Sultanate of Oman
Ministry of Education

Second Edition

Coursebook

Grade 11B

Engage with English

2015



His Majesty Sultan Qaboos bin Said, Sultan of Oman

A Message from the Minister of Education

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

The Ministry of Education is committed to the ongoing improvement of the Sultanate's education system. 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 Qaboos bin Said.

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 B.

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

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

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

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

In addition to the Coursebook and the Workbook you will need an exercise book to make notes and to write down the answers to some of the activities in the Coursebook. As before, 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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	Theme	Unit 1	Unit 2
1	The Brightest and Best	read a text both for gist and detail practise skimming and scanning skills	review the usage of comparative and superlative adjectives compare information about buildings
2	Sources of Inspiration	analyse a review of a musical performance find specific information in a reading text	review the usage of the past simple and present perfect practise the usage of 'for', 'since' and 'ago'
3	Connections	practise ways of preparing for a reading text identify topic and supporting sentences in a reading text	differentiate between the use of 'just', 'still', 'already' and 'yet' review the usage of the present perfect with adverbs of time
4	Beginnings and Endings	find specific information in a reading text infer meaning from context	review the different usages of 'can' and 'can't' differentiate between usages of 'can' and 'can't', 'have to' and 'don't have to'

Map

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

Learning Objectives for Grade 11B

In Theme One you will –

- read about and discuss the Olympic Games
- practise skimming and scanning
- review the usage of comparative and superlative adjectives
- compare some of the tallest buildings in the world
- expand vocabulary associated with sports
- read about and discuss Omani sports stars
- do a quiz about the Olympic Games, and about natural record breakers
- practise the use of question tags with appropriate intonation
- write a biography of a sports star
- practise the usage of conjunctions, and time order words and phrases
- read about and discuss mountains and mountaineering
- write a narrative about a personal experience

In Theme Two you will –

- read about famous opera houses and musical venues
- review the usage of the past simple and present perfect
- practise using 'for', 'since' and 'ago'
- complete a music quiz with a partner
- learn about a historic voyage
- differentiate between adjectives ending in '-ed' and '-ing'
- listen for specific information
- complete a questionnaire about couch potatoes
- expand vocabulary associated with television programmes
- practise asking for and giving opinions, and agreeing and disagreeing
- analyse a book or story review
- write a book or story review

In Theme Three you will –

- consider and discuss ways of connecting through friendship
- practise preparing for reading and listening texts
- read about and discuss social networking
- review the usage of the present perfect with 'just', 'still', 'already' and 'yet'
- expand vocabulary associated with remembering and forgetting
- discuss ways of improving the memory
- read a poem about memories, and create a poem of your own
- use modal verbs of obligation, necessity and advice
- listen for specific information
- dramatise a situation to get a message across
- read about and discuss volunteering
- write a formal letter of application to a volunteer organisation

In Theme Four you will –

- discuss traditional rites of passage
- write about a significant event in your own life
- review the different usages of 'can' and 'can't'
- discuss legal ages in Oman and other countries
- expand vocabulary associated with weddings
- listen and read for gist, and for specific information
- state plans and intentions
- expand vocabulary associated with New Year traditions
- discuss New Year resolutions
- predict information in a listening text
- expand vocabulary associated with festivals
- write a description of a festival



Theme 1

The Brightest and Best









1 **What can you see in the pictures? How do you think the pictures are linked to the title of this theme?**

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.**

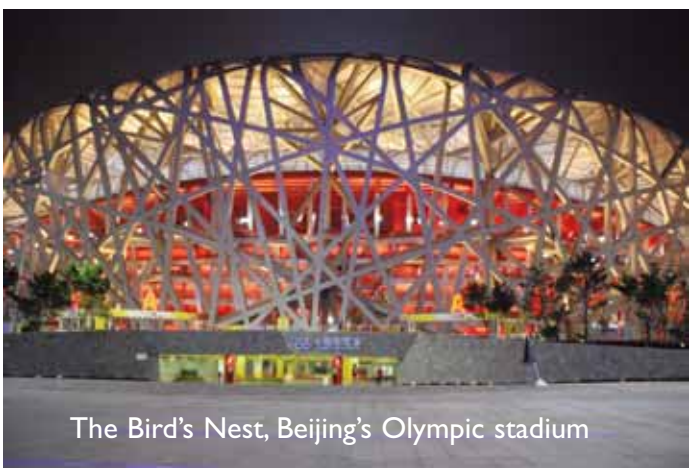
This is a theme of **world records** and **superlatives**. What could be more **prestigious** for an **athlete** than the chance to **compete** in the world's finest sporting event, the **Olympic Games**? Thanks to the skills of modern **architects**, the world's tallest and most **elegant** buildings rise higher and higher into the sky. Yet the earth's **natural wonders** are even more **amazing**, such as the highest **waterfall** in the world and the driest desert. Oman too has produced its own brightest and best, including **internationally recognized** sports stars, and the first Omani to climb the highest mountain in the world.

Unit 1 Olympic Fever

1 **Skim the text below about the 2008 Beijing Olympic Games. Match each of the headings a – d to a paragraph in the text.**

a Closing ceremony
b Success of the Games
c Venue
d Medals and champions

The Beijing Olympic Games


The Bird's Nest, Beijing's Olympic stadium

1 In August 2008, China hosted the Summer Olympic Games for the first time. The Games were a brilliant success. They opened on 8 August in Beijing in a fantastic ceremony which lasted over four hours and featured more than 15,000 performers. During the Games, several hundred million people across the world watched on TV as more than 40 world records and over 130 Olympic records were broken.

2 Thirty-seven venues were used, including six outside Beijing. The equestrian events took place in Hong Kong while the sailing events were in Qingdao. Football matches took place in four other Chinese cities. The venues for the Games combined the best of ancient and modern China. The National Stadium, nicknamed the 'Bird's Nest', and the National Swimming Centre, nicknamed the 'Water Cube', were amazing examples of modern Chinese architecture. The road for the cycling race followed the Great Wall and passed in front of the Forbidden City, symbols of China from thousands of years ago.

3 Athletes from a record 204 National Olympic Committees took part in the Games. Several countries won medals for the first time, such as Tajikistan, which won a bronze medal in judo, and a silver medal in wrestling. Mongolia won gold medals in boxing and judo, and Panama took its first gold medal in athletics. There were many champions at the Games. Two of the most memorable were the US swimmer Michael Phelps, who won 8 gold medals in swimming, and Usain Bolt, the Jamaican sprinter who broke both the 100m and 200m world records.

4 The closing ceremony was held on 24 August at the Bird's Nest and was just as amazing as the opening ceremony. It included singers from Hong Kong, the Chinese mainland, Singapore, Taiwan and the UK. The German film maker, Klaus Bedelt, wrote the music for the closing ceremony. Famous English footballer David Beckham made an appearance. The ceremony included the handover of the Olympic flag to the Mayor of the city next in line to host the Games – London in 2012.

Source: http://www.olympic.org/beijing-2008-summer-olympics

top tip

Skimming and scanning

Skimming and scanning are both strategies to help us understand a text faster and better. Skimming means reading to get the overall idea or gist of a text. Scanning means reading quickly through a text to find specific information.

2 **Check the meanings of the words in bold in the list of topics below. Scan the text in Activity 1. Note down the letter of each topic that is mentioned in the text together with the paragraph number. Note – There is one topic that is not mentioned.**

a. Number of **world records** broken in the 2008 Olympic Games.

b. Where the **equestrian** events took place.

c. **Nicknames** given to modern buildings used in the Games.

d. Olympic **champions** whom we will always remember.

e. Oldest and youngest **participants** in the Games.

f. The handing over of the Olympic flag to the **Mayor** of London.

3 **Read the text again and answer the questions.**

a. How long did the opening ceremony last? (paragraph 1)

b. What two buildings were given nicknames? (paragraph 2)

c. Which country won its first gold medal? (paragraph 3)

d. What was handed over at the closing ceremony? (paragraph 4)

TIME TO TALK

Work with a partner. One of you chooses Athlete A and the other, Athlete B. Ask and answer questions about the athletes. Speak in complete sentences, for example: *When was Usain Bolt born?* Pay attention to using the correct verb tenses.

A. Usain Bolt

Born: 21 August 1986
Nationality: Jamaican
Height: 1.96 m
Sport: Sprinting
Gold medals at 2008 Olympics: 3
Other information:
Nicknamed 'Lightning Bolt'

B. Michael Phelps

Born: 30 June 1985
Nationality: American
Height: 1.93 m
Sport: Swimming
Gold medals at 2008 Olympics: 8
Other information:
'World Swimmer of the Year' 6 times

Unit 2 Reach for the Sky

1 **Read the list below of the tallest skyscrapers in the world. In groups, match them to the countries on the right, then answer questions 1, 2 and 3.**

	Building	Country
a.	Abraj Al Bait Towers	China
b.	Shanghai World Financial Centre	USA
c.	Petronas Towers	Saudi Arabia
d.	Taipei 101	UAE
e.	Willis Tower	Hong Kong
f.	Burj Khalifa	Taiwan
g.	International Commerce Centre	China
h.	Nanjing Greenland Financial Complex	Malaysia

1. Which building is (a) the tallest (b) the second tallest? (c) the third tallest?
2. Can you name any of the cities the buildings are in?
3. What other tall or unusual buildings do you know?

2 **Read the newspaper article below. After reading, make a list of the superlative adjectives which the article contains, in your exercise book.**

Daily Times

August 2011

SAUDI ARABIA BEGINS CONSTRUCTION OF WORLD'S TALLEST BUILDING

Saudi Arabia has started work on the world's newest tallest building. This is the Kingdom Tower which is being built on the outskirts of Jeddah at a cost of $1.2 billion. The Tower is the centrepiece of one of Saudi's most ambitious projects, the Kingdom City development, which will cost about $20 billion.

The Kingdom Tower will be 1000 metres high (3,280 feet). This means that it will be 173 metres taller than the world's current tallest building, the Burj Khalifa. It will contain a hotel, luxury apartments, top class office space and the world's highest observatory. The contract was won by the firm *Adam Smith + Gordon Gill Architecture*, based in Chicago. Adam Smith has the best experience of designing tall buildings in the Middle East, as he also designed the Burj Khalifa.

Apart from being the highest, the Kingdom Tower will also be one of the most elegant and most beautiful buildings in the world, with fabulous views of the Red Sea and Jeddah. It will contain 59 elevators, with the quickest travelling at a rate of 10 metres per second.



Source: www.singularityhub.com

GRAMMAR RECALL

Comparatives and Superlatives

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

1. The Kingdom Tower will be taller than the Burj Khalifa.
2. The Amazon is the longest river in the world.
3. English is easier than French.
4. Sara was the most beautiful girl at the party.
5. New York is more expensive than London.
6. That movie is the funniest I've ever seen.

Comparative adjectives

a. Add **–er** to an adjective of one syllable.

b. Add **–ier** to an adjective of two syllables ending in 'y'.

c. Put **more** before other adjectives of two or more syllables.

Superlative adjectives

d. Add **-est** to an adjective of one syllable.
Put 'the' before the adjective.

e. Add **-iest** to an adjective of two syllables ending in 'y'.
Put 'the' before the adjective.

f. Put **the most** before other adjectives of two or more syllables.

Note – Some adjectives have irregular forms:

- good, better, best
- bad, worse, worst
- far, farther (further), farthest (furthest)

3 **Decide if the following sentences are grammatically correct and give your reasons. Write out the correct versions of the sentences in your exercise book.**

1. His hair is more longer than his sister's.
2. The Petronas Towers are the tallest twin towers in the world.
3. The cheetah is the most fastest land animal.
4. The River Nile is shorter than the Amazon.
5. Oman is the loveliest country in the world.
6. This lesson is the more longest in the timetable.
7. Chinese is difficulter to learn than Arabic.

ACTIVATE YOUR ENGLISH

Work with a partner.

Student A: You are visiting your friend's city or area for the first time. Ask him/her to recommend some places. Here are some examples of things you can ask about – hotels; restaurants; shops; museums; parks. Use the superlative adjectives in the box below, or think of more adjectives.

best	cheapest	most interesting	most beautiful

Student B: Answer your friend's questions and give him/her some recommendations. The places can be real, or imaginary.

Listen to the example dialogue to help you.



Unit 3 Shining Stars

1 **Read the introduction to the article about Omani sports stars. Work in four groups – A, B, C, D, and read about the star as indicated. Make notes about your star in your exercise book.**

A



Ali Al Habsi (Football)

Ali Al Habsi is Oman's star goalkeeper. His performance in the 2009 Gulf Cup secured the cup for Oman, and won him the best goalkeeper award for the fourth time. Ali started playing football at the age of 8 or 9 in his village of Al Mudhaibi. By the age of 17 he was playing for the Oman national team. Later he went to Europe. He is the first Omani to play for the prestigious English Premier League.

Advice for young people:
"Everyone wants to be a footballer because they think it's very glamorous and exciting. But it's a lot of hard work. As with everything, you have to start at the bottom and give it all you've got. That's the way to succeed."

B



Ahmad Al Harthy (Racing)

Ahmad Al Harthy is the first circuit racing driver in Oman. He fell in love with racing at the age of 7 or 8, when his brother took him go-karting. His first big race was at the Middle Eastern Championships in Bahrain in 2006, when he came second. Ahmad has had many successes, including winning podium places in the Porsche Carrera Cup GB. He is very concerned about road safety in Oman and better driver education.

Advice for young people:
"If you have a goal, stay motivated and don't give up. It's never about *not being able to*. There's always a way to follow your dream. Family support is very important too in helping you achieve your goals."

C



Hiba Al Rahbi (Horse riding)

Hiba Al Rahbi is a champion horsewoman and soldier. She has ridden with the Royal Cavalry in Oman since she was 9 years old. She has taken part in many international competitions. In 2007, she won an international dressage competition in Qatar. Hiba also does racing, and trick riding at the Royal Horse Show. She was the first girl in Oman to stand on a horse. She was winner of the 2009-2010 cup for the best female rider in Oman.

Advice for young people:
"Don't give up when things go wrong. Sometimes I've had bad luck – I fall or I've come third in a competition instead of first or second. But after a fall, you have to pick yourself up and get right back on your horse, and carry on."

D



Shihab Al Riyami (Volleyball)

In 2011, Shihab Al Riyami became the first Arab to be selected to represent his country on the coaching committee of the prestigious Asian Volleyball confederation (AVC). He started playing volleyball when studying sports at Sultan Qaboos University in 1997. Since then, Shihab's aim has been to promote the development of volleyball in Oman, and set up more clubs where young people can play.

Advice for young people:
"Although you need to focus on studying first, sports are extremely important in our life. If you play a sport, you can improve your ability all round – as the saying goes, a healthy mind in a healthy body."

2 **Find a student from a different group. Ask and answer questions about their star.**

a What sport does your star do?
b When did he or she start doing this sport?
c What was he or she the first person to do?
d What advice does he or she have for young people?

3 **Read the texts about the four sports stars again. Find words with the following meanings in the texts and write them into your exercise book. Then make your own sentences using the words.**

a	admired and respected by people (adj)	(text about Ali)
b	attractive and interesting (adj)	(text about Ali)
c	track that cars race around (n)	(text about Ahmad)
d	worried (adv)	(text about Ahmad)
e	someone who wins competitions (n)	(text about Hiba)
f	kind of competition for horses (n)	(text about Hiba)
g	be a kind of symbol for something (v)	(text about Shihab)
h	encourage the development of something (v)	(text about Shihab)

top tip

Grouping words together

When learning new vocabulary, it is helpful to group words together according to subject. This can be in the form of simple lists with headings such as 'hobbies' or 'food' or more complex diagrams or charts for subjects such as 'education' or 'health.'

4 **Draw four columns in your exercise book. Write one of these headings at the top of each column: Football, Motor racing, Horse riding, Volleyball. Write the words below into the correct columns. Note – Some words may go into more than one column. Two words do not go into any of the columns. Which sport(s) are these two extra words associated with?**

pool	kick (v)	ball	saddle	reins
net	score (v)	gallop (v)	goal	mechanic
engine	track	hit (v)	racket	

With a partner, think of more sports and make a list. Write down one or two words that are associated with each (where they are played, what equipment is used).

5 **Choose a famous sportsman or sportswoman. Write a short biography or profile of this person. Refer to the Writing Guide on page 70 of your Workbook for help with layout and language.**

Unit 4 Natural Record Breakers

1 **In groups, discuss each question below and choose the correct answer. Note the answers in your exercise book, then listen to the recording and check if you were right.**

Where in the world . . . ?

1 . . . is the slowest growing tree to be found?
a Colombia **b** Russia **c** Canada

2 . . . was the longest underwater cave system discovered?
a Ukraine **b** China **c** Mexico

3 . . . were most people killed during the deadliest earthquake in history?
a Egypt and Syria **b** Turkey and Iran **c** Afghanistan and Pakistan

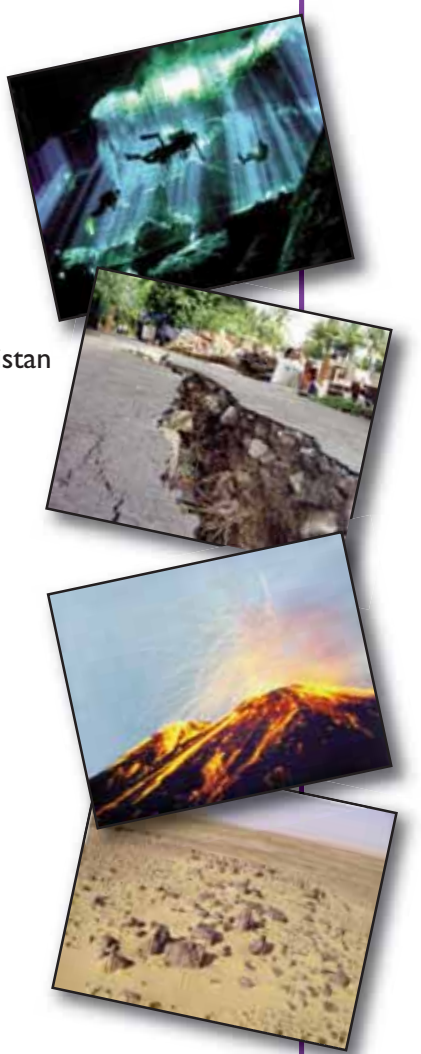
4 . . . is the highest single drop waterfall to be found?
a Indonesia **b** Venezuela **c** Norway

5 . . . is the world's most active volcano located?
a Hawaii, USA **b** Alaska, USA **c** Ecuador

6 . . . was the worst drought recorded in history recorded?
a India **b** China **c** Egypt

7 . . . is the deepest part of the world's oceans?
a Atlantic Ocean **b** Pacific Ocean **c** Indian Ocean

8 . . . is the driest desert to be found?
a Mongolia **b** Namibia **c** Chile



2 **Listen again and decide on the correct answer related to each of the record breakers in Activity 1. Give yourself two points for each correct answer.**

1	**a**	100cm	**b**	50cm	**c**	10 cm
2	**a**	93 miles	**b**	95 miles	**c**	99 miles
3	**a**	1,100,00	**b**	10,100,000	**c**	20,100,000
4	**a**	959m	**b**	979m	**c**	999m
5	**a**	1783	**b**	1883	**c**	1983
6	**a**	1776 – 1779	**b**	1876 – 1879	**c**	1976 – 1979
7	**a**	12,315 metres	**b**	11,500 metres	**c**	10,924 metres
8	**a**	1mm	**b**	10mm	**c**	100mm

SOUND BITES

Question Tags

- They enjoy adventure stories, **don't they**?
- He's very intelligent, **isn't he**?
- We can stay here a bit longer, **can't we**?
- You will send me an e-mail, **won't you**?
- Let's go to the beach today, **shall we**?
- We haven't got one of those, **have we**?
- They didn't really believe that, **did they**?
- She couldn't do that before, **could she**?

3 **In pairs, practise using question tags.**

Student A turn to Communication Activity 1 on page 66 of your Coursebook
Student B turn to Communication Activity 1 on page 67 of your Coursebook

Take it in turn to read out your sentences. Your partner should add a question tag to the end of your statement.

Example:

Student A: You like swimming . . .

Student B: . . . don't you?

Student B: She's very beautiful, . . .

Student A: . . . isn't she?

4 **In pairs, use some of the following adjectives to produce some new comparisons. Write them into the gaps in Activity 5 on page 9 of your Workbook. Use the comparative form where necessary.**

happy	long	short	beautiful	strong
clean	tall	small	rich	smooth
free	lazy	wise	ugly	
fresh	colourful	deep	clever	

Unit 5 The Highest Mountain in the World

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

a What is the highest mountain in the world? What do you know about it?
b What other mountains do you know, in Oman and elsewhere?

2 **Read the text below about the highest mountain in the world. After reading, find examples of conjunctions (linking words) and note them down in your exercise book. The first one has been found for you. Do NOT write in your Coursebook.**

The Highest Mountain in the World



Nepal is a small Asian country. It lies between India and China and is very mountainous. The highest mountain in Nepal is Mount Everest. It is 8,848 metres high and is also the highest mountain in the world.

In 1920, a group of British climbers tried to climb Mount Everest for the first time. However, they didn't succeed in reaching the summit because the air was too thin, and the climate was freezing. Between 1921 and 1953 many climbers tried to reach the top of Mount Everest. But each time the cold weather and the thin air stopped them. Moreover, many climbers died on the way. Then in 1953, two climbers finally reached the summit of Everest. They were Tenzing Norgay from Nepal and Edmund Hillary from New Zealand.

Tenzing Norgay

Tenzing Norgay was born in a small village in Nepal in 1914. He had twelve brothers and sisters and his family was very poor. He didn't go to school so he never learned to read or write. Tenzing looked after the family's animals and often took them up into the mountains to find food. Meanwhile, he learned many things about climbing.

Tenzing tried to climb Mount Everest six times between 1935 and 1952. After he succeeded in climbing it in 1953, he became very famous. In 1955 he moved to India and started to teach mountaineering to young Asian climbers. He died in India in 1980.

top tip

Time order words and phrases

Time order words and phrases make the sequence of events clear when you tell a story. Make use of them to give your story clarity. Some examples of time order words and phrases are:

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

3 **Read the text below, which is part of an interview with Khalid Al Siyabi, the first Omani to climb Mount Everest. Before you read, check the meanings of the following words.**

Sherpa triple altitude sickness summit expedition setback

As you read, look for answers to these questions:
- What is the role of Sherpas?
- Why doesn't every climber make it to the top of Everest?





Interview questions:

Is there only one way up Everest?
No, there are more than eight ways up, but there are two famous routes – the north route and the south route. We took the south route.



Who did you climb with?
I was with a team of 19 climbers. The others were from Argentina, the US, Canada, the UK, Ireland, Turkey and Australia. We had 36 Sherpas with us – local people from the Himalayan region. The Sherpas are the real heroes of a climbing expedition. They carry triple the weight that the climbers carry, they fix the route and they help you all the way. I've climbed many times with the same Sherpa, Jangbu.

Did everyone make it to the top?
Unfortunately, no. Conditions were very tough and only 10 people from our team made it to the summit. There are a lot of challenges on the mountain, of which the most dangerous is altitude sickness. The human body is used to being at sea level, so if you are at a height of 4,000 metres you can suffer very bad headaches, breathing difficulties and heart problems. Not every climber makes it.

Was there ever a moment when you felt you couldn't go on?
No, I was always sure I could do it. I kept myself positive all the way. But just before Jangbu and I reached the summit, we had an unexpected setback.

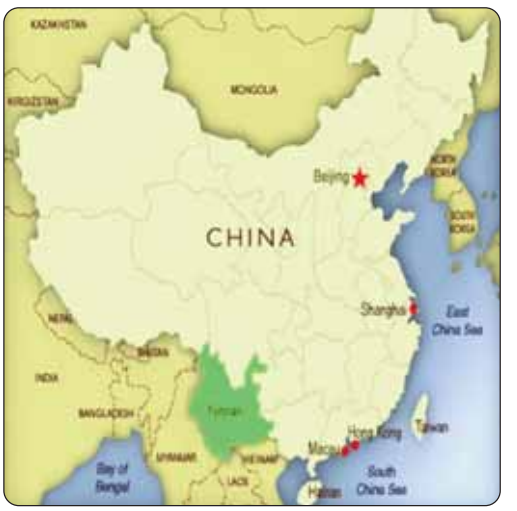
4 **Listen to Khalid telling the story of what happened just before he reached the summit of Everest. After listening, write the following time order words and phrases into your exercise book. Then listen again and tick the ones that you hear while Khalid is talking.**

while	**before that**	**first**	**meanwhile**
in the meantime	**after a time**	**second**	**next**
then	**at last**	**just then**	**eventually**

Across Cultures



China



Official name:	The People's Republic of China
Location:	East Asia
Capital:	Beijing
Population:	1,339,700,000
Area:	9,640,821 km^2
Languages:	Mandarin, Cantonese and many other dialects
Currency:	Renminbi (yuan)

China is the fourth largest country in the world but has the largest population. The major cities on mainland China are the capital, Beijing, and Shanghai. Shanghai is the largest city in China with a population of over 23,000,000. The Chinese civilisation is one of the world's oldest, dating back more than 6,000 years. China today is a fascinating mixture of the very new and the very old. Tall skyscrapers and futuristic buildings are features of most modern Chinese cities. In contrast, China has amazing works of ancient engineering and construction, such as the Great Wall in the mountains near Beijing, and the Terracotta Warriors in Xian.



Tiananmen (*Gate of Heavenly Peace*) in Beijing. Slogans ('Long live the People's Republic of China' and 'Long live the unity of the people of the world') are written in simplified Chinese from left to right.

The People



Chinese New Year Dragon Dance

The Chinese are a deeply traditional people, and have many rituals and special celebrations. Chinese New Year is an exciting and colourful time, when families get together and firework displays take place everywhere. There are many rituals to bring good luck to home and family. Dragon and lion dances are performed at special times of the year, and for special occasions such as the opening of a new business or the birth of a baby. The Chinese have a strong belief in good luck and bad luck. The colour red is considered lucky, and symbolizes prosperity. The number four is considered unlucky, and symbolizes death.

Some Chinese Achievements

Modern China has the world's fastest growing economy, and is the principal economic superpower. Its factories, businesses and exports are booming. But China also has many glorious achievements from the past. For example, it has the world's

longest continuously used written language system. Early Chinese inventions include the earliest use of paper, the compass, printing, gunpowder, fireworks and the umbrella.

In ancient times, the Great Wall of China was probably China's most famous wonder. It was built to keep enemies out, and is the world's longest man-made structure. It stretches for approximately 6,700 kilometres, and ranges in thickness between 4.5 and 9 metres. In some places, it reaches a height of 7.5 metres.


The Great Wall of China

But modern Chinese engineering feats are equally amazing. The world's longest bridge over water has just been completed. This is the Qingdao Haiwan Bridge which is 26.4 miles long. It was constructed in only four years at a cost of US$ 8.5 billion. China also has the world's fastest high-speed train, the world's highest railway (the Qinghai-Tibet railway) and the world's largest dam (the Three Gorges dam).

Sport

Physical fitness is very important for both old and young. If you go to the parks in the big cities in the early morning, you will see older people practising tai chi chuan, a form of martial art. China has one of the oldest sporting cultures in the world. Some of the most popular modern sports include martial arts, table tennis, badminton, swimming, basketball and snooker. The Chinese do not excel at football, but they are very good at basketball. The American National Basketball Association (NBA) has a huge following among Chinese youths, with Chinese basketball players such as Yao Ming being greatly admired.

More traditional sports also take place in China, such as dragon boat racing during the Dragon Boat Festival. In Mongolia, wrestling and horse-racing are very popular, and in Tibet, archery. In the past few years, China has become internationally recognized for its sporting achievements. It hosted the Summer Olympics in 2008, where it won the largest number of gold medals. It will host the 2013 Asian Games in Tanjin, and the 2014 Youth Olympic Games in Nanjing.

An Endearing Animal

No description of China would be complete without mention of the giant panda. This appealing animal can be found in the mountainous forests of south-western China, where bamboo, its main food, grows. Unfortunately, it is an endangered species with only about 1,600 giant pandas left in the wild. The Chinese government has established over 50 reserves to protect the panda. The World Wide Fund (WWF) has also been very active in panda conservation, and has even chosen the giant panda as its symbol.


The endangered giant panda

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

Cultural Comparison
Achievements

- How does life in the past compare with life in the present in Oman?
- What are some of Oman's engineering achievements?
- What are some of Oman's sporting achievements?
- What future changes or achievements would you like to see happen in Oman?

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

Reading for Pleasure

Genre: Magazine Article

The Marathon of Hope

The Story of Terry Fox

Terry Fox was a brave young Canadian whose name symbolizes strength and courage. He ran across Canada with a single goal in mind – to raise money for cancer research. Terry was only 22 when he died in 1981, but his name lives on. Every year millions of people in over 60 countries take part in the Terry Fox Run to raise money to fight cancer.



Terry Fox

Terry Fox was born on 28 July, 1958. In March 1977, when he was eighteen, he ran home from school one day. But he stopped suddenly in front of his house, and could not run any further.

Terry's mother took him to hospital. The doctors told him he had cancer in his leg and that they would have to amputate it. They cut his leg off, and three weeks later Terry got an artificial leg.

When Terry got home from hospital, he often thought about the children he had seen there who were suffering from cancer. He thought, "If scientists had more money, they might be able to find a cure for cancer. What can I do to help them?"

Terry decided to run across Canada to raise money. His mother said, "Terry, you cannot run from the Atlantic to the Pacific Ocean on one good leg." But Terry was sure that he would succeed.

The Marathon of Hope

Terry called his run, 'The Marathon of Hope.' He planned to run from St John's in the east of Canada to Port Renfrew in the west – a distance of 8,530 kms. He started his run in 1979 and he ran every day. His friend, Doug Alward, followed Terry in a van. Terry ran in the day and slept in the car at night. Sometimes people invited Terry and Doug to sleep in their houses. Hotels offered them beds for the night without charge.

Terry ran 885 km in twenty three days. When he reached the town of Port Aux-Basques, the people gave him $8000. He ran on to Sydney in Nova Scotia, and Halifax. By then, he had completed 1,609 kms. Next, he ran to Prince Edward Island and Charlottestown.



The 'Marathon of Hope' path

But by 28 May 1980, Terry was in a lot of pain from his artificial leg. He sent it for repairs, and one day later, he was running again. On 31 May, Terry's younger brother, Darrell, joined Doug and Terry. The three young men went on to Quebec. But Terry had some problems there. The people in Quebec spoke French, but Terry didn't speak French so he couldn't explain to them about his run.

On 24 June, 1980, Terry reached Montreal. There he met with Isadore Sharp, a famous Canadian businessman. Sharp gave Terry $2.00 for every mile that he ran. He spread Terry's message to people throughout Canada – "Give money and stop cancer."

When Terry reached Ontario, the people gave Terry $1,000,000. By now, Terry was a national star but he was also very tired. He couldn't run well and he couldn't talk to people, but he refused to go and see a doctor.

Canada's hero

By 1 September, 1980, Terry was in a lot of pain. He reached the city of Thunder Bay, near Lake Superior, but he couldn't run any further. He was taken by air to a hospital in New Westminster in the west of Canada, near his home. Terry's Marathon of Hope had ended at 5,372 km. He had raised $1.7 million.

By this time, the cancer had spread to Terry's lungs. There was a big TV show about Terry and the Marathon of Hope on 9 September 1980. Terry had become a hero, and many famous people wanted to thank him. Terry watched the show from his hospital bed. After the show, Canadians and Americans donated $10,000,000. Ten days later, Terry received a very high award. He was named a Companion of the Order of Canada. He was the youngest person to receive it.

Terry Fox died on 28 June, 1981. The Terry Fox Foundation was founded after his death and raised money by holding a charity run that September. Now people across the world run the Marathon of Hope every year. As they run, they remember the brave young man who never gave up. Terry is dead but his message of 'Let's Stop Cancer' lives on.



The Terry Fox Monument in Ottawa, Canada.



Runners in Corso, Venezia (Italy)



Runners in Bowmanville, Ontario (Canada)

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

To read more about the Marathon of Hope, turn to page 13 of your Workbook

Review and Reference

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

- improve your skimming and scanning skills
- use comparatives and superlatives
- use vocabulary associated with different sports
- listen for specific information
- create questions using superlatives
- use question tags
- use conjunctions, and time order words and phrases
- write a narrative about a personal experience

2 **You have discussed:**

- the Olympic Games
- the world's tallest buildings
- Omani sports stars
- natural record breakers
- the highest mountain in the world
- narratives about mountaineering

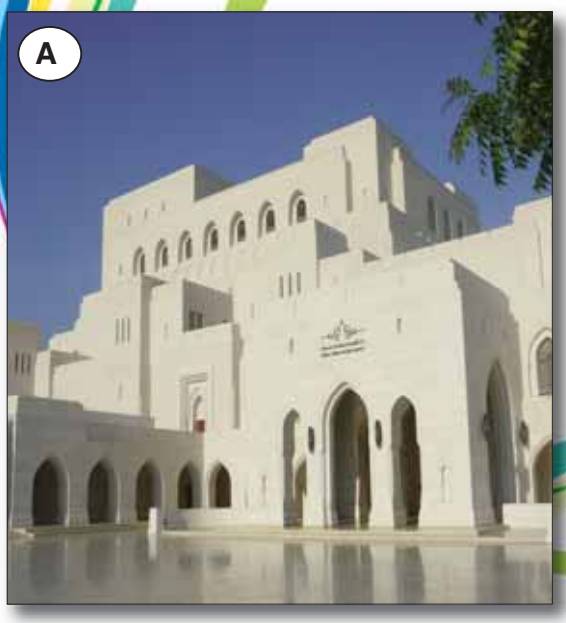
3 **Glossary of selected words from this theme:**

• **altitude** (n)	height of a place above sea level
• **champion** (n)	someone who has won an important competition, especially in sport
• **deadline** (n)	time or date by which you have to do something
• **equestrian** (adj)	relating to riding horses
• **fever** (n)	feeling of mad excitement
• **memorable** (adj)	something not easily forgotten
• **promote** (v)	support or encourage something
• **recommend** (v)	advise someone that they should do something
• **setback** (n)	problem that delays or stops progress
• **skyscraper** (n)	very tall building containing offices or flats
• **summit** (n)	top of a mountain
• **triple** (adj)	three times as much or as many

Theme 2

Sources of Inspiration

A



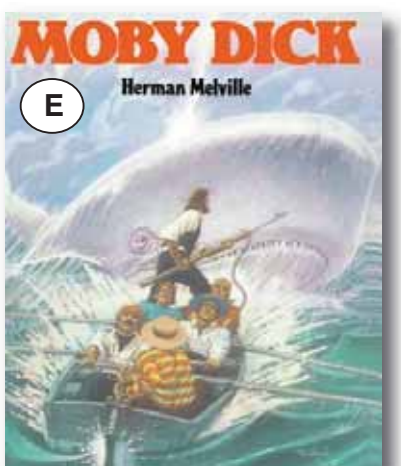
C

B



D





E

1 **What can you see in the pictures? How do you think the pictures are linked to the title of this theme?**

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.**

Sometimes our lives may seem quite **dull** and ordinary. We watch too much television and are in danger of becoming **couch potatoes**. But if we only look, we can find **sources of inspiration** everywhere around us. Some special places, events or people **inspire** us with a sense of **pride**, and encourage us to **achieve** better things in our own lives. Sometimes it is a **fantastic** new building, like the Royal Opera House in Muscat, or else a person of **genius**. Sometimes it is a **fictional** story, such as a great **classic** novel, or a real life tale of amazing **courage**, such as the story of the brave **crew** of *Jewel of Muscat*.

1 **Read the review below of the first public performance at the Royal Opera House, Muscat. As you read, make notes about the features of the Opera House that are mentioned.**

Arts & Culture — Daily Times — 15 October 2011



ROYAL OPERA HOUSE PUTS OMAN ON WORLD STAGE

by our Arts Correspondent Ali Al Nabhani

The Royal Opera House, Muscat, opened last night with a performance of the opera *Turandot* by Giacomo Puccini. Puccini was the last in a line of great Italian composers which ran for 300 years from the 17th century to the 20th.

It was hard to know which was more stunning – the Opera House or the performance. The Opera House has a seating capacity of 850 for operas, and about 1,050 for concerts. It has an impressive entrance area, marble floors and staircases, and decorations hand carved by local craftsmen. The auditorium is of beautiful design. It was packed from floor to ceiling with elegantly dressed ladies and gentlemen, including many visitors from neighbouring countries.

Turandot, which takes place in Beijing in ancient China, has a huge cast of actors and singers. It is divided into three acts. As the curtain rose for the second act, the audience gasped in admiration at the set. The stage had been transformed into a Chinese emperor's palace. A wide staircase flanked by lanterns, pagodas and statues of lions rose up to where the emperor sat on a gold throne.

The Opera House uses modern technology to aid understanding. On the back of every seat is a digital screen. By touching the screen, you can view the libretto in three different languages – Arabic, English and the original language. In this way, you can easily follow the story.

2 **Scan the text as quickly as possible to find the following information. Note each answer in your exercise book.**

a the nationality of the composer of *Turandot*

b the seating capacity of the Royal Opera House

c the country where *Turandot* is set

d features of the emperor's palace in the second act

e the purpose of the small screen on the back of each seat

دار الأوبرا السلطانية مسقط
ROYAL OPERA HOUSE MUSCAT



A scene from Turandot

3 **Draw two columns in your exercise book. At the top of one column, write 'Royal Opera House' and at the top of the other, 'Performance.'**

Read the sentences **a – j** below. They come from two different paragraphs in a review of *Turandot* at the Royal Opera House. Paragraph 1 is about the Opera House. Paragraph 2 is about the performance. In pairs, decide which phrases belong in Paragraph 1 and which in Paragraph 2. Write the letters of the sentences in the appropriate column.

a The story is set in ancient Beijing.
b It has a huge seating capacity.
c There is a huge cast of actors.
d It opened in October 2011.
e The costumes are very colourful.
f It has marble staircases.
g It is divided into three acts.
h It is lit up at night.
i The composer was Italian.
j The carvings are done by hand.

TIME TO TALK

Make notes about a building in your town or village which you like. Then work with a partner.

Student A: Describe your building. Tell your partner

- the name of the building (if it has one)
- where is it and what it looks like
- what it is used for
- what you like about it, or how it inspires you

Student B: Listen carefully, and ask your partner one or two questions to find out more about their building. Then exchange roles.



Unit 2 Musical Genius

1 **Look at the photos of musical instruments and discuss the following questions.**



a What instruments can you see?
b What other instruments do you know?

2 **Read the article below. As you read, look for the answer to this question – What style of music does Vanessa Mae play?**

VANESSA MAE – MUSICAL PRODIGY



Vanessa Mae was already a world-famous musician before she became a teenager. She was born in Singapore in 1978, but when she was four years old, her family moved to London. Vanessa was only five when she started playing the violin. At the age of ten, she made her musical debut when she played with the Royal Philharmonic Orchestra in London. By the age of 13, she had already made three classical CDs. They included the violin concertos of Tchaikovsky and Beethoven. Vanessa was the youngest violinist in the world to record these two masterpieces.

Vanessa was keen to experiment with a range of musical styles. She began playing the modern electric violin and released a pop CD called The Violin Player in 1995. This sold more than 3 million copies. She has become famous for her 'crossover' style of music which combines classical music with rock and pop. Vanessa has received many awards and has performed at a large number of musical events and venues around the world. Today she is a musical star, equally at home when playing classical violin, or rock and pop music.

3 **Read the answers below to some questions about Vanessa Mae. What were the questions? Write them out in full in your exercise book.**

1 Singapore.
2 Since she was five.
3 In 1988.
4 More than 3 million copies.

4 **Look at the picture. Discuss where you think the girls are, and what they are doing. Then listen to the dialogue between the girls and the reporter, and check your answers.**

1 What are Alice and Nina waiting for?

2 How long has Nina lived in London?

3 When did Alice see 'Coldplay'?

4 How long have Alice and Nina been waiting?



GRAMMAR RECALL

Past Simple and Present Perfect

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

1. I bought their CD two days ago.
2. He's lost his mobile phone.
3. I've lived in London for three years
4. I've visited Japan many times.

a. Use the **present perfect** to describe events that are completed up to now without stating a specific time.

b. Use the **present perfect** to express an action which happened in the past but which has a result in the present.

c. Use the **present perfect** to describe an action or situation that started in the past and continues into the present.

d. Use the **past simple** to refer to a completed action that happened in the past.

'Ago' is often used with the past simple: *ten minutes ago*; *a year ago*

'For' and 'since' are often used with the present perfect: *for two years*; *since 2005*

5 **Choose the correct alternative in each sentence.**

1. They've lived in London **for / since** five years.
2. I **visited / have visited** the Royal Opera House two days **since / ago**.
3. I haven't downloaded any music **for / since** last week.
4. I've had my new MP3 player **for / since** two weeks.
5. I **went / have been** to a rock concert three weeks ago.
6. She's been playing the guitar **for / since** 2005.

ACTIVATE YOUR ENGLISH

Work with a partner.

Student A – Turn to Communication Activity 2 on page 68 of your Coursebook and follow the instructions.

Student B – Turn to Communication Activity 2 on page 69 of your Coursebook and follow the instructions.

Unit 3 A Jewel of a Ship

1 **Read the notice below. What kind of film is it advertising? After reading, choose the correct answer in each of the four statements under the notice. Note each answer in your exercise book.**

The British Museum, London, presents a film about an Omani historic voyage

Jewel of Muscat

Saturday 30 July 2011 14.00 – 16.00

A National Geographic documentary in two parts about *Jewel of Muscat*, a replica of a 9th century trading ship

Part 1: Arab Treasure Ship follows the search for materials from around the world to go into the ship, and her construction in Oman using traditional tools and techniques

Part 2: Sailing the Treasure Ship recounts *Jewel*'s five month voyage from Oman to Singapore, with only traditional sails to carry her, and the challenges faced by the crew



1. *Jewel of Muscat* is (a) a modern sailing ship (b) an old sailing ship (c) a copy of an old sailing ship
2. The film was shown on 30 July in (a) London (b) Singapore (c) Muscat
3. *Jewel* was built in (a) Singapore (b) Oman (c) different places around the world
4. *Jewel* sailed from (a) Singapore to Oman (b) Singapore to Oman and back (c) Oman to Singapore

2 **Read the article below about *Jewel of Muscat*. As you read, look for the answer to the following question. Why is *Jewel* a unique ship?**

Singapore Daily Times 15 October 2011

JEWEL OF MUSCAT GOES ON PUBLIC DISPLAY IN SINGAPORE

Over 1,000,000 people a year expected to view Omani ship

Jewel of Muscat went on show to the public in Singapore today. Her new home is the Maritime Experiential Museum and Aquarium, at Resort World Sentosa.

Jewel of Muscat is a replica of a 9th century Arab trading ship, which was discovered in a wreck off the coast of Indonesia in 1998. *Jewel* was built in Qantab near Muscat using traditional tools and materials, with no nails or screws. Her wooden planks were sewn together with coconut fibre.

Jewel left Muscat on 16 February 2010. She sailed to Singapore via India, Sri Lanka and Malaysia. Her

voyage was amazing because she had no engine, and no modern technology was used to navigate her. The crew steered her by the stars, and the kamal and sextant, old instruments that the Arabs used in ancient times.

On 3 July 2010, she was presented in a formal ceremony to the government of Singapore as a gift from His Majesty. Now over a year later she has been moved to the new museum.

There, she will help to educate thousands of visitors about Oman's great maritime heritage.



Captain Saleh using the kamal

3 **Read the text in Activity 2 again. Then put the events below in the correct order.**

a *Jewel* is presented to the government of Singapore.
b The wreck of an old Arab ship is discovered.
c *Jewel* sails to Singapore.
d *Jewel* is moved to a new museum.
e A replica ship is built.

4 **Find words in the text in Activity 2 that mean the following. Note them in your exercise book. Then make up sentences of your own using these words.**

a to do with ships or the sea (para 1)
b accurate copy of something (para 2)
c make a ship travel in a particular direction (para 3)
d official (para 4)

top tip

Adjective endings

- We use **–ed** adjectives to talk about feelings.
  I'm interested in the story of Jewel. (I feel eager to find out more.)

- We use **–ing** adjectives to talk about a person, thing or situation that causes those feelings.
  The story of Jewel is very interesting. (It makes me want to find out more)

5 **Choose the correct adjective in each sentence. Note the adjectives in your exercise book. Then write out five more sentences of your own using the other adjectives.**

a I'm **interested / interesting** in the theatre.
b I don't find tennis very **excited / exciting**.
c He gets **confused / confusing** by English grammar.
d I think shopping is very **bored / boring**.
e The journey was long and **tired / tiring**.

Unit 4 Couch Potatoes

1 **Look at the title of the article below. What do you think a 'couch potato' is? Read the article and choose the best definition from the four below.**

a Someone who likes cooking and gardening.

b Someone who enjoys active sports and hobbies.

c Someone who spends their free time in front of the television.

d Someone who doesn't play sports but enjoys other hobbies.

Couch Potato Kids



Many parents and teachers in the UK have expressed concern over the last few years about the number of hours that children spend in front of the television. According to recent statistics, teenagers watch between two and a half to three hours of television every day. Many watch television in the mornings while eating breakfast, but most viewing is done after school.

The most popular viewing times for teenagers are between seven and nine o'clock at night. They watch quiz shows, soap operas and music programmes. In the UK, research has shown that boys watch more sport and science fiction than girls. Girls watch more drama series, news programmes and documentaries.

There is increasing concern with rising obesity levels amongst children in the UK. Many people believe that a lack of physical exercise and too much time sitting in front of the television or computer screen is causing a generation of couch potatoes.

Source: www.ofcom.org.uk/research/tv

2 **Write the numbers 1 – 8 in your exercise book. Listen to eight students talking about their free time activities. As you listen, find the activities in the list below and write the letter of the activity beside the corresponding number. Note: There are three activities which are not mentioned.**

Example 1 – j (shopping)

a cooking

b dancing

c listening to music

d painting

e playing computer games

f playing football

g gardening

h playing tennis

i reading

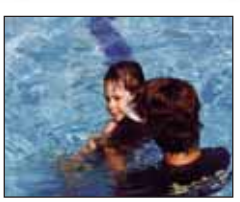
j going shopping

k swimming

l watching TV









3 **Read the lists below of types of TV programmes and programme titles. Listen to some teenagers talking about the programmes they like. Write the letter of each type of programme and the corresponding number of the programme title in your exercise book.**

Example: d - 1 'Debate of the Week' is a discussion programme

Types of programmes	Programme titles
a comedy series	**1** Debate of the Week
b sports	**2** National Geographic Wildlife
c quiz show	**3** Who Wants to be a Millionaire?
d discussion	**4** Law and Order
e reality show	**5** Pop Idol
f documentary	**6** Football Focus
g detective drama	**7** Friends
h lifestyle TV (cooking, travel etc)	**8** Fashion World

4 **Listen to a debate about British television. As you listen, note down the four different types of programmes mentioned in your exercise book. Listen again and decide if the following statements are True or False. Write the letter of each statement and T or F against each one.**

a Tom thinks there are too many reality programmes on British TV.

b Mary thinks that British television drama is excellent.

c Julie thinks that British TV programmes are better than American ones.

SOUND BITES

Asking for an opinion

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

Giving an opinion

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

Expressing agreement

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

Expressing disagreement

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

5 **In groups, discuss the positive and negative points about television programmes in Oman. Say what programmes you find inspirational, and give your reasons.**

1 **In groups, discuss questions a and b below.**

a. What types of stories are there? (adventure, science fiction etc)

b. What kind of stories do you enjoy? Give your reasons.

2 **Read the review of the classic novel, *Moby Dick*. As you read, look for the answer to the following question – Did the writer of the review enjoy *Moby Dick*? Which part(s) of the review tell you this?**

Moby Dick



Moby Dick is one of the world's great adventure stories. It was written by the American author, Herman Melville, in 1851. It is the story of a mad sea captain, Captain Ahab, and his hunt for the great white whale, Moby Dick.

The story is told by one of the crew members, Ishmael, on Captain Ahab's ship, the *Pequod*. Ishmael tells us that Captain Ahab has a false leg. We learn he lost his real leg on a previous whale hunting trip, when Moby Dick bit it off. Now Captain Ahab has only one desire – revenge on Moby Dick.

The *Pequod* is a whaling ship with a crew from many different countries. The men joined the ship to kill as many whales as possible and make lots of money from whale oil. But Captain Ahab tells them they are only going to hunt one whale – Moby Dick. The crew are very unhappy, but there is nothing they can do.

Finally, the *Pequod* finds Moby Dick. Captain Ahab orders his men to attack the whale and kill it. But instead, Moby Dick attacks the *Pequod* and sinks it. Ahab and all his crew are drowned. The only person to survive is Ishmael, the storyteller, who is saved by a passing ship.

Moby Dick is a very exciting and powerful story. It is also very interesting, because you learn a lot about whales, and life at sea on a whaling ship. The character of Captain Ahab is especially complex. We feel sorry for him, but at the same time he makes us angry. In the end, his crew die just because of his mad desire for revenge. I would definitely recommend *Moby Dick* to anyone who enjoys adventure stories and tales of the sea.

3 **Look at these headings. Find the information in the review of *Moby Dick* in Activity 2.**

- Title and author
- Type of book
- Characters
- Events in the story
- The writer's opinion of the book



4 **Make some notes under the headings above about a book that you have read recently. If you prefer, make notes about a film you have seen. Then use your notes to help you and give an oral presentation of your review to your group.**

Here is some useful language to help you when presenting your review:

"It's about . . ."

"It's set in . . ."

"It was written by . . ."

"The story is excellent / very good / very interesting / not very good / not very interesting . . ."

"The thing I liked best about it was . . . "

"Another thing I liked was . . . "

"One thing I didn't like was . . ."

top tip

Writing a book or story review

A review should include both factual information (who wrote it, what's it about) and your opinion of it (if you enjoyed it, didn't enjoy it) with your reasons. When describing the events in a book or story, use the present tense.



Across Cultures



Ireland

Official name:	The Republic of Ireland (Eire)
Location:	Northwest Europe
Capital:	Dublin
Population:	4,581,270
Area:	70,273 km^2
Languages:	English, Irish
Currency:	Euro



When people talk about 'Ireland', they sometimes mean different places. Geographically, Ireland is an island which lies to the west of Britain. Politically, it is divided into two separate countries – Northern Ireland and the Republic of Ireland. Northern Ireland is one of the four countries which make up the UK, along with England, Scotland and Wales. The Republic of Ireland was part of the UK until 1922, but it is now an independent country. Its name in Irish is 'Eire.'

There was much unrest between north and south Ireland from the 1960s until the late 1990s. However, in 1998 a political agreement was made which put an end to many of the problems between the two countries.

History

Ireland is a very beautiful country, but it has a troubled history. One of the most terrible periods was between 1845 and 1852, when the Irish Potato Famine took place. At that time, many poor people in Ireland were completely dependent on potatoes for food. But a disease attacked the potato crops and turned them bad. During the famine, approximately one million people starved to death and a million more emigrated from Ireland. Many people went to the USA, which is why a large number of modern Americans have Irish ancestry.

Culture, Sport and Tourism

Ireland is a small country, but it has made a great contribution to world literature. It has produced many famous writers and poets. In the twentieth century, four Irish writers were awarded the Nobel Prize for Literature. These were George Bernard Shaw, William Yeats, Samuel Beckett and Seamus Heaney. The Irish are also a very musical nation. Irish music and dancing has become very popular around the world because of shows like *Riverdance*, a theatrical performance of Irish traditional dancing.



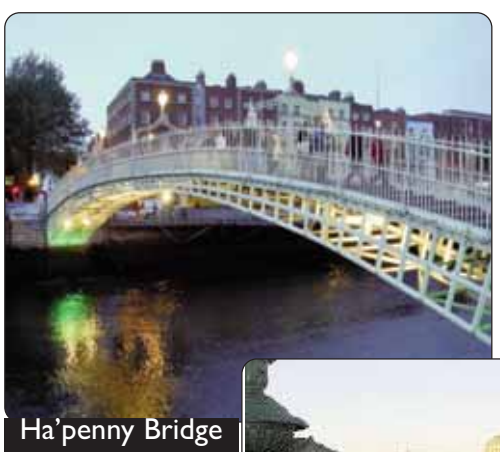
Traditional line formation in a Riverdance performance

The most popular sports in Ireland include football, swimming, golf, soccer and cycling. Horse racing is also a favourite sport. Ireland has exported many famous racehorses and their trainers. Ireland is also a popular tourist destination. Visitors enjoy relaxing

holidays and a range of outdoor activities such as fishing, walking, cycling and golf. The west coast of Ireland has beautiful beaches and is excellent for surfing. In addition, many tourists love the charm and hospitality of the Irish people.

Dublin

Dublin is the capital of the Republic of Ireland. It has a population of 1.8 million people and is situated on the east coast, near the mouth of the River Liffey. Dublin's history goes back hundreds of years, but it is also a modern centre of education, the arts, economy and industry. There are many famous landmarks such as Dublin Castle. The most photographed place in Dublin is Ha'penny Bridge, an old iron footbridge over the River Liffey. Dublin has more green space per square kilometre than any other European capital city, with 97% of city residents living within 300 metres of a park.



Ha'penny Bridge



River Liffey

Some Symbols of Ireland



Ireland's lush greenery

The colour green is generally associated with Ireland. In fact, the island of Ireland has a nickname – 'The Emerald Isle' – because it is so green and beautiful.

One well-known symbol of Ireland is a small green plant called the shamrock. It has three leaves and grows all over Ireland. The shamrock is used as a symbol for Irish sports teams and other organisations. Organisations outside Ireland use it to advertise a connection with Ireland, such as the basketball team Boston Celtic in the USA.



Irish Shamrock

Another traditional symbol associated with Ireland is the leprechaun, who appears in Irish folk tales. The leprechaun is seen as a funny little old man, with a hat and beard, who enjoys creating mischief. Leprechauns spend their days making shoes, and store away their coins in a pot of gold at the end of the rainbow. It is said that if a human captures a leprechaun, he will grant three wishes in exchange for his release.



The leprehchaun

Cultural Comparison
Image around the world

- What traditional things about Oman could be used as symbols for modern businesses or organisations?
- What things about Oman specially attract international visitors?
- How would you encourage more visitors to come to Oman?
- What are some of Oman's exports?

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

Reading for Pleasure

Genre: Journal

A Unique Voyage

One of the duties of a ship's captain is to keep a log, an official journal of his ship's voyage. The following extracts are from Captain Saleh Al Jabri's log in which he describes the highs and lows of Jewel of Muscat's five month voyage from Oman to Singapore in 2010.



Captain Saleh Al Jabri

Starting our long journey

16 February

We finally left Muscat today. We felt very sad to say goodbye to our families, but also excited about the long voyage ahead. Many people came to Port Sultan Qaboos with messages of support and good luck wishes. Now we've started the first leg (stage) of our voyage, and we're on our way to Cochin in India. We should reach it within a month.

A special event

4 March

We saw a wonderful and very special thing – a blue whale. It passed right under the ship and came up on the other side.

Nearing Cochin, India

10 March

We're in a frustrating situation. We're very near Cochin, but *Jewel* has become becalmed. There's no wind at all and we can't move. It's very hot on board and there's no shade. The crew are exhausted. We're sleeping on deck but it's impossible to sleep properly because the temperature is 35 degrees.

Arriving in Cochin after 28 days at sea

14 March

At last we've reached Cochin! I thank God for our safe arrival. My crew have been fantastic and I'm so proud of them. We are from many nationalities, but we worked with one heart and one mind to achieve our goal. We've had a wonderful welcome from the people here, and we're proud and happy. We're all a bit dirty and smelly after our long time at sea, and very tired. Now we're looking forward to a good dinner and a hot shower and a long, long sleep.

On our way to Sri Lanka

10 April

An exciting and busy day as *Jewel* began the second leg of her voyage. We're on our way to Galle in Sri Lanka.

Stormy weather

15 April

We're recovering from a squall, a sudden storm. The wind was so strong that it broke the ropes. The rain was as sharp as needles in our faces. During the squall, we heard a loud crash. One of *Jewel*'s masts is broken. The crew worked hard to fix it for now with wood and rope, but it won't hold. We'll replace it as soon as we reach Galle.

New masts and sails

1 May

We're in Sri Lanka and we've got new sails and a new mast – actually two new masts. I decided to replace both masts as a safety measure. The crew went into the forest and finally found two perfect trees. We cut them down, and our carpenter made them into strong new masts.

At sea again

15 May

A day of wind as we begin the next leg of the voyage. Our next stop will be Penang Island in Malaysia. However, this part of the voyage will be very challenging and dangerous. The monsoon weather has already started.

Fast progress in rough seas

17 May

The weather is rough and dangerous. There are tremendous squalls and the ship is rolling among waves 4 or 5 metres high. We keep raising and lowering the sails, but it's very difficult because the deck is so wet and slippery. I'm really worried about a 'man overboard' situation. If anyone falls off the ship, it's going to be impossible to find them again in these huge waves.

Cyclone warning

19 May

I've just had some disturbing news. I've received a satellite warning of a cyclone in the Bay of Bengal. It's heading *Jewel*'s way fast. The wind is getting stronger all the time, but we're 400 miles from shore and there's nowhere to run. So we'll just have to continue. Conditions are really difficult. The crew are cold and hungry. We can't cook when the weather is bad, so they haven't had a hot meal for days.

Calm after the storm

20 May

The cyclone hit us last night with winds of almost 52 knots – that's almost 100 kms an hour. I had to make an important decision. We had one single sail up. If we left the sail up, we risked breaking the mast. If we lowered the sail, we risked the ship turning into the wind and capsizing. In the end, I ordered the crew to leave the sail up. Fortunately, the new mast held strong, and we came through the night safely. Now the weather is bright, and the sea calm and gentle again. Everyone was very happy to see the morning!

To read about the rest of *Jewel*'s voyage, and her arrival in Singapore, turn to page 27 of your Workbook

Review and Reference

1

In this theme you have learned how to:

- differentiate between the past simple and present perfect
- form sentences with 'for', 'since' and 'ago'
- use adjectives ending in '-ed' and '-ing'
- listen for specific information
- ask for and give opinions
- express agreement and disagreement
- analyse a book or story review
- write a book or story review

2

You have discussed:

- famous opera houses and musical venues
- musical instruments
- sailing in the past and present
- different kinds of television programmes
- how to write a story review

3

• **debate** (n)	discussion where people state different opinions about a subject
• **documentary** (n)	film or TV programme that gives information about a particular subject
• **formal** (adj)	official
• **maritime** (adj)	to do with ships or the sea
• **navigate** (v)	make a ship, plane or car travel in a particular direction
• **obesity** (n)	condition when someone is too fat in a way that is dangerous for their health
• **prodigy** (n)	young person who has a natural ability to do something extremely well
• **replica** (n)	accurate copy of something
• **review** (v)	write an article giving your opinion of a book, play, story or film
• **science fiction** (n)	books or film about imaginary future events
• **soap opera** (n)	TV or radio series about the imaginary lives of a group of people
• **voyage** (n)	long journey, especially by boat or into space

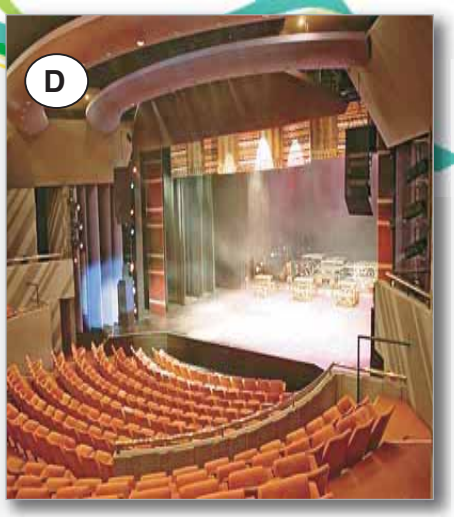
Theme 3

Connections











1 **What can you see in the pictures? How do you think the pictures are linked to the title of this theme?**

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.**

"No man is an island, **entire** of itself". So wrote a famous English poet hundreds of years ago. Today, human beings need other people just as much as in the past. We can **connect** electronically through **social networking sites,** or in person. Young people travel to other countries, to form connections by working on **community projects** and taking part in **adventure challenges.** Sometimes we have an important **message** to get across to others. One **powerful** tool which helps us to do this is **drama**. In a quieter way, we can connect with ourselves and our own past **experiences** through the **memories** we store in our brains.

Unit 1 No Man Is An Island

**"No man is an island, entire of itself,
Every man is a piece of the continent."**

John Donne, English poet (1572 – 1631)



1 **Write answers to 1 and 2 below in your exercise book. Compare and discuss your answers with your group. Then read the 'Top tip' in preparation for the reading text underneath, 'Why do we need friends?' Think about the topic before you read the text.**

1. Why do we need friends?
2. Complete this sentence. 'I most need a friend when . . .' Show your answers to your group.

Why do we need friends?



Friends fulfil important needs. They can affirm our personal value by showing how much they appreciate us – for example, by admiring our skill at playing sport, or by laughing at our jokes. A person who needs to feel that they are very popular, chooses friends who will allow and even encourage him or her to be the centre of attention.

Another need that a friend fulfils is security. A friend does nothing to hurt us, or to draw attention to our weaknesses. This means that friends can interact openly and freely without having to worry about a critical response. Friends can also help us view ourselves as a better person, by encouraging us to feel that our actions are worthy. Sometimes too we need friends to stimulate us. A friend introduces us to new ideas, for example by bringing us into contact with new food, new movies or fashions.

If you were to ask people to complete the statement 'I most need a friend when . . . ' they would probably answer in one of two ways. Some people would say, 'I most need a friend when I'm down' or 'I most need a friend when I have a problem'. We need a friend when we're feeling depressed so that he or she will make us feel a little better, and help to alleviate the pain we are feeling. If we have no friend to talk to, a minor problem can turn into a major one, and we can end up with real heartache.

The other way to complete the statement would be to say 'I most need a friend when I want to share my good news' or 'I most need a friend to enjoy something with.' In other words, we need a friend to increase our pleasure. A great part of the joy of winning a competition, or getting good news is telling someone else about it. Ordinary pleasures like going to the cinema are better when shared with a friend. It's great to have someone to discuss the movie with afterwards.

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

top tip

Preparing to read

Preparing to read is an important part of the reading process. You can start thinking about the topic of the reading, predict its content and recall your personal experiences to help you understand a text better. You can also get important clues about the content from the title and pictures.

2 **Answer these questions about the text in Activity 1.**

a. What reasons does the writer give as to why we need friends?

b. What examples are given as to how friends can show that they appreciate us?

c. How can friends help someone who is feeling down?

d. Why are friends important when we get good news?

3 **Find words in the text in Activity 1 that have similar meanings to the phrases below. Write the words into your exercise books, together with their meanings.**

a. state that something is true (paragraph 1)

b. liked by a lot of people (paragraph 1)

c. faults (paragraph 2)

d. make someone feel interested or excited about something (paragraph 2)

e. make something less painful (paragraph 3)

f. feeling of terrible sadness (paragraph 3)

g. add to, expand (paragraph 4)

h. great happiness (paragraph 4)

TIME TO TALK

Read the list below of common activities shared by friends.

1. Talking about a problem.
2. Doing something your friend has asked you to do.
3. Having a meal at your home or your friend's home.
4. Studying.
5. Playing or watching sports together.
6. Shopping
7. Going to a movie.

In your group, decide on two more activities you enjoy doing regularly with your friends. Add these to the list. Then discuss the activities with your group, and rank them in the order of most to least important.

Unit 2 Social Networking

1 **Read the text below, then choose the correct phrase in each of the four statements underneath.**

Get Connected! **7th January 2012**

Have you signed up to a social networking site yet? Over 100 million people have already signed up to the most popular international site. Social networking is becoming one of the most talked about sensations on the Internet. And it's big business. One of the biggest and best known sites has just been sold for over a billion US dollars.

Typically, these social networking sites allow you to post personal profiles, lists of your online friends, interactive blogs, photos, music and videos for other users to see. You can post your profile on networks that are available globally which means you can connect with other users in many different countries. Or you can choose a network where you may already know most of the people as they connect old school friends and workmates.

However, despite their popularity, there have been complaints about the problems of cyberbullying and safety. Many sites have already made attempts to protect younger users, but some sites have still not put security systems in place. Other critics are worried about the negative social effects such impersonal, 'virtual' friendships will have on individuals in the future.

1 Social networking is:
- **a** very popular
- **b** very expensive

2 Social networking sites:
- **a** are private
- **b** are interactive

3 Social networking is:
- **a** available internationally
- **b** only available locally

4 People have complained that:
- **a** the sites are not safe for cyberbullies
- **b** 'virtual' friendships may cause social problems later







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

a. What are the most popular social networking sites?

b. What do you think are the advantages of social networking?

c. What do you think are the disadvantages of social networking?

GRAMMAR RECALL

Present Perfect and the use of 'just', 'still', 'already', 'yet'

Match each sentence to its usage. Write sentences a – c, out in your exercise book. Fill in each gap with the correct adverb of time.

1 I *still* haven't seen the new aliens movie.

2 Is it five o'clock *already*? I thought it was earlier.

3 I've *just* finished writing my essay.

4 She hasn't finished her homework *yet*.

a Use _____ or _____ to describe something that the speaker expected to happen before now, but has not happened.

b Use _____ to describe something that was completed a short time before the present time.

c Use _____ to describe something that happened sooner than the speaker expected it to happen.

3 **Choose the correct adverb of time in each sentence.**

1 They ***still/yet*** haven't fixed the Internet connection.
2 I've ***already/just*** seen Julie - she was here two minutes ago.
3 They've ***still/already*** eaten breakfast.
4 I've ***already/still*** watered the plants. They don't need doing again.
5 Have they started learning French ***still/yet***?
6 She's ***just/already*** gone out. Shall I call her back?
7 We haven't decided on where we're going ***yet/already.***

4 **Read through the text on page 36 again and find examples where 'just', 'still', 'already' and 'yet' are used with the present perfect.**

ACTIVATE YOUR ENGLISH

Read this sentence with the four possible endings.

She's been here for a week and . . .

. . . she *still* hasn't met the boss.
. . . she's *already* been late twice.
. . . she hasn't got a computer *yet*.
. . . she's *just* got her first salary.

In pairs, write out four endings for three of these sentences using 'just', 'still', 'already' and 'yet'.

Their baby is a year old and he . . .
It's 7 a.m. and . . .
We've shopped all morning and . . .
My brother's studied English for six years and . . .
They've been on holiday for three days and . . .

Unit 3 Remembering and Forgetting

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



a. What kind of things are you good / bad at remembering?

- people's names
- people's faces
- phone numbers
- friends' birthdays
- conversations you have had

b. What special ways do you have of helping you remember things?

2 **Read the text below about a plant which is said to improve the memory. As you read, look for the answer to this question – What interesting thing have scientists found out about rosemary?**

Rosemary for Remembering



The herb rosemary has been associated with improving the memory for hundreds of years.

A famous English statesman, Sir Thomas More, said, "Rosemary is the herb sacred to remembrance, and therefore, to friendship." In the past, people at funerals in the West often threw sprigs of rosemary into the coffin of a dead person before burial. This was to make sure the dead person would not be forgotten.

Shakespeare mentioned rosemary in two of his great tragedies. In Hamlet, Hamlet's fiancée, Ophelia, is starting to go mad. She starts talking about plants and says, "There's rosemary, that's for remembrance . . . " In Romeo and Juliet, the priest says over Juliet's dead body, "Dry up your tears, and put rosemary on this fair corpse; and as the custom is, take her to church."

But does rosemary really help us to remember things? The answer is yes. Scientists today have found that there really is a connection between rosemary and memory. Rosemary contains carnosic acid, which is neuroprotective – in other words, it protects brain cells from damage. This damage can lead to disease such as Alzheimer's disease and other brain disorders. Now, researchers plan to develop drugs based on the carnosic acid in rosemary.

In another study, scientists found that the scent of rosemary improved the memory of office workers. So next time you are in the herb section of the supermarket, remember to buy some rosemary and add it to your food. It is not only delicious, but it may help you to remember a lot of other things.

Source: www.healthdiaries.com/eatthis/rosemary-for-remembrance.html

3 **Read the text again and find the words below. Guess the best meaning for each one from the three choices given. Then check the meanings in your dictionary to see if you were right.**

1 herb (line 1)
a flower **b** tree **c** small plant

2 statesman (line 3)
a businessman **b** politician **c** explorer

3 sprigs (line 6)
a small stems **b** leaves **c** roots

4 tragedies (line 10)
a serious plays **b** sad poems **c** romantic novels

5 corpse (line 13)
a person **b** young girl **c** dead body

6 protects (line 16)
a looks after **b** contains **c** keeps from damage

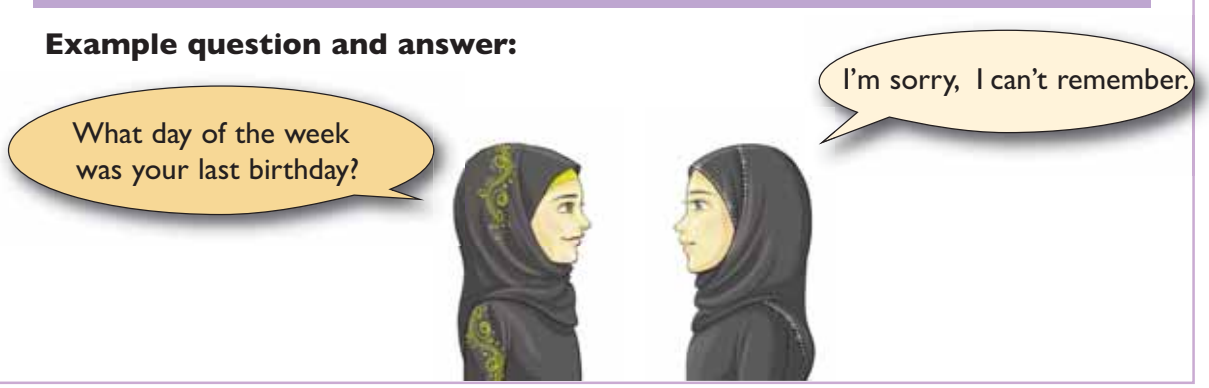
7 disorders (line 17)
a illnesses **b** untidy places **c** unhappy situations

8 scent (line 19)
a pleasant smell **b** bad smell **c** soft touch

4 **Work with a partner. You are going to test your partner's memory. First, ask your partner to choose one of the following topics. Read the question and answer below, then listen to the short example dialogue. Turn to Communication Activity 3 on page 70 of your Coursebook for questions to ask your partner.**

A. his / her last birthday **B.** his / her last holiday **C.** his / her last visit to a shop

Example question and answer:



Unit 4 Dramatic Connections

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

a Do you enjoy watching plays? Give your reasons.

b Why do you think drama is a good way of getting a message across?

2 **Look at the three pictures below. What subject do you think they are about? What aspect of the subject does each picture represent?**







top tip

Preparing for listening

As with reading, a listening text is easier to understand if we know the purpose before we begin listening – for example, if it is someone describing an event, telling a story, giving instructions or advice, or asking for directions or information.

3 **Listen to the phone conversation between a head teacher and Ahlaam Al Marhoobi, a lady who brings theatre groups to Oman to perform plays in schools. First, look at the four phrases below, and decide on the most likely reason why the teacher is calling Ahlaam. Then listen to the conversation to see if you were correct.**

a. to invite Ahlaam to lunch

b. to ask Ahlaam to write a play

c. to chat to Ahlaam about movies

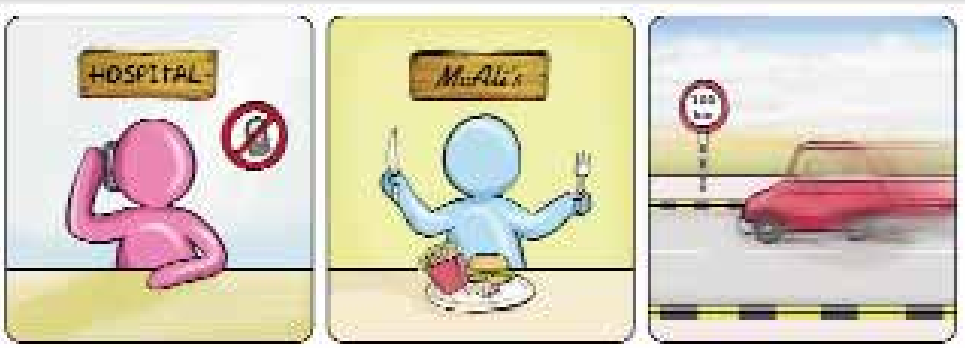
d. to find out more about the plays which Ahlaam brings

SOUND BITES

Expressing Obligation, Necessity and Advice

- You **must** have a passport to travel abroad.
- You **mustn't** cheat in an exam.
- You **have to** follow the rules of the game.
- You **don't have to** come today if you're busy.
- You **should** respect older people.
- You **shouldn't** watch so much TV.
- You **need to** keep the beach clean.
- You **needn't** buy a new CD every week. You already have enough.

4 **Look at the three pictures below. Decide on some things you would say to each of the people in the situations in the pictures. Use some of the modal verbs in the Soundbites box above. Write down the phrases in your exercise book, then share them with your group.**



5 **Read the examples below of other situations where you might want to give someone strong suggestions or advice. Think of what you would say to someone doing these things, then think of more situations of your own.**

a. You see someone going home for the day without turning the air conditioning or lights off.
b. You see an older child bullying a younger one.
c. You see two boys throwing stones at pigeons.
d. You see an able-bodied person parking in a 'disabled' parking space.
e. You see a driver not putting their small child in a car seat.



Unit 5 Volunteers

1 **In groups, read the following text. As you read, look for the answer to this question – What kind of organisation is *Cook International*? Then discuss the questions under the text?**



About Cook International

Cook International began as 'Project Cook' in 2000. This project aimed to develop confidence and leadership, team-building and management skills in young people through adventure, scientific research and exploration. The participants travelled around the world on sailing ships, learning sailing and navigation skills. In addition, they stopped along the way to complete community service projects on land. They were accompanied by some of the world's leading sailors, adventurers and scientists.

Due to the success of the voyages and the interest generated around the world, in 2004, 'Project Cook' became *Cook International*, a UK based charitable youth organisation.

Since then, thousands of young people from many different countries have joined community aid projects and adventure challenges. *Cook International* has enabled them to find out about each others' lives, share experiences and form lifelong friendships while helping developing societies.

1. Do you think that volunteering is a good thing? Why?
2. Have you ever volunteered for an organisation or a specific project?
3. Would you like to be a volunteer on a *Cook International* project?

2 **Which three of the following projects most appeal to you? Give your reasons.**

- digging a well in a village which has no running water in Sri Lanka
- cleaning beaches
- teaching maths in a primary school in Namibia, Southern Africa
- trekking through coastal deserts of southern Africa
- conducting research on sharks in the oceans around South America
- building a bathroom block with washing and toilet facilities for a rural school in Honduras, Central America
- teaching illiterate adults to read and write

3 **Read the statements about Cook International programmes in the box below. Then read the information on the website page below, and decide whether the statements are true (T) or false (F), or if there is no information given (NG).**

1. You must be over 16 and under 24 to join one of the programmes.
2. Staff volunteers must be over 65.
3. All programmes last for nine weeks.
4. Volunteers can choose from countries on each continent.
5. Staff volunteers work on each programme longer than the youth volunteers.
6. Youth volunteers should be confident and outgoing.

Home > About Us >

Cook International

Our volunteer programmes enable participants aged 17 – 23 and staff volunteers aged 28+ from all over the world and from all backgrounds to undertake a unique blend of mental and physical challenges.



A typical nine-week programme is made up of three separate projects: a community project, and environmental project and an adventure challenge. There are also five-week project options consisting of either a community or environmental project and a team-based adventure challenge. Staff volunteers can choose from the nine or five week programmes.
In addition, staff volunteers will need to undertake two or three weeks pre-programme training in-country and a post-programme review.



The countries that we work in, include Bahrain, Honduras, Namibia, Tanzania. Sri Lanka and Oman.

17 – 23 Volunteers

Are you aged between 17 and 23?* Do you have a sense of adventure? Do you want to make friends with people your age from around the world? Are you outgoing? Friendly? Confident? Able to work in a team and independently?* If so, then our nine-week volunteer projects may be right for you. We will teach you new skills, both practical and personal and provide you with experiences you will never forget. Send us a short letter telling us where you would like to volunteer and about any skills or experience you have that you think may be useful.



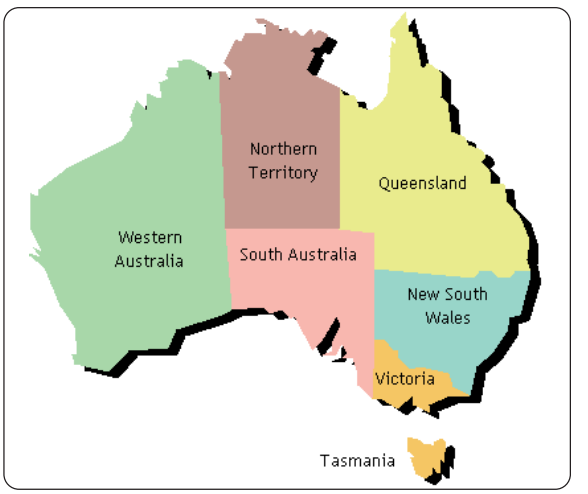
If you don't think that any of these apply to you – don't worry; they will by the time you have completed one of our programmes!

* *Volunteers under 17 need parental or guardian consent.*

Across Cultures



Australia



Official name:	The Commonwealth of Australia
Location:	Southern hemisphere
Capital:	Canberra
Population:	22,713,000
Area:	7,617,930 km^2
Languages:	English, various Aboriginal dialects
Currency:	Australian dollar

Australia has a unique place in the world. It is not only the smallest continent, but also the sixth largest country by area. The Australian continent comprises one enormous island – the largest island in the world – together with the island of Tasmania in the south and many smaller islands in the Indian and Pacific Oceans. It is often called the 'island continent' and has 34,218 kilometres of coastline. The Great Barrier Reef, the world's largest coral reef, lies a short distance off the north-east coast and extends for over 2,000 kilometres. Australia is the flattest continent, with the oldest and least fertile soils, and also the driest. Desert or semi-arid land commonly known as 'the outback' makes up the greatest area of land.

The People

Australia was first sighted by European people – the Dutch and the British – in the seventeenth century, so it is still a relatively young nation from a Western point of view. However, the Aborigines, the native or indigenous Australians, arrived on the Australian landmass over 40,000 years ago. Their culture is therefore one of the oldest in the world. Although, broadly speaking, Aborigines are considered to be one people, different groups of Aborigines have different ways of living and cultural practices, with over 250 languages spoken between them.



A modern day aborigine family

Music and art are very important in Aboriginal culture. Aborigines have developed musical instruments and styles that are different from anywhere else. The 'yirdaki' or 'didgeridoo' claims to be one of the oldest musical instruments in the world. The tradition of Aboriginal art is also thousands of years old, and many Aboriginal rock paintings can be found in caves. There are several art galleries in Australian cities which are dedicated to Aboriginal art.



Top left: Aboriginal art
Top right: Rock painting

The Environment

Although most of Australia is semi-arid or made up of desert, there is a great deal of variety in the habitats. Because Australia is so old, and isolated from other countries, many animals and plants are unique to the Australian continent. Australian forests are mostly made up of evergreen trees. A well-known tree is the eucalyptus, which is found in the less arid regions. Famous and unusual Australian animals include marsupials (animals that carry their young in pouches on their bodies) such as the kangaroo, koala and wombat, and birds such as the emu and the kookabuura. Australia is home to many dangerous species including some of the most poisonous snakes, spiders and jellyfish in the world. It has the greatest number of reptiles of any country, with 755 species.



A kangaroo and her young

Sport and Lifestyle

Sport is a very important part of Australian life. Around 24 per cent of Australians over the age of 15 regularly participate in organised sporting activities. Australia has strong international teams in cricket, field hockey, netball, rugby league and rugby union. Australian teams have been Olympic or world champions at least twice in each sport in the last 25 years. Australia also produces champions in track cycling, rowing and swimming – especially swimming. Australia is the country which has won the second greatest number of medals for swimming in Olympic history.

Australia's sporting successes contribute to its image of an attractive go-ahead country, full of opportunities, where people enjoy an outdoor life and an informal, healthy lifestyle. An essential feature of Aussie (short for 'Australian') weekend life is the 'barbie' or barbecue. If you go down to any Australian beach, you'll find dozens of barbecue grills smoking away with an endless variety of meat and seafood – and even kangaroo burgers!

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

Cities and regions

Australia is divided into seven regions, each with a capital city. The overall capital of Australia is Canberra. However, the largest city is Sydney, capital of New South Wales, which is located on the south-east coast. The city is built on hills overlooking the harbour, where the Sydney Opera House and the Harbour Bridge are landmarks famous around the world. Sydney is very cosmopolitan, with a reputation as an international centre for commerce, arts, fashion, culture, education and tourism. It has hosted several major international sporting events, including the 2000 Summer Olympics, and the final match of the 2003 Rugby World Cup.



Sydney Opera House with the Harbour Bridge in the background

Cultural Comparison
Lifestyle

- What kind of lifestyle do people enjoy in Oman?
- What kind of things do people do at the weekends?
- What kind of outdoor activities are available in Oman?
- What sporting and cultural events take place in Oman?

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

Reading for Pleasure

Genre: Adventure Story

The Country of the Blind

adapted from a story by H.G.Wells



Nunez, a young man from the city of Bogotá in Colombia, is on a climbing trip in the mountains. He has an accident and falls thousands of feet down a mountain. He finds himself in a beautiful green valley. After walking for many miles, he sees a village. But Nunez is about to discover something very strange.

As Nunez approached the village, he saw three men walking towards him. He felt very happy to see them. He climbed up on a high rock and shouted as loudly as he could.

The three men stopped, and moved their heads this way and that way. Nunez shouted again and waved his arms. But they did not appear to see him.

"Why can't they see me?" he thought. "Are they blind?"

Nunez ran towards the men. When he got nearer, he saw that their eyes were closed, and sunk deep in their faces. They weren't looking at him, but they were listening to his steps.

"It is a man," one of them said. "A man coming down from the rocks." He spoke in Spanish, but it was a very strange kind of Spanish.

Suddenly Nunez remembered a story he had heard a long time ago. People said there was a lost valley in the mountains. They called this valley the Country of the Blind. But nobody had thought the story was true.

"I've found the Country of the Blind," thought Nunez in surprise. "It's a real place."

Then he remembered an old proverb.

"In the Country of the Blind, the One-eyed Man is King."

"These people can't see, but I can," he thought. "I can become their King and master."

"Where has he come from, Brother Pedro?" asked the second blind man.

"He has come down out of the rocks, Brother Correa," said the first man.

"I come from over the mountains," said Nunez. "My home is a great city, Bogotá, with thousands of people. That city is a wonderful sight."

"Sight?" said the third blind man. "What is 'sight'?"

"He says things with no meaning," said the man called Pedro. "He has come from out of the rocks."

"These people are not only blind, but stupid," thought Nunez.

Suddenly the three men moved quickly towards Nunez. They spread out their hands and caught him. Nunez tried to step back, but the men were very strong. They held him and felt all over his body and face. Then they put their fingers in his eyes and felt his eyelids and eyelashes.

"These things in his face are very strange," said Pedro. "What are they?"

"Please be careful with my eyes!" said Nunez.

"He can speak," said Correa. "Certainly he is a man. And he has come into the world from out of the rocks. "

"I have come OUT OF the world," said Pedro. "From over the mountains, from Bogotá."

"What is he talking about?" said the men. "Let us take him to the elders. They will know what to do."

Pedro took Nunez's hand and started to lead him. But Nunez pulled his hand away quickly.

"I can see," he said. "I don't need you to hold my hand."

"See?" said Pedro. "What does he mean, 'see'?"

"Yes, SEE," said Nunez, turning towards Pedro. As he turned, he tripped and fell over a rock.

"His senses are not good," said Correa. "He can't walk properly. He falls down, and talks about things with no meaning. Take his hand again, Pedro."

Nunez laughed and gave Pedro his hand. "These men don't know anything about sight," he thought. "Well, I'll teach them."

He heard people shouting, and saw a large crowd standing in the middle of the road. As they came nearer, he saw that they all had eyes closed and sunk deep in their faces. There were women and girls in the crowd, and some small children.

The three men kept close to him and said to the people, "We have found a wild man. A wild man who has come out of the rocks."

"I come from a great city," said Nunez. "The city of Bogotá."

"A wild man using wild words," said Pedro. "He can't talk properly yet. Did you hear that? What does he mean, Bogotá? And he can't walk properly. He fell down on the way."

"These people think I'm stupid," thought Nunez, laughing to himself. "What a lot of things I have to teach them. But I'll be their King and master one day."

To find out what happens to Nunez, turn to page 41 of your Workbook

Review and Reference

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

- prepare for a reading text
- use the present perfect with 'just', 'still', 'already' and 'yet'
- group words with similar meanings together
- listen for specific information
- write a dialogue to dramatise a situation
- act out a dialogue
- use modal verbs of obligation, necessity and advice
- write a formal letter of application to a volunteer organisation

2 **You have discussed:**

- roles and types of friends
- social networking
- ways of improving the memory
- a poem about memories
- how to get a message across through drama
- volunteering projects

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

• **affirm** (v)	state or show that something is true
• **bin** (n)	a container to put rubbish in
• **community** (n)	group of people living in an area
• **corpse** (n)	dead body
• **disorder** (n)	illness; something that is out of order
• **feather** (n)	a thin tube with soft hair on a bird's body
• **flock** (v)	gather together in a large group
• **herb** (n)	small plant
• **ignorance** (n)	state of not knowing about something
• **litter** (n)	rubbish on the ground
• **participant** (n)	someone who takes part in something
• **scent** (n)	pleasant smell
• **stimulate** (v)	make someone feel interested in something
• **volunteer** (n)	someone who is not paid for the work they do
• **volunteer** (v)	offer to do something without being made to do it

Theme 4
Beginnings and Endings











1 **What can you see in the pictures? Look at the titles of the units of this theme. How do you think the pictures are linked to the units?**

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.**

In some **societies**, a traditional **ritual** called a **rite of passage** marks a young person's entry into **adulthood**. In most countries, it is the government which decides if we are **mature** enough to do things by imposing **legal ages**. One important life change is **marriage**, a cause for **celebration** throughout the world. Another popular **occasion** for celebration is New Year, when people look forward to the future, and some make **New Year resolutions**. Many nations mark important events in their history by colourful **festivals** and **carnivals**.

Unit 1 Life Changes

1 **In groups, read the quotation from Shakespeare below. Discuss what you think it means.**

"All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages."

William Shakespeare
As You Like It, Act 11, Scene 7



2 **Skim the text below. After reading, choose the best title from the four alternatives a, b c or d. Give your reasons as to why you chose this title.**

a. South American customs
b. My fifteenth birthday party
c. Stepping into womanhood
d. Teenage problems



The journey through life from birth to death involves several **gradual** changes, such as the **transition** from babyhood to childhood, from childhood to adolescence and from adolescence to adulthood. Every culture recognizes that these changes are important, and has developed rituals and ceremonies to mark them. A ceremony or ritual that marks a **significant** stage in someone's life is called a 'rite of passage.'

One important rite of passage happens to girls in Spanish speaking regions of Central and South America. When a girl reaches her fifteenth birthday, she has a special birthday party called a 'quinceañera.' This marks the end of her childhood, and her transition into **womanhood**. It starts with the girl dancing a **waltz** with her father. The girl is wearing a dress similar to a wedding dress, and shoes with flat heels. The dancing continues with the girl dancing only with her male relatives. After a while, the dancing stops and the ceremony marking her transition to womanhood begins.

This ceremony has three stages. First, the girl must blow out the candles of her 'childish' birthday cake, the last cake of this type she will ever have. Next, the youngest girl in the family, a sister or a cousin, hands her a present of a doll. But she gives it back, showing that she has finished with childish things. Finally, her mother gives her a present of a pair of shoes with heels. She places the shoes on her daughter's feet. This act is a **symbol** of the ending of the girl's childhood as she now steps into the world as a woman. The dancing starts again, but now the girl dances with partners who are not members of her family.

3 **Read the text in Activity 2 in more detail, then answer these questions.**

1. A rite of passage is **(a)** a journey **(b)** a party **(c)** a ritual
2. Why is 15 an important age for many young girls in Spanish speaking countries?
3. In the quinceañera, what is the significance of the following?
   (a) a birthday cake **(b)** a doll **(c)** a pair of shoes with flat heels

4 **Read the text below about the Masai. As you read, look for the answer to this question: What is the significance for Masai boys of killing a lion?**





Other rites of passage consist of **trials** in which the participants learn important lessons about becoming an adult. These rites of passage are most typical of traditional societies. One example is found in the *Masai,* a tribe which lives in Kenya and northern Tanzania. In order to become men, boys have to **embark on** a two year journey, which includes a series of more and more difficult tasks. The final task is the hardest of all – to kill a lion using only a spear and a shield. (The killing of lions is now **illegal** in Kenya, but it still happens). Finally, when the boys have completed all their tasks, they are accepted as men.

TIME TO TALK

Think about a significant event in your own life and describe it to a partner. Your partner should listen and ask questions. Before you speak, make notes in your exercise book to help you. Include information about:

- what the event was
- when and where it took place
- what happened
- how you felt about it

Unit 2 Are You Old Enough?

1 **Look at the photos below. In groups, discuss how old you have to be to do these things in Oman.**

A



B



C



2 **Read the information below about legal ages in the UK. Then read the statements underneath. Decide if they are True, False or if there is no information given. Write down T, F or NG in your exercise book.**

AT AGE . . .	YOU CAN . . .
12	buy a pet see films with a '12' certificate at the cinema or on DVD at home
13	work part time, but the number of hours and type of work is restricted
15	see films with a '15' certificate at the cinema or on DVD at home
16	get married with parental consent join the Armed Forces with parental consent apply for your own passport buy a lottery ticket leave home
17	learn to drive a car or van on a public road be sent to an adult prison if you have committed a crime
18	vote in an election join the Armed Forces without parental consent open a bank account without a parent's signature see films with a '18' certificate at the cinema or on DVD at home

a You can join the Armed Forces when you are 16 if your parents agree.

b You can learn to drive a car on private land when you are 14.

c You can vote in an election when you are 17.

d You can work part time when you are 13.

e You can leave school at 16.

f You can apply for your own passport when you are 15.

GRAMMAR RECALL

'Can' and 'Can't (Cannot)

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

1 You can't get married before you are 16 in the UK.	**a** Use **can** or **can't (cannot)** to express ability.
2 Can you do me a favour?	**b** Use **can** or **can't (cannot)** to express possibility.
3 He can sing well.	**c** Use **can** to express permission.
4 She can't be hungry. She's just had lunch.	**d** Use **can't (cannot)** to express prohibition.
5 You can get a good view from the top of Burj Khalifa.	**e** Use **can't** for deduction.
6 You can go home early today.	**f** Use **can** for offers and requests.

3 **Draw three columns in your exercise book. Write 'Requests' 'Offers' and 'Possibility' at the top of each. Decide what category the following questions are in. Write them into the appropriate column. Then add two questions of your own to each column.**

Example: The battery's run out on my mobile. Can I borrow yours? (Request)

a Can she get here for ten o'clock tomorrow?
b Can I get you something to drink?
c Can you pass me the salt?
d Can we fly to New York direct from Muscat?
e Can I use your phone?
f Can I take your coat?

ACTIVATE YOUR ENGLISH

In groups, read the list below, then discuss how old you have to be to do these things in Oman. Do you agree with these ages? Why / why not?

- start school
- leave school
- apply for a driving licence
- get married
- buy a mobile phone
- join the Armed Forces
- work part-time
- open a bank account
- apply for a labour card
- take out a mortgage



Unit 3 Tying the Knot

1 **Look at the photos on this page. In groups, describe what you can see in the photos. Make a list of any key vocabulary.**









2 **Listen to a conversation between two women, Sarah and her friend Lucy. As you listen, note down the answers to questions a and b in your exercise book.**

a Where was Sarah last night?

b What two things did Sarah say were different from her own wedding?

3 **Read the statements below. Then listen to Sarah talking to her Omani friend, Khalsa, about British wedding receptions. As you listen, decide if the statements are True, False or if there is no information given. Write down T, F or NG in your exercise book.**

1 The reception is immediately before the wedding ceremony.

2 All weddings in Britain take place in a church.

3 The guests give the bride and groom presents at the wedding reception.

4 The bride's father usually gives a speech.

5 The main food at the wedding reception is toast.

6 The best man is usually the groom's father.

4 **Read the information about some wedding traditions from around the world. As you read, look for the answers to the questions below.**

a Where does the bride traditionally wear red?

b Where does a young man have to give his bride's father a whale tooth?

c Where do henna parties take place?

d Where does a ritual involving coins take place?

e Where are there sometimes hundreds of guests at a wedding?

In **Oman**, a henna party is held at the bride's family house. The bride wears a traditional green dress, and covers her face with green material. Her hands and feet are decorated with henna. During the party, the groom and his family come and throw money into a large bowl.

In **Turkey**, there are sometimes four or five hundred guests at a wedding. The guests pin money – cash, cheques and gold – on the bride's dress and the groom's suit. This money is for the bride and groom to buy things for their new home, and their future life together.

In **China**, the bride wears a wedding gown of red, the traditional colour of good luck, embroidered with flowers. The groom wears a black silk coat over a robe embroidered with a dragon. There are usually loud firecrackers as these are believed to scare away evil spirits.



In **India**, the bride at a Hindu wedding wears a red sari, a symbol of good luck. Her parents wash the feet of the bride and groom with milk and water to purify them for their journey through life. The groom's relatives put a small mark of red paste on the bride's forehead.

In **Spain**, a ritual called 'las arras' happens after the rings have been exchanged between the bride and groom. The groom puts thirteen gold coins into the bride's hand. These coins are a symbol of their intention of sharing all the worldly goods they are going to receive together.

In **Fiji**, it is traditional for a young man to present his bride's father with a gift of a whale tooth, a symbol of status and wealth. He also prepares a feast, and sends it to the bride's family. Before the wedding, the bride is tattooed, a sign of beauty in Fiji.

5 **Draw two columns in your exercise book. Write 'Wealth' at the top of one column and 'Clothes' at the top of the other. Read the texts in Activity 4 again and find six words and phrases associated with each of these topics. Write the words and phrases into the appropriate column.**

Unit 4 New Year

1 **Read the information below. Then discuss the questions underneath in groups.**

Every year has a first day – New Year's Day. But not all New Year's Days fall on 1st January. The date of New Year depends on the calendar which a community uses. However, there is one thing about New Year that most cultures have in common. It is a time to celebrate. People say goodbye to the old year, and all its problems, and welcome in the new. New Year is a time to look back to the past, but, more importantly, to think about the future. It is a time for reflection and for optimism, and in some cultures, to make New Year resolutions.



a What traditional ways do you have of welcoming in the New Year, if any?
b What special food do you eat at New Year?
c Do you make any New Year resolutions? Give some examples.

2 **Read the statements below. Some of them are facts about New Year in China, and some about New Year in Scotland. Draw two columns in your exercise book. Write 'China' at the top of one column, and 'Scotland' at the top of the other.**

Decide if the phrases apply to New Year in China or Scotland, or both countries. Write the letters of the phrases in the appropriate columns. Then listen to an excerpt from a radio programme called *The World View* and check your work.


New Year in China


New Year in Scotland

a celebrated in January or February

b New Year starts on 1st January

c Festival of Lanterns – people carry lights in street

d young people receive red envelopes with money

e people clean their houses

f firework displays

g traditional song called 'Auld Lang Syne'

h people throw things on the fires

i processions with floats decorated like dragons

j people go 'first footing' and take coal to friends' and neighbours' houses

3 **Read the text below about New Year resolutions. Ask the other members of your group if they make New Year resolutions, and if so, what kind. Match the words and phrases in the list on the left with the meanings in the list on the right. Write the words and phrases into your exercise book, together with their meanings.**

New Year Resolutions

A New Year resolution is a promise you make to yourself to change your life in some way so that it becomes better. You may improve it by taking up something new; by trying harder at something; by cutting down on something or even by giving up something completely. Or you can just carry on doing what you are doing now!

1	give up	**a**	continue with
2	cut down on	**b**	stop
3	carry on	**c**	begin
4	try harder at/in	**d**	reduce
5	take up	**e**	make more effort at

SOUND BITES

Stating Plans and Intentions

- I'm **going to** spend more time doing my homework.
- I'm **definitely going to** go on a diet.
- I **intend** to join a gym to keep fit.
- I've **decided to** take up horse riding.
- I'm **planning to** learn Spanish.
- I'm **not going to** watch as much TV.
- I **will definitely spend** less time playing computer games.
- I **won't** eat any more chocolate!

4 **In groups, discuss some funny or serious resolutions for the following people. Use some of the phrases in the Soundbites box above. Write them into your exercise book. Be prepared to share them with your class.**

a a famous film star
b a famous sportsperson
c a famous politician
d a famous pop star



Example: Lionel Messi: *I'm going to score more goals.*

Unit 5 Fantastic Festivals

1 **In groups, discuss questions a and b below.**

a. What festivals do you celebrate in Oman?
b. Do these festivals celebrate religious, historical or national events?

2 **Skim the text below about Halloween. Match each of the headings a, b, c and d to one of the four paragraphs. Note the letter of the heading and the number of the paragraph in your exercise book.**

a The commercialization of Halloween
b The origins of Halloween
c Pumpkins and Halloween
d Halloween traditions



1 Halloween is celebrated on the night of 31 October. It is a popular festival in many countries especially America, the UK and Ireland. According to many scholars, its origins began 2000 years ago. The Celts in Britain, France and parts of Ireland had a big feast to celebrate the beginning of winter. Later, when Christianity began, this feast was replaced by a holy day on 1 November. This day was called All Hallows Day. So 31 October became known as *All Hallows Eve* (the evening before All Hallows Day) which later became shortened to 'Halloween.'



2 Hundreds of years ago on 1 November, poor people went from door to door asking for food. Today, this custom has been transformed by children, especially in America, into a modern Halloween game called 'Trick or treat?' Children visit their neighbours' houses dressed up as ghosts, witches and monsters. When people open their doors, the children call out "Trick or treat?" People usually give the children sweets or money, but when they don't, the children play a trick. Today, many teenagers and adults join in the fun and have Halloween parties where guests come in fancy dress.

3 Recently, the pumpkin has become a symbol of Halloween. People buy large pumpkins, cut off the top and scoop out the flesh inside. They cut out the shape of a face in the side of the pumpkin and put a candle inside to make a lamp. At night, the candle is lit to light up the face. This is called a Jack O'Lantern. People put the pumpkins in the front windows of their homes or in their gardens.



4 Today, Halloween is big business with shops selling ready-made decorations and fancy dress costumes. Many Americans decorate their homes with models of spiders, bats, scarecrows, witches, vampires and mummies. Fancy dress Halloween costumes for children are sold in thousands of shops in America and the UK. The American film industry has also profited from the popularity of Halloween. Many horror films have been produced about the subject.

3 **Read the text in Activity 2 in more detail and answer the following questions.**

a Where does the name Halloween come from?

b Why do children visit their neighbours' houses at Halloween?

c How do you make a Jack O'Lantern?

d How has the American film industry made money from Halloween?

4 **Read the definition of a carnival below. Then read the list of adjectives. Make a list in your exercise book of those which you might use in a description of a carnival.**

Carnival: A festival in which people dress up in brightly coloured clothes and walk through the streets playing music and dancing.

calm	crowded	enjoyable	quiet	noisy
exotic	colourful	unusual	spectacular	tranquil
boring	exciting	peaceful	lively	busy

Across Cultures



Japan

Official name:	Japan
Location:	East Asia
Capital:	Tokyo
Population:	127,960,000
Area:	377,944 km^2
Languages:	Japanese
Currency:	Yen



Japan is an island nation made up of 6,852 islands. Of these, the four largest are Honshu, Hokkaido, Kyoshu and Shikoku, which make up 97% of Japan's total land area. The characters that make up the name 'Japan' in Japanese mean 'sun-origin.' This is why Japan is sometimes referred to as 'the land of the rising sun.'

In the past, Japan has gone through periods of isolation, and cut itself off from other countries. Because of this, some of its culture and traditions are uniquely Japanese. But today, Japan is a major economic power, and an important player in international trade and business. Japan is the fourth largest importer and exporter in the world. Cars, cameras and computers made in Japan are popular everywhere. The modern Japanese are very interested in seeing how the rest of the world live, and Japanese tourists travel to many other countries.

Japanese Festivals

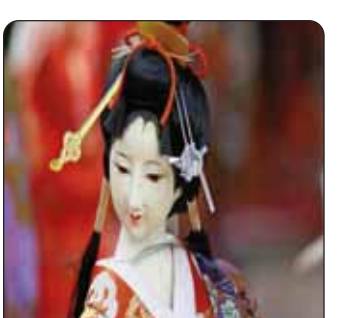
Japan is known world-wide for its love of traditional festivals and celebrations. However, not all Japanese cultural activities are linked to the past. Karaoke is now the most popular cultural activity in Japan. Many more Japanese sing karaoke than take part in traditional festivals.

New Year Festival

The year begins with a three-day New Year celebration. Like many other nations, the Japanese believe that the New Year is very important because it is a time of new beginnings. Traditionally, Japanese businessmen try and finish their dealings by the end of the year in order to start fresh in the New Year. Every family cleans their home, and decorations are hung near the front door to protect the house in the coming year. Many special foods are prepared, and families come together.

Dolls Festival

The Dolls Festival, or Girls' Day, takes place on 3 March. Families with young daughters get out their ornamental dolls called 'hina dolls.' They display them on a special platform with a red carpet. The dolls represent the Emperor, Empress, musicians and court attendants.



Hina Doll

Cherry Blossom Festival

In April, the cherry blossom season begins. The cherry blossom is 'the flower of flowers' to the Japanese people. Many songs and poems have been written about it. Families dress up in costumes and masks, and have picnics in local parks and gardens under the cherry blossom trees. Musicians wander around playing music on traditional Japanese instruments.



'Sakura' (cherry blossom) in full bloom

Star Festival

The Star Festival, which takes place in July, is held in memory of a traditional story of a princess. The princess's angry father sent her and her lover to opposite sides of the sky. A magpie (a type of bird) heard the princess crying, and built a bridge between the lovers. It is believed that every July, the magpies build this bridge again. In the festival, bamboo branches are placed in front of houses and decorated with pictures and poems.

O-Bon Festival

This Festival is often referred to as the 'Festival of Lanterns.' It takes place every August. On 16 August, as the sun goes down, colourful paper lanterns with candles are floated down rivers and streams in honour of family's ancestors. Graves of ancestors are cleaned and decorated, and special foods are offered.



O-Bon Festival lanterns

Sapporo Snow Festival

Some Japanese cities have their own special festivals. One famous festival is the Sapporo Snow Festival, which attracts 2 million visitors a year. Snow sculptors from around the world come to take part in snow sculpting and ice carving competitions. These include sculptures of famous uildings such as Buckingham Palace in London, the White House, ancient Chinese monuments and modern cartoon characters.



Sculpture at the Sapporo Snow Festival

Oseibo

As the end of the year approaches in December, people start giving and receiving 'oseibo' (gifts). In the past, simple gifts of fish, noodles and rice flour were given from one house to another. But today the custom is to give more expensive gifts to individual people.

Cultural Comparison
Festivals and celebrations

- What festivals or celebrations take place every year in Oman?
- When do they take place?
- What happens in these festivals or celebrations?
- Who takes part?

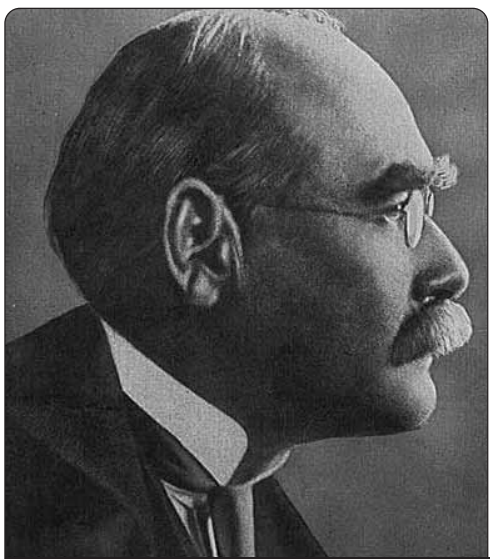
Think about these questions and write some notes for visitors to Oman.
Put your notes in your portfolio.

Reading for Pleasure

Genre: Poetry

Life Choices

Rudyard Kipling (1865 –1936) was an English poet, novelist and short story writer. He was the first English language writer to receive the Nobel Prize for Literature. Kipling was born in India, and spent his early childhood there. Later, he was sent to school in England, but returned to India to work on a newspaper at the age of 16. Many of Kipling's stories and poems are about India. One very famous story is the children's classic, The Jungle Book, which was made into a very successful Disney cartoon film in 1967.



Rudyard Kipling

'If'

Many people consider 'If' to be Rudyard Kipling's most famous poem. It was published in 1910, in a collection of stories and poems called *Rewards and Fairies*. It is a very popular poem because it is so inspiring, and gives young people important guidelines for life.

In the poem, a father gives advice to his young son about how to become a true man, and cope with the challenges that life presents. 'If'' is divided into four verses. In the first verse, the poet is saying that you must have the courage to be true to yourself, and do what is right, even if this means that many people are against you, and tell lies about you and hate you. In the second verse, he is saying you must follow your dreams. In the third verse he is saying you must never give up, but you must keep believing in yourself. In the fourth verse, he is saying don't put yourself above anyone else, but at the same time know that you are as good as other people.



Kipling's famous story, the children's classic, *The Jungle Book* was made into a very successful Disney cartoon film in 1967.



If . . .

If you can keep your head when all about you
Are losing theirs, and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait, and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream – and not make dreams your master;
If you can think – and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you,
Except the Will which says to them "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

Glossary

knaves	(line 14) – dishonest people
stoop	(line 16) – bend down
'em	(line 16) – abbreviation of 'them'
pitch and toss	(line 18) – game where the players throw coins
sinew	(line 21) – substance that connects muscle to bone
virtue	(line 25) – good qualities
the common touch	(line 26) – ability to get on with ordinary people
foes	(line 27) - enemies

To read another inspiring poem, turn to page 55 of your Workbook

Unit 4 Review and Reference

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

- differentiate between the uses of 'can' and 'can't'
- read for gist and for specific information
- write about a significant event in your life
- categorise information
- listen for gist and for specific information
- state plans and intentions
- predict information in a listening text
- write a description of a festival

2 **You have discussed:**

- traditional rites of passage
- legal ages
- weddings in Oman and other countries
- New Year traditions
- festivals and celebrations

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

• **bride** (n)	woman getting married
• **gradual** (adj)	happening slowly
• **groom** (n)	man getting married
• **honeymoon** (n)	holiday after a wedding
• **parade** (v)	walk in a public procession
• **propose** (v)	ask someone to marry you
• **pumpkin** (n)	large round orange vegetable with a thick skin and lots of seeds
• **reception** (n)	formal party after a wedding
• **spectacular** (adj)	extremely impressive
• **speech** (n)	formal talk
• **toast** (v)	hold up your glass and drink to someone's health and happiness
• **vote** (v)	formally choose between two or more people or issues

Communication Activities

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Activity 2 Theme 2, Unit 2, Coursebook, Activate Your English, page 21	**68 - 69**
Activity 3 Theme 3 Unit 3, Coursebook, Activity 4, page 39	**70**

Communication Activity 1

Student A

1. She likes apples, ... ?
2. It's too expensive for us, ...?
3. She can swim very fast, ...?
4. It was really noisy, ...?
5. He's very tall, ...?
6. They could really dance, ...?
7. They were very late, ...?
8. You wouldn't like it, ...?
9. They don't like people very much, ... ?

Communication Activity 1

Student B

1. He doesn't work very hard, ...?
2. They like children, ...?
3. We're going to be late, ...?
4. She's very fit, ...?
5. We shouldn't really be doing this, ...?
6. They didn't look too happy about it, ...?
7. I need to finish this quickly, ...?
8. He was a very naughty child, ...?
9. You won't forget, ...?

Communication Activity 2

Student A

Work with a partner. Ask and answer questions to complete the missing information in the table below. Speak in complete sentences and maintain eye contact with your partner.

Who?	What?	How long?
Alia and Najma	know each other	two years
Khalfan	play guitar	.....
Muna and Penny	be friends	both eleven years old
Pat	write songs	.....
Tariq	live in Oman	2007
Raya	study English	.....
Tim and Ali	be in a band	six months
Kate	sing pop band	.....

Communication Activity 2

Student B

Work with a partner. Ask and answer questions to complete the missing information in the table below. Speak in complete sentences and maintain eye contact with your partner.

Who?	What?	How long?
Alia and Najma	know each other	.....
Khalfan	play guitar	last year
Muna and Penny	be friends	.....
Pat	write songs	five years
Tariq	live in Oman	.....
Raya	study English	she was six
Tim and Ali	be in a band	.....
Kate	sing pop band	she was a teenager

Communication Activity 3

A. Questions for last birthday

1. What day of the week was your last birthday?
2. What time did you get up?
3. What did you have for breakfast?
4. Who was the first person to say 'Happy Birthday'?
5. Who did you spend your birthday with?
6. How did you spend the day?
7. What presents did you get?
8. What was your favourite present?
9. What special food did you eat?
10. What time did you go to bed?

B. Questions for last holiday

1. When did you have your last holiday?
2. Where did you go?
3. How long did the holiday last?
4. What day of the week did you set off?
5. Who did you go on holiday with?
6. How did you travel?
7. What time did you arrive?
8. Where did you stay?
9. What did you do?
10. What was your best moment

C. Questions for last visit to a shop

1. What day of the week did you last buy something in a shop?
2. What time of day did you go there?
3. How did you get there?
4. Who did you go with?
5. What kind of shop was it?
6. What did you buy?
7. How much did you spend?
8. How many people were in the shop?
9. Where did yougo when you left the shop?
10. What time did you get home?

Possible ways to answer the questions:

- It was definitely Saturday.
- I think it was Saturday.
- I'm not sure, but I think it was Saturday.
- I'm sorry, I can't remember.
- I'm afraid I can't remember.

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