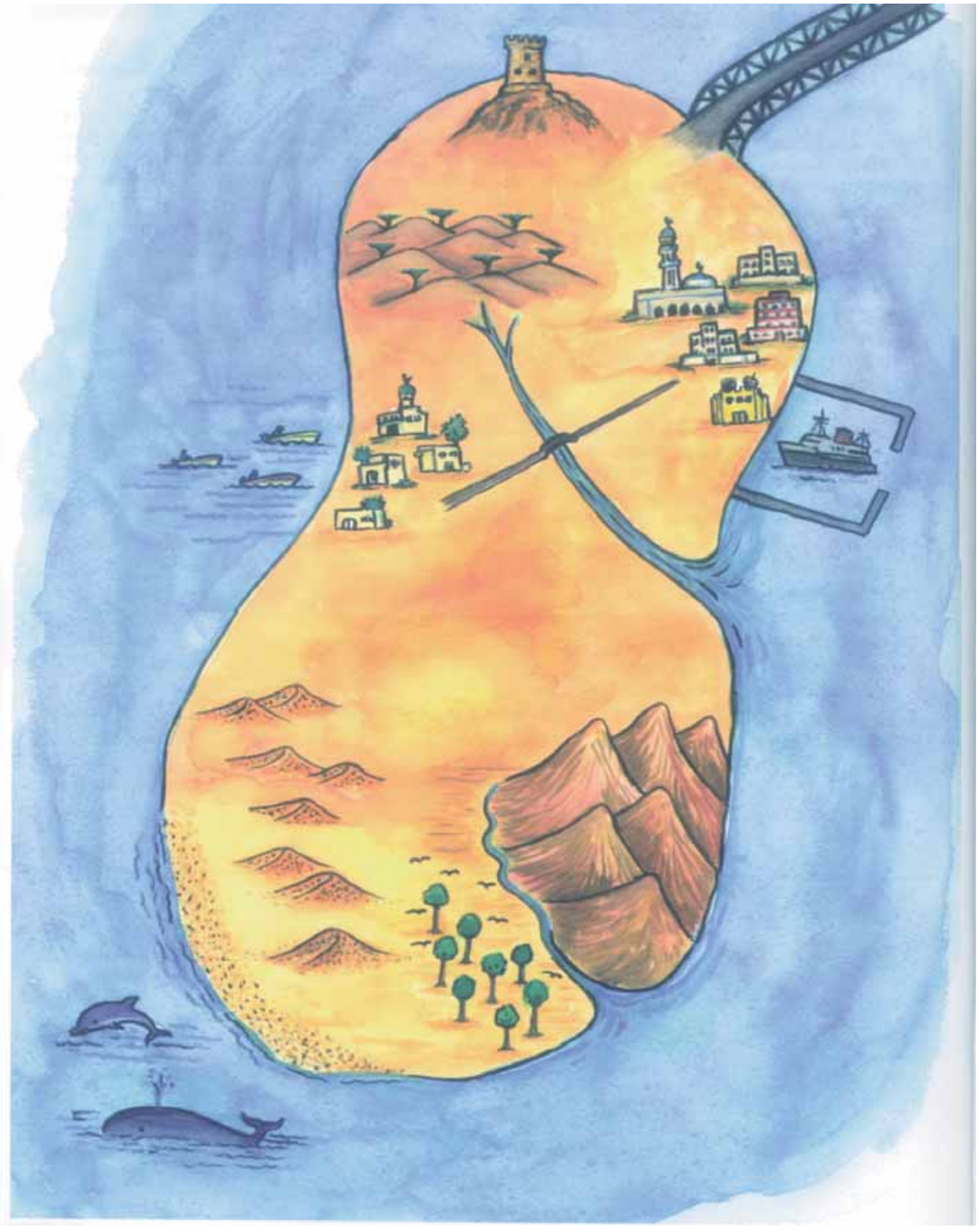
village elder
two teenagers who are looking for work
coffee shop owner in the village
fisherman
bird expert
historian
conservationist
local poet
shopkeeper

Decide which role each person will take and whether they would support or oppose any or all of the proposals. Split into supporters and objectors and brainstorm your support for/objections to the development of the island.

You may want to consider the following ideas when making your case.

pollution
visual impact
jobs
effects on local businesses
strangers on the island
impact on the environment
outside influences
change of character of the island
standard of living
impact of large numbers of people staying on the island

Communication Activity 1



Communication Activity 2

Trivia Quiz B Questions:	Answer Choices:		
1 Where was coffee first grown?	**a** Ethiopia	**b** Yemen	**c** Columbia
2 The Mona Lisa was painted by which artist?	**a** Pablo Picasso **b** Michelangelo **c** Leonardo da Vinci		
3 Where was chocolate first made?	**a** Belgium	**b** Mexico	**c** Italy
4 What invention was based on Ibn al-Haitham's discoveries?	**a** the camera **b** the mobile phone **c** the TV		
5 Where was the first heart transplant carried out?	**a** France	**b** Japan	**c** South Africa
6 Where was the explorer Christopher Columbus born?	**a** Spain	**b** Portugal	**c** Italy
7 In which city was the Eiffel Tower built?	**a** Paris	**b** London	**c** New York
8 Before the euro, which money used in France?	**a** dollar	**b** franc	**c** rial

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Engage with English is a two-level English course for Grades 11 and 12. The course recycles and extends language structures, functions and vocabulary introduced in previous *English for Me* courses.

Stimulating, international, up-to-date themes have been chosen to engage and encourage discussion through comparison with life in Oman and look forward to life after school.

Each theme contains five units covering a wide range of topic areas and focussing on a specific language area. This wide-ranging thematic approach provides the background for integrated language skills practice, as well as systematic vocabulary development.

An *Across Cultures* section at the end of each theme introduces students to aspects of life in the English-speaking world, while a *Reading for Pleasure* section invites students to engage with more extended texts and different text types.

The choice and variety of themes will help each and every student find many things to interest and excite them.

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