

Ministry of Education



Second Edition

Coursebook

Grade 12A

Engage

With English

2026

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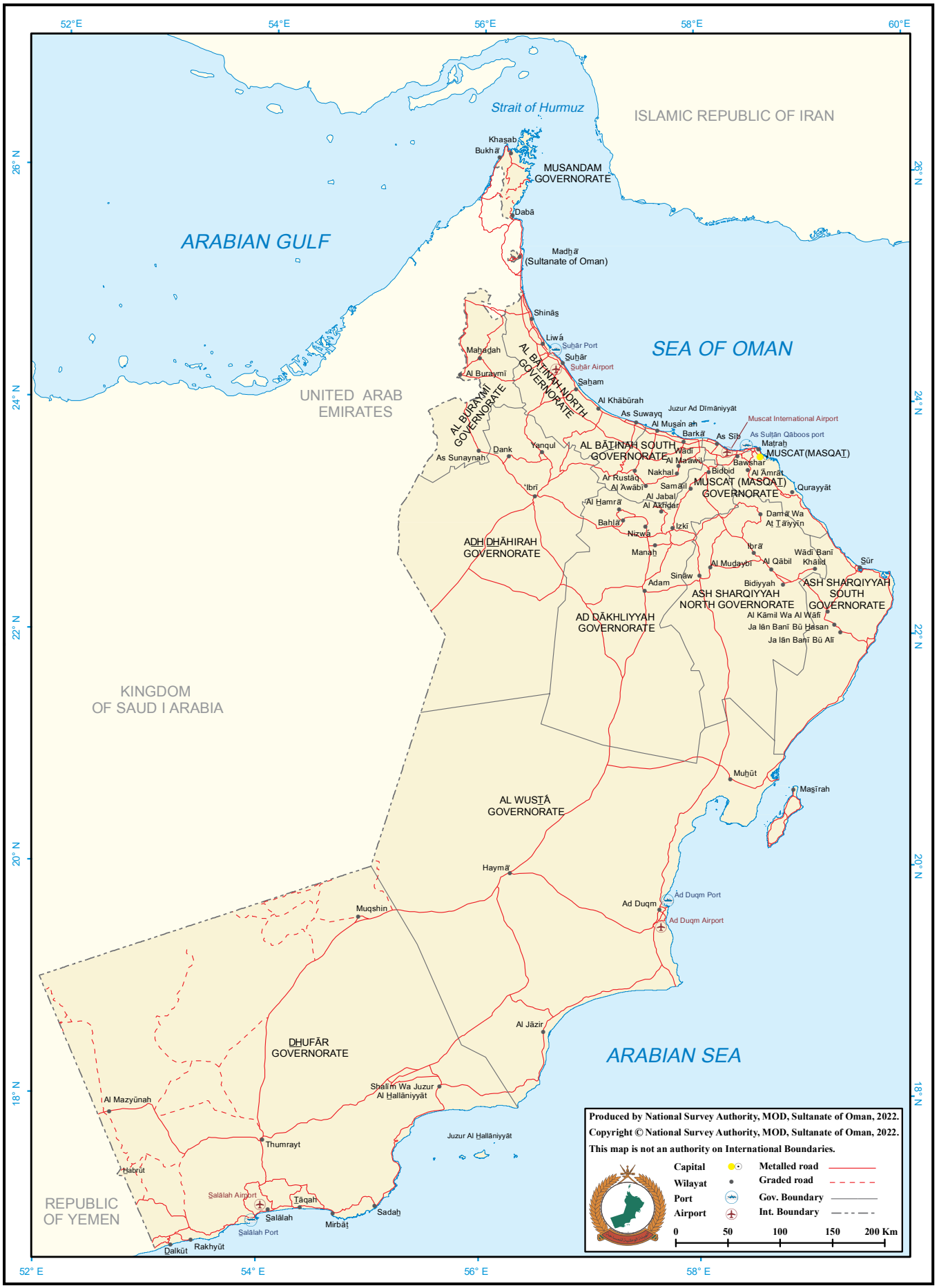
His Majesty
Sultan Haitham Bin Tarik



The Late Sultan,
Qaboos Bin Said

SULTANATE OF OMAN

(Governorates & Wilayats)



A Message from the Minister of Education

In the name of Allah, the most merciful, the most gracious, peace and blessings upon His Messengers, and his family and companions.

The Ministry of Education is committed to coping with the new global trends and the ongoing development of the educational 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. The educational objectives and the learning outcomes have been further developed, with study plans now focusing more on the different linguistic skills and competencies that enable students to realise the value and importance of studying the English language at three levels; individualisation, localisation and globalisation. Students will then be able to use it effectively and appropriately at tertiary level, in the labour market or in daily life.

Likewise, our goal is to create self-regulated learners who are well prepared for life-long learning. New themes have been created in order to cope with new technology and skills needed in the university or workplace. In addition, there has been a major overhaul across the different themes, in terms of highlighting our Omani identity and culture in conjunction with international cultures.

Through modern and flexible courses, the many features of the new curriculum are designed to assist 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 students. However, these courses are only guides for the student, paving the way to a greater range of knowledge sources including libraries and online learning.

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

We wish our students every success.

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

A note from the Writing Committee

Dear Students,

Welcome to Grade 12 and the revised *Engage with English* textbooks for Semester A.

There is a whole set of new features for you to work through and enjoy.

The focus for your Post-Basic Education English work will be on practising and consolidating the language work you have been introduced to over the previous eleven years. The themes you will study and talk about contain material that has been revised and updated, and include one theme which is completely new (Theme 2, 'Starting University').

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 record new vocabulary.

Have a great semester!

Ministry of Education
Sultanate of Oman

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Contents

Contents Map		page ii
Learning Objectives for Grade 12A		page iv
Theme 1	Retail Therapy	page 1
Theme 2	Starting University	page 17
Theme 3	Tourism and Hospitality	page 33
Theme 4	Travel and Transport	page 49
Communication Activities		page 65

Contents

	Theme	Unit 1	Unit 2
1	**Retail Therapy**	practise skimming skills with different types of reading texts identify the main ideas in a reading text	review the different usages of the past simple and past simple passive ask and answer questions to complete a task
2	**Starting University**	calculate reading speed and practise strategies to improve it develop and use language associated with further study	review the usage of the past perfect tense consider how university study is different from school
3	**Tourism and Hospitality**	practise reading for specific information develop and use language associated with tourism and hospitality	review the usage of the first conditional consider some job opportunities in tourism and hospitality
4	**Travel and Transport**	improve reading fluency through timed reading practice identify pronouns as essential cohesive devices in a reading text	review the different usages of the present perfect and present perfect continuous understand the differentiation between 'for' and 'since'

Map

Unit 3	Unit 4	Unit 5
develop and use vocabulary associated with aspects of shopping	predict information in a listening text	develop and use vocabulary associated with advertisements
recognise and use word variables and collocations	carry out a survey of class shopping habits	write an evaluation of an advertisement
develop strategies for dealing with new words	listen for specific information in a listening text	proof-read and edit a partner's work
group together words with associated meanings	ask and answer questions about future plans	write a letter to a teacher
practise matching words with meanings	review and practise prediction skills	analyse the structure of a narrative essay
identify what parts of speech words are in order to understand meaning	develop oral fluency through role play	write a narrative essay
use language associated with road safety	listen for specific information in a talk	practise using conjunctions in an essay
focus on the language used to describe trends	ask for and give explanations about how things work	write an informative essay

Learning Objectives for Grade 12A

In Theme One you will —

- practise skimming to improve reading skills
- work on using new vocabulary in sentences
- build up and use vocabulary associated with shopping and retail
- practise differentiating between the past simple and past simple passive
- develop the ability to guess vocabulary from context
- improve prediction skills when dealing with a listening text
- practise predicting the content of a talk
- acquire and use language required for expressing likes, dislikes and preferences
- work on improving spoken fluency through different communicative activities
- evaluate and analyse the language used in advertisements
- analyse the structure of an evaluative essay
- practise writing an evaluative essay

In Theme Two you will —

- learn to calculate reading speed and practise strategies to improve it
- practise finding specific information in a reading text
- build up and use vocabulary associated with university and further study
- review and practise the formation and usage of the past perfect tense
- practise using the past perfect tense in reported speech
- develop the ability to group words together into lexical fields
- practise describing the location and features of different places
- acquire and use language required for asking for clarification
- learn to make notes when planning a piece of writing
- review punctuation in a piece of writing
- learn to check and edit a partner's essay draft
- practise writing an interactive essay

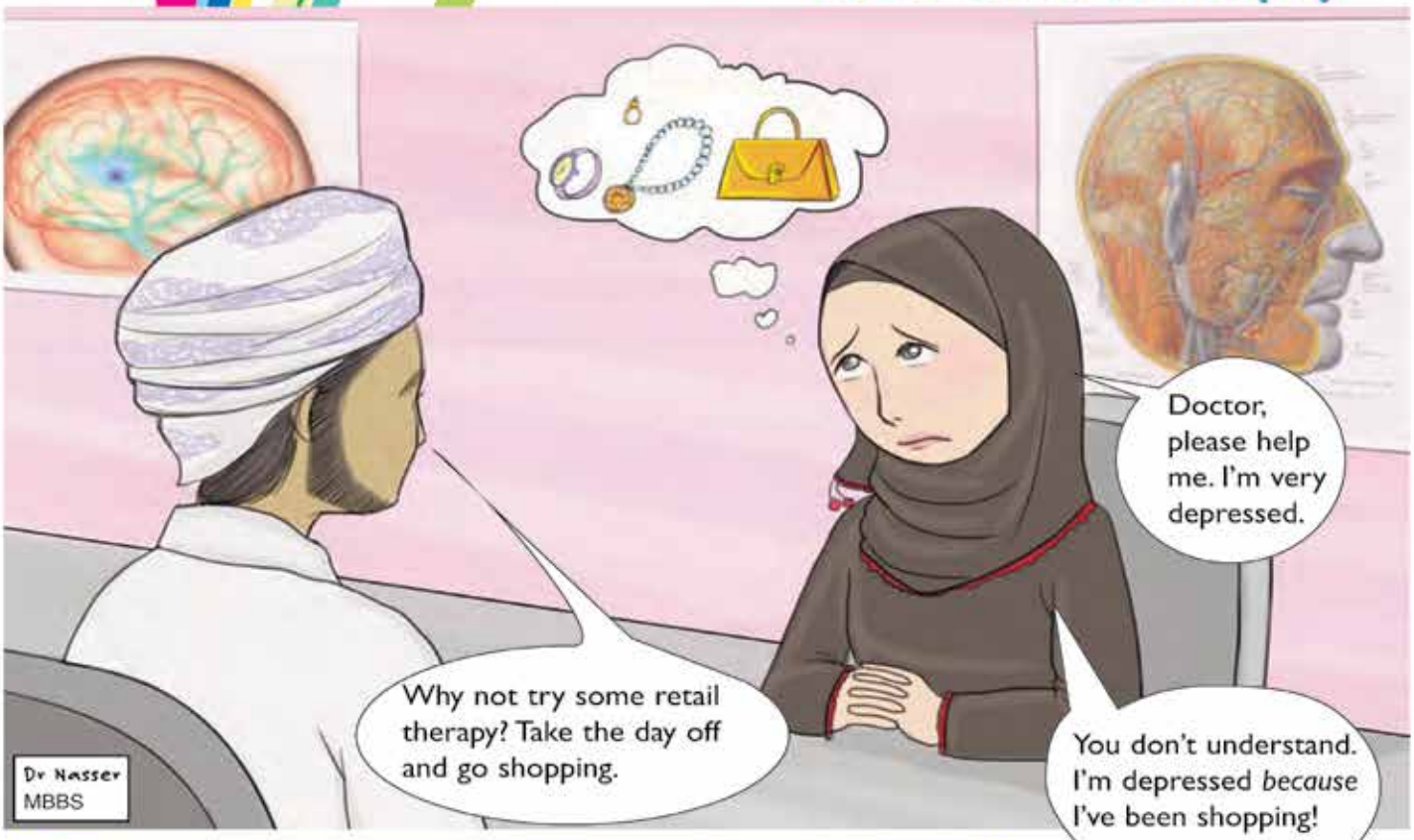
In Theme Three you will —

- practise scanning to improve reading skills
- build up and use vocabulary associated with the tourism and hospitality industries
- review and practise the formation and usage of the first conditional tense
- develop prediction skills when dealing with a listening text
- practise finding specific information in a listening text
- acquire and use language required for complaining and responding to complaints
- work on improving spoken fluency through quizzes and role play
- understand and follow the stages involved in essay writing
- learn to analyse the structure of a narrative essay
- differentiate between general ideas and supporting details in an essay
- develop the ability to sequence ideas in a narrative essay
- practise writing a narrative essay

In Theme Four you will —

- improve reading speed through timed reading practice
- work on using pronouns as cohesive devices in a text
- build up and use vocabulary associated with travel and transport
- practice differentiating between the present perfect and present perfect continuous
- work on improving spoken fluency through communicative activities
- develop strategies for dealing with multiple choice questions in a listening text
- build up and use language associated with describing trends
- acquire and use language required for asking for and giving explanations
- develop the ability to use a variety of conjunctions accurately
- learnt to analyse the structure of an informative essay
- practise checking and editing a partner's essay draft
- practise writing an informative essay

Theme 1
Retail Therapy



1 **What do you think the phrase 'retail therapy' means?**

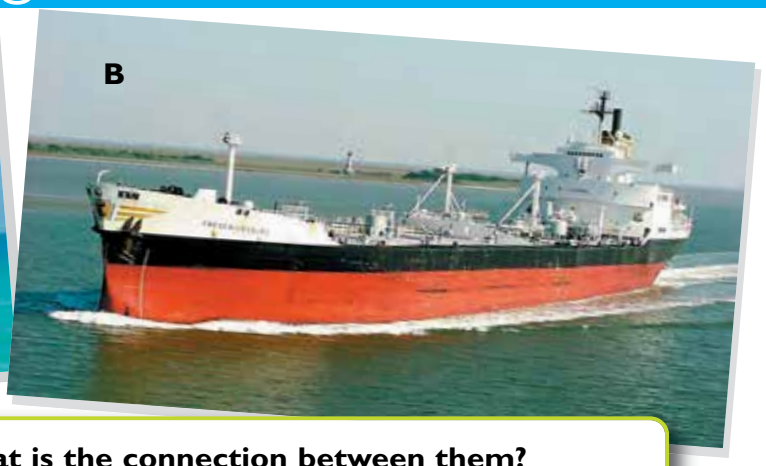
- a course for shop assistants
- a treatment for people who get tired when shopping
- a cure for spending too much money
- a way to make yourself feel better by shopping

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

For most people, shopping is a pleasure which can lift their mood. But for some, it is a **passion** to which they have become **addicted**. Buying and selling are nothing new, and **trading** has gone on for thousands of years. But today a good product is not enough; a company needs clever **advertising** too. Modern companies use **brand** names, **slogans** and **logos** to **persuade** us to buy their products. People like shopping in different ways; some head for the bright lights of modern shopping **malls**, or do their shopping online. But others still prefer the **bargaining** opportunites and traditional **charm** of the souqs.

Unit 1 A Fair Exchange





1 **1 Look at photographs A and B. What is the connection between them?**
2 Draw two columns in your exercise book and label them A and B. Write the words and phrases that go with each photograph into the correct column.

powered by wind	made of wood	powerful engines	triangular sail
carries silk and spices	carries oil	electronic controls	made of steel

2 **Read the following text as quickly as possible. When you have finished, choose the most appropriate title.**

a The History of the Frankincense Trade
b Shopping for Perfumes
c The Rise of the Oil Business in Oman
d Trading in Ancient and Modern Times

Trade has changed the course of history. It has started wars, made countries rich and led to the discovery of new lands. In the past, merchants travelled far from their homes to trade in silk and spices. Today the goods that are traded have changed dramatically. Countries trade with each other in food, fuel, cars, textiles, chemicals and machinery.

The Arabs, specifically the Omanis, have always been great traders. The Middle East lands are in an excellent location for trading with countries in the East, such as India and China, and those in Europe and the West. In ancient times, caravans travelled along the Silk Road to China and the Far East, carrying silk, spices, perfumes, rice and sugar. Meanwhile, Arab dhows sailed across the ocean and discovered sea routes to India, China and East Africa.

In 5000 BCE, the centre of the frankincense trade was Dhofar. Frankincense was one of the most valuable products in the ancient world, so traders in frankincense became very wealthy. It was shipped across the ocean to India and the Far East in exchange for spices. It was also exported to Greece, Italy and Egypt, where the Pharaohs used it in temple rituals. Today frankincense is still highly-prized. It is bought and sold in modern shopping centres, and is one of the ingredients in perfumes created by Omani companies.

Today, however, it is oil which has given Oman a new economic importance. Since the 1960s, most of Oman's income has come from the sale of petroleum to countries such as China and Japan. The oil consumption of these countries is enormous. Today the traditional Arab dhows no longer set sail across the ocean on their dangerous journeys. Instead, gigantic supertankers carry oil from the Middle East to countries all over the world.

top tip

Dealing With a New Text

When we need to find out the **gist** of a text, we use **skimming**. We often skim a text before deciding if we want to read it in more detail.

When skimming, we glance through the text as quickly as possible. We can use headings, sub-headings, and illustrations (diagrams, pictures, photographs, tables, charts, and graphs) to help us identify the key information and main ideas.

3 **Match each of these headings to the appropriate paragraph in the text in Activity 2. Find the topic sentence of each paragraph – the sentence that gives the main idea. Write each topic sentence into your exercise book.**

a The Emergence of Oil
b The History of Trading
c The Arabs as Traders
d The Frankincense Trade

4 **Find words in the text in Activity 2 that have a similar meaning to the words or phrases below. Write the words and their meanings into your exercise book.**

Example: very good (paragraph 2) = excellent

1 people who buy and sell goods (paragraph 1)
2 suddenly and greatly (paragraph 1)
3 position (paragraph 2)
4 ways from one place to another (paragraph 2)
5 sold to another country (paragraph 3)
6 religious ceremonies (paragraph 3)
7 relating to trade and money (paragraph 4)
8 enormous (paragraph 4)

TIME TO TALK

World Trade

List five everyday items that come from other countries, and write down the names. Think about things that you eat, wear, and use. Compare your list with the lists of two or three other students.

Work with another student. Choose a personal item, eg. your watch, and trade it for something of your partner's. Here are some phrases to help you.





1. What will you give me for my [watch]?
2. Are you willing to trade your [pen]?
3. Sorry, but my [watch] is worth more than your [pen].
4. I'll make you a good offer for your [book].
5. You must be joking!
6. OK, that's a fair deal.
7. No way!



Unit 2 What's in a Name?

1 **In groups, look at the quotation below from Juliet's speech in *Romeo and Juliet*. Discuss what you think Juliet means. Then discuss questions a and b.**



"What's in a name? That which we call a rose by any other name would smell as sweet."

— William Shakespeare, *Romeo and Juliet*, Act II, Scene 2

a. Do you buy things because of the brand name? Why?
b. What brand names do you like/dislike?

2 **Read the text about branding. Then answer the questions under the text.**

A Short History of Branding

Branding is not new. In ancient times, people burned marks on things, animals and even other people to show ownership. But branding in business was not developed until the early nineteenth century, when trademarks and logos were introduced. Today, the right brand name sells the product. It burns a mark into the mind of the consumer, so we associate the brand name with the product.

It can take a company a long time to find the right brand name. Many businesses are now global, so the name has to travel well too. But sometimes companies make mistakes. There is a story about the American car company, Chevrolet. They chose the name 'Nova' for a new version of their car. 'Nova' is from Latin and means 'new', but unfortunately, in Spanish 'no va' means 'it doesn't go.' So the *Chevrolet Nova* did not sell well in Spanish-speaking markets like the countries of Latin America.

It is interesting to learn how famous companies got their brand names. Adidas was taken from the name of its founder, Adolf Dassler. His first name, Adolf, was shortened to the nickname 'Adi.' Together with the first three letters of his surname, Dassler, it made the name 'Adidas'. The name 'Coca-Cola' was derived from the coca leaves and kola nuts which were used to flavour the drink. The founder of Coca-Cola, John S. Pemberton, changed the 'K' in Kola to 'C' to make the name look better.

Logos are just as important as brand names. A range of attractive logos is used by companies in Oman. Some have a special meaning to Oman, such as Oman Air's logo. This was created in 2008, when the airline was given a new brand identity – the 'new wings of Oman'. Oman Air's logo represents a swirl of frankincense smoke in a modern design. Frankincense was chosen because it is an important symbol of Oman's traditional heritage, and is still part of Oman life today.

CHEVROLET

OMAN SAIL

adidas

الطيران العماني
OMAN AIR

Source:
www.demilked.com/how-famous-brands-got-their-names
www.arunrajaopal.com/2008/02/24/oman-air-the-new-wings-of-oman

1. How many companies are mentioned in the text?
2. Why didn't the Chevrolet sell well in Latin America?
3. What is Oman Air's logo?

GRAMMAR RECALL

Past Simple and Past Simple Passive

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

1 Microsoft **was founded** in 1975 by Bill Gates.
2 The Omanis **were** great traders in the past.
3 The Wright brothers first **built** a plane and then **flew** it.
4 Alexander Graham Bell **invented** the first telephone.
5 Mobile phones **were not created** until the late twentieth century.

Use the past simple for expressing –

a completed actions in the past
b completed actions in the past which follow each other in a narrative or sequence
c past states

Use the past simple passive for expressing –

d completed actions in the past when we want to emphasise the action rather than the person who did it
e completed actions in the past when we don't know who did them

3 **Draw two columns into your exercise book and write the headings Past Simple and Past Simple Passive at the top of each column. Read the text in Activity 2 again. Find verbs in the past simple and past simple passive. Write each verb into the correct column.**

4 **1. Think of an irregular verb and say the past simple to a partner. Your partner must respond with the past simple passive. Repeat with other verbs.**

2. Write the sentences below into your exercise book. Change the verbs to the past simple passive.

1 People in ancient times used branding.
2 Chevrolet made a mistake about the name for their new car.
3 Adolf Dassler founded Adidas.
4 John S. Pemberton changed 'Kola' to 'Cola'.
5 Oman Air chose a new logo.

ACTIVATE YOUR ENGLISH



Blue Jeans

Work with a partner.

Student A
Turn to Communication Activity 1 on page 64 in your Workbook. Read the text and write down five questions you need to ask to find the information. Then ask your partner the questions and fill in the gaps.

Student B
Turn to Communication Activity 1 on page 65 in your Workbook. Read the text and write down five questions you need to ask to find the information. Then ask your partner the questions and fill in the gaps.

Unit 3 Shop Till You Drop

1 **Look at the title of the unit and the photograph of the two women. Then discuss questions a, b and c.**



a. Where do you think the women have been?

b. Do men and women enjoy shopping for the same things or different things?

c. Are there differences in the ways that men and women shop?

2 **Quickly skim the magazine article to find the answer to this question: What is a 'shopaholic'?**

Vanessa Williams and her friend Katy Barnes are career women with top city jobs and huge salaries. Vanessa is a corporate lawyer, who works for a big international company. Katy is an accountant. Their working hours are long and stressful, and their free time is very limited. So they fill it with their greatest passion – shopping. But these two women don't go shopping in an ordinary way. Vanessa and Katy are 'shopaholics.' In other words, they are compulsive buyers who are addicted to shopping.

This passion for over-shopping afflicts men as well as women. One reason for this craze for excessive spending is that modern companies aiming to make a profit are very clever at marketing their products. So consumers feel they need to buy more and more things. Do Vanessa and Katy feel bad about spending all that money on themselves? 'Not at all,' says Katy, who has just bought her fourth pair of designer shoes this week at two hundred pounds a pair. 'I deserve a treat for working hard. And I just adore shopping. It gives me such a buzz.' Vanessa's weakness is designer dresses. 'I've got about a hundred,' she told our reporter. 'But I haven't worn most of them yet.'

People often buy things they don't need when they are in need of consolation. Perhaps something bad has happened, or they are feeling lonely or depressed. So they head for the bright lights of the shopping malls. The attractive bargains make it very easy to spend money. But although shopping can improve our mood, it can make us feel bad for months afterwards when our credit card debts increase. Shopping may be a short-term fix, but it can also create more problems than it solves.

Much research has been done into this interesting feature of modern-day life. One theory is that, as women have become more financially independent, they no longer need men to buy them jewellery, clothes and perfume. They can buy their own luxury products. But although professional women may be more affluent, has shopping made them happier? Has the quality of their lives improved? Not always. As spending habits get more out of control, the lack of financial self-restraint can sometimes result in bankruptcy and even divorce.



Now read the article in detail. Can you suggest a title?

3 **Find the words on the left in the text in Activity 2. Try and guess their meanings from the context in which they appear. Then match each word to a phrase on the right. Write each number and letter into your exercise book.**

1. corporate (line 3)	**a** something that makes you feel better
2. passion (line 7)	**b** having plenty of money
3. compulsive (line 11)	**c** enthusiasm for something
4. afflicts (line 13)	**d** too much
5. excessive (line 15)	**e** state of being unable to pay your debts
6. consumers (line 17)	**f** something that you can't control
7. buzz (line 25)	**g** affects in a negative way
8. consolation (line 29)	**h** belonging to a company
9. affluent (line 46)	**i** feeling of excitement
10. bankruptcy (line 51)	**j** people who buy and use products or services

4 **Look at the two examples below of collocations with 'make' and 'do' from the text in Activity 2.**

Collocation: the way in which certain words are often found together.
For example – commit a crime; tell a lie; change your mind.

1. **Make** → modern companies aiming to ***make a profit*** (lines 15-16)

2. **Do** → Much research ***has been done*** .....(line 41)

Here are two other examples of collocations with 'make' and 'do.'

1. ***Make*** - My sister is going to ***make*** *a cake.*

2. ***Do*** - I am going to **do** *my homework* now.

a. Draw two columns into your exercise book and label them 'make' and 'do'. Work with another student and write the following words and phrases into the correct column.

a promise	an enemy
a crossword	dinner
your duty	some exercise
a mistake	the washing-up
someone a favour	an impression
the shopping	a joke



b. Write sentences, each one containing one of the phrases.

Unit 4 Malls and Markets

1 **Look at these two photographs and discuss the three questions.**

a. Where are these pictures?
b. How are they similar?
c. How are they different?





2 **In your exercise book, make a list of six words or phrases associated with a mall and six associated with a market.**

Compare your list with another student's list.



top tip

Learning to Predict

Before you listen to a text for the first time, try and predict the kind of information you are likely to hear. This will help you to guess more easily the vocabulary associated with the topic.

3 **Draw two columns into your exercise book. Write 'Malls' at the top of one column and 'Souqs (Markets)' at the top of the other. Quickly read through the list of phrases below. Then listen to the talk and complete the activity.**

You are going to hear a tour guide talking about shopping in Muscat. Read the phrases below. Can you predict whether they will go with a mall or souq (market) or both? Listen to the talk and write the numbers of the phrases into the appropriate column.

(**Note**: Four of the phrases are not in the talk).





1 coffee bars and restaurants
2 a great variety of things to buy
3 easy customer parking
4 a shopper's paradise
5 old-fashioned charm
6 narrow passages with tiny shops
7 top brand names
8 friendly shopkeepers
9 traditional market style
10 latest fashions
11 bright lights
12 wide walkways
13 opportunities for bargaining
14 quick easy shopping

SOUND BITES

Expressing Likes, Dislikes, and Preferences



Likes

I love going to the malls with my friends.
I really like the atmosphere there.
I'm really into electronic stuff.
I enjoy finding new designs.



Dislikes

I'm not very keen on eating out.
But **I'm not a fan of** modern shopping malls.
I don't like being around too many people.
I hate driving up and down . . .



Preferences

I'd rather spend my money on a new DVD.
But if **you'd rather not** spend any money . . .
I prefer traditional places.
I prefer not to go when it's crowded.

4 **Read the phrases below. Make a list of five things you like or like doing, and five things you dislike or dislike doing. Tell a partner about them.**

Examples:

I love going to . . . . . .

I'm really into . . . . . .

I don't like . . . . . .

I'm not a fan of . . . . . .

5 **Think about the following topics, and make notes of your ideas. Then discuss the topics in groups. Ask for your classmates' opinions and give your own, using phrases from the Soundbites box.**

1 How have shopping habits changed in your area over the past ten years?
2 How are shopping habits different in urban and rural areas?
3 What are the advantages and disadvantages of malls and markets?
4 In what ways do you think shopping habits will change in the future?



Unit 5 Adverts – Appealing or Appalling?

1 **Look at the title of this unit. Check the meanings of 'appealing' and 'appalling' in your dictionary. Then discuss questions a, b and c in groups.**

a What do you think is the main purpose of advertising?

- to inform
- to persuade
- to compare
- to entertain

b Do you think most advertisements are appealing or appalling? Give your reasons.

c Which of the three adverts A, B and C attracts you most? Give your reasons.

A



B



C



2 **Check the meaning of *slogan*. Look at the examples of slogans under the logos below. Discuss the two questions under the slogans.**

The Ultimate Driving Machine

HONDA
The Power of Dreams

عمانتل
Omantel

SONY
make.believe

a. Why is it important for a company to find the right slogan?
b. What other catchy slogans can you think of?

3 **Work in pairs. Check the meanings of the words in the box. Write any new words into your exercise book together with their meanings.**

Look at the eight photos of products. Which words might be used to advertise each product? Make a list of the products in your exercise book and match the words to the products.

Note: Some words can be used for more than one product.

1. tasty	5. nutritious	9. powerful	13. refreshing
2. fragrant	6. stylish	10. fashionable	14. luxurious
3. comfortable	7. long-lasting	11. delicious	15. cost-saving
4. fast	8. cool	12. smooth	16. safe

a 

b 

c 

d 

e 

f 

g 

h 

4 **Discuss these questions.**

a. Can adverts sometimes be misleading? In what way?

b. Think of an example of an ad which is misleading. Describe it to a partner and say why you think it is misleading. Ask your partner for their views.

Across Cultures



Egypt

Official name:	Arab Republic of Egypt
Location:	Northeast Africa, bordering the Mediterranean and Red Seas
Capital:	Cairo
Population:	86.5 million
Area:	1million km2
Languages:	Arabic
Currency:	Egyptian pound



The Land

Egypt is located at the point where Africa and Asia meet. It lies between the Mediterranean Sea in the north, and the Red Sea in the east. Because of its position, and early development, it had great influence on the development of other civilizations in Europe, Africa and Asia. Egypt's two most important geographical features are its deserts, and the River Nile. The Nile, which is 6,650 km long, is the longest river in the world. The water which it supplies makes the narrow strip of land around it very green and fertile.



Farmland along the **River Nile**

The People

Egypt is a large country, almost five times the size of Oman, and its population is still rising. About 99 per cent of its 86.5 million people live along the River Nile, and in the Nile Delta, the area where the Nile flows into the Mediterranean Sea. Cairo, the capital city, and its surrounding area make up the largest urban area in Africa. This area is also the third largest urban area in the Islamic World, after Jakarta in Indonesia and Karachi in Pakistan. Cairo has a huge population of nearly 18 million people. Egypt's second largest city, Alexandria, which is situated in the north, has a population of 4.5 million.



The prestigious **Cairo University**

The Egyptians are a young people, with 60% of Egyptians under thirty years of age. Young people represent 24.3 per cent of Egypt's population. The literacy rate is much higher among young people. Primary and secondary education is compulsory. Public higher education is free, but there are only enough places for the best students. Cairo University is Egypt's largest and most prestigious public university. Founded in 1908, it has more than 280,000 students of

whom 180,000 are full-time. Al-Azhar University, also in Cairo, was founded about 970 CE as a centre of Islamic learning. It is one of the oldest Islamic universities.



Naguib Mahfouz

Culture

Egypt is a centre of Arab culture with many publishers, broadcasters and film-makers. Egyptian writers have contributed greatly to Arab literature. The novelist Naguib Mahfouz was the first Arab to win the Nobel Prize for Literature in 1988. Cairo has a large film industry and hosts a major film festival. Since 1908, more than 4,000 films have been made in Arabic-speaking countries, of which more than three-quarters were Egpytian. Egyptian music is a mixture of local, African, Mediterranean and Western elements. Some traditional Egyptian singers and musicians, such as Umm Kulthum, Sayed Darwish and Abdel Halim Hafez have many fans around the world.

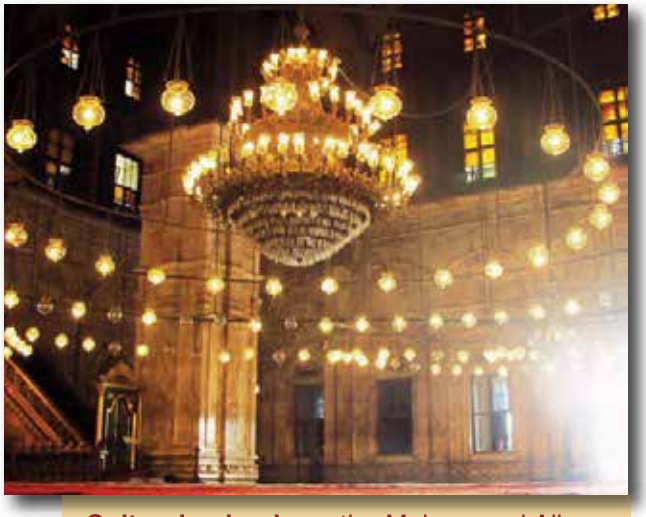
The Economy

Farmers have been working along the Nile River since 6000 BCE, and a third of the population still works in agriculture. Most farms produce cotton, rice, wheat, citrus fruits as well as other products. But today oil and natural gas, the Suez Canal and tourism are also important to Egypt's economy. Natural gas production provides for all Egypt's domestic needs, and some is also exported. The Aswan High Dam on the Nile provides almost 15 per cent of Egypt's electricity. Its reservoir, Lake Nasser, is one of the largest manmade lakes in the world. Its water is used to irrigate new farmland in the desert.



Luxurious **Sharm El-Sheikh**

In addition, Egypt has many tourist attractions such as the Pyramids, the Egyptian Museum in Cairo, cruises on the River Nile and resorts on the Red Sea such as Sharm El-Sheikh.



Cultural splendour: the Mohammed Ali mosque is a huge tourist attraction



Great Pyramids of Giza

Egypt also has a growing Information Technology (IT) sector which attracts investment from companies in Europe and North America.

Sources: www.sis.gov.eg

Cultural Comparison **Country Overview**



- What are the main geographical features of Oman?
- How has Oman's location affected its development?
- What sectors contribute most to the Omani economy?
- What aspects of Oman do tourists most enjoy?

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

Reading for Pleasure

Genre: Magazine Article



and Advertising

Companies want their brands and products to be advertised as strongly as possible. But the ads also have to be ethical. So advertisers have to be very careful about what can, and cannot be said. If a company produces an advert that the public thinks is unethical, it is likely to result in a lot of negative publicity.

The whole truth, or only part of the truth?

The public wants advertisements to be truthful, but what exactly does that mean? In 2002, McDonald's were taken to court in the US on the grounds that their adverts encouraged people to become obese. In addition, the adverts did not mention that eating McDonald's fast food could lead to problems such as diabetes. But in the end the judge decided that people could not blame McDonald's. People had a choice about whether to eat in a McDonald's restaurant or not.



However, although McDonald's won the case, it resulted in a lot of negative publicity for the company. People still saw McDonald's as encouraging people to eat food that was not good for them.

So McDonald's started putting a lot of nutritional information in its restaurants and online. They also began to offer more healthy food, such as fruits and salads, on both adult and children's menus. McDonald's ads often show Roland McDonald, the clown, doing sports and outdoor play with children with the slogan, 'It's what I eat and what I do.'



This case raises the question of how much information an advertisement needs to give. Is it the responsibility of the company selling the product to give information about all possible health risks? In advertisements for a car, should the company mention that if you drive the car too fast, you might have an accident and be hurt or killed? Or that the car will contribute to environmental pollution? In advertisements for aspirin, or cures for headaches, should the ad mention all the

possible side-effects? From a practical point of view, there are difficulties with giving too much information. A TV ad usually lasts no more than 30 seconds and in a print ad the space is restricted too.

Misleading information

The ancient Romans had an expression in Latin – 'Caveat emptor' – which when translated into English, means 'let the buyer beware.' It is still in common use today. It warns buyers to be careful about sellers who are trying to sell something in a dishonest way. However, in modern times it is not so likely that a seller will tell lies about a product, as advertising is regulated by the government, or by the standards of the advertising industry itself.

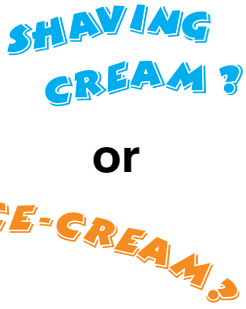
However, in the past, advertisers could say whatever they liked without having to justify their claims. For example, in the 1950s, a popular claim when selling a cure for headaches, colds or stomach upsets, was 'Four out of five doctors recommend Brand X.' But this statement is meaningless, as the public have no way of knowing how many doctors have been consulted. Is it only four doctors out of five, or does it mean 4,000 out of 5,000 doctors, or some other number? Today, the company would not be allowed to make such a claim without supporting evidence.

Not the real thing

Sometimes advertisers use 'mock-ups' of a product in their ads – in other words, they don't use the real product when making the ad. For example, filming an advertisement for ice-cream would normally take place in a film studio where the lights are very hot. This would make it impossible to get a good picture of the ice-cream because it would melt quickly. So instead, they sometimes use a substitute for the ice-cream – something which looks the same, but which won't melt, such as shaving cream. But is this ethical? Many people would say not.







In the late 1960s, Campbell's Soup brought out an ad which some people thought did not portray the truth. Campbell's wanted to show that their soup contained a lot of vegetables and noodles. So they placed marbles in the bottom of the soup bowls to push the vegetables up to the top. This gave people the impression that the soup was full of vegetables. However, when they poured the soup into bowls at home, the vegetables did not appear in the same way as in the ads. So Campbell received a lot of complaints, and in the end, they had to stop using it.



Source: https://muse.jhu.edu/journals/advertising_and_society_review

Review and Reference

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

- preview a reading text by skimming
- rewrite information using a different verb form
- deal with new vocabulary in both reading and listening texts
- use collocations and word variables
- predict information in a listening text
- use language associated with shopping and advertising
- conduct a group survey about shopping habits
- write an evaluation of an advertisement

2 **You have discussed:**

- everyday examples of global trading
- the importance of brand names
- whether retail therapy has become an addiction
- your classmates' shopping preferences
- shopping habits of the past, present, and future
- whether advertisements are appealing or appalling
- the language of advertisements

3 **Glossary of selected words from the text:**

• **affluent** (adj)	having plenty of money
• **bankruptcy** (n)	state of not being able to pay your debts
• **compulsive** (adj)	something that you can't control
• **consumer** (n)	someone who buys or uses a product or a service
• **dramatically** (adv)	suddenly and greatly
• **economic** (adj)	relating to trade and money
• **excessive** (adj)	too much
• **export** (v)	sell to another country
• **influence** (v)	affect the way that someone thinks or behaves
• **location** (n)	position
• **mislead** (v)	give someone false information to make them believe something that is not true
• **retail therapy** (n)	buying things to make yourself feel better
• **ritual** (n)	religious ceremony
• **shopaholic** (n)	someone who is addicted to shopping

Theme 2

Starting University



1 **Look at the picture. How is this student feeling? Have you had similar thoughts about next year?**

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

Leaving school is an important **transition** in a young person's life. It's exciting but also a little **scary**. It's not surprising that many young Omanis are **apprehensive** about leaving the world of school and the friendly faces of teachers and classmates. Although some go on to get a job, many continue their education in order to improve their **prospects** for the future. In addition, more and more students are going **abroad** to get a **degree**. Studying at a **foreign** university can be **challenging** but also very **rewarding**. It teaches young Omanis to become **confident** and **independent**, as they adapt to a new **culture** and learn to do things for themselves.

Unit 1 Goodbye, School!

1 **Discuss these questions in groups.**



a How do you feel about leaving school? (excited, sad) Give your reasons.

b What are you planning to do after you leave?

c Do you know anyone at university or college? What are they studying?

top tip

Reading for Gist

When you skim a new text, don't try to understand every word. Checking every word will slow you down. It is more important to understand the gist, or main idea, of the text.

2 **Skim the text below. Which of the four titles below would be the best? Give your reasons.**

a My first year at university

b The differences between school and university

c The challenges of university

d How to cope with starting university



Starting university is a major transition in a young person's life. For most new students, it's exciting but also terrifying. Their minds are filled with worries, such as, 'Will I like my course?', 'How can I make new friends?' 'What shall I do if I'm homesick?'

It's important to remember that it's normal to be apprehensive about something new. Starting university can be scary, but there are some simple things you can do to help you cope. Here is some advice for students entering university for the first time.

Tips for new students

1. Take care of yourself physically. Get enough sleep and eat healthy foods.
2. Find a balance between relaxing and studying. You should work hard but also have fun.
3. Call home regularly and keep in touch with your family. This will reduce homesickness.
4. Don't be afraid to ask for help. If you're finding things hard, talk to someone – other students, tutors (teachers), or student support services.
5. Learn how to find your way around the university campus so that you don't get lost. Refer to the university website if necessary.
6. Make a plan for yourself which shows where you have to be every day, and at what time.

7. Learn how to manage your time. Prioritise what tasks are urgent. For example, an essay that is due tomorrow is more important than one that is due next week.
8. Don't be hard on yourself if you make mistakes. But learn from your mistakes – for example, getting lost, forgetting a deadline.
9. Take opportunities to make new friends, even if you're shy. Join clubs and societies.

Challenges and rewards

University life is challenging, but also very rewarding. It will be strange at first, especially if you have to live away from your family. You'll probably experience mixed emotions. Sometimes you may feel some stress and anxiety, but at other times, excitement and a new sense of independence. You may be homesick, but you'll also develop confidence at being able to do things for yourself. Most young people consider university a wonderful experience, and many regard it as the best time of their lives.

Source: International Students Survival Guide (Collins, 2014)

3 **Read the text in Activity 2 in detail. Find words that have similar meanings to the words or phrases below. Write the words and their meanings into your exercise book.**

Example: change (line 1) = **transition**

a worried and a little afraid (line 6)
b feeling of missing your home (line 12)
c university land and buildings (line 15)
d put things in order of importance (line 18)
e date by which something has to be done (line 21)
f feelings (line 25)
g worry (line 26)
h freedom and ability to make your own decisions (line 27)

4 **Answer the questions below about the reading text in Activity 2. Write the answers into your exercise book.**

1. How do many young students feel about starting university?
2. If new students need to talk to someone, who should they talk to?
3. What examples are given of mistakes that new students can make?
4. What advice is given to shy students?

TIME TO TALK

Read the tips for new students in Activity 2 again. In your exercise book, write the number of the tip you think is the most important. Then write the number of the second most important tip and and so on.

Work in groups of four students and compare your rankings. Discuss why particular tips are important. Make a new list based on the opinions of the whole group. Add any other useful tips of your own.

Unit 2 Coping with Change

1 **Discuss these questions in groups.**

a What will life at university be like?

b Will I like it?



c How can I prepare myself?

d How can I make new friends?

2 **Read the dialogue below between Faisal, a first year university student at Sultan Qaboos University, and his neighbour, Abdullah, a fourth year student. As you read, look for the answers to questions *a* and *b*.**

a How is Faisal coping with life at university?

b How does Abdullah help him?

(Scene: A street in Al Khoud, Muscat. Abdullah is driving on his way to the university. He sees Faisal standing on a corner and stops his car).



Abdullah: Hey, Faisal. What are you doing here? Don't you have an 8 o'clock class?

Faisal *(sadly)*: Oh, hi. Yes, but I've missed the bus. And now I'm going to be late.

Abdullah: Don't worry, I'll give you a lift. Jump in.

Faisal *(gratefully)*: Oh, thank you very much.

(He gets in the car. Abdullah drives off).

Abdullah: So what happened to you this morning?

Faisal: Well, last week the teacher gave us an essay to write. The deadline's today. But I wish I'd started it sooner. I didn't finish it till 2 am. So I overslept this morning. If only I'd gone to bed earlier. Then I'd have got up in time.

Abdullah: You need to plan your time better. Don't leave things till the last minute.

Faisal *(sighs)*: Yes, you're right, but it's very difficult.

Abdullah: How are you finding university? Are you enjoying it?

Faisal *(worriedly)*: Yes……..but it's all a bit strange. I hadn't realised there would be so many new things to learn apart from studying. Like cooking and washing my clothes.

Abdullah *(cheerfully)*: Don't worry. It's normal to find everything strange at first. Before I started university, I'd never lived away from home. I'd never cooked for myself, or done my own ironing. But now I'm a great cook. Look, why don't you come and have dinner at my place tonight?

Faisal: Cool. Thank you very much.

Abdullah: You're very welcome and if you need a lift any time, let me know.

GRAMMAR RECALL

Past Perfect

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

1. The teacher asked me where I'd been.

2. I had finished my homework before my friend arrived.

3. I wish I'd worked harder at school.

4. My friend said he'd found a new job.

Use the past perfect to describe:

a. an event which happened before another event in the past

b. regrets about the past after **wish** and **if only**

c. statements in reported speech

d. questions in reported speech

Contractions:

I 'd = I had you'd = you had he'd/she'd = he/she had we'd = we had they'd = they had

3 **a. Find examples of the past perfect in the dialogue in Activity 2.**
b. Choose the best form of the verb in each sentence.

1 Before Ali came to Oman, he **was living/had lived** in Qatar for a long time.

2 Oh no, it's raining! If only **I remembered/had remembered** my umbrella.

3 I had my dinner and then **I did/had done** my homework.

4 Before Fatma went to China, she **had never seen/never saw** a panda.

5 All the students wished they **didn't waste/hadn't wasted** so much time last year.

ACTIVATE YOUR ENGLISH

Make a list of five things you wish you had done and five things you wish you hadn't done. Use the phrases ***I wish I had (hadn't) . . . . If only I had (hadn't) . . . .***

Examples: ***I wish I had*** *listened to my mother's advice.* ***If only I hadn't*** *spent all my money.*

Work with a partner. Ask each other about the things you wish you had and hadn't done. Ask your partner why they wish they had or hadn't done these things.

Unit 3 Studying Abroad

1 **Discuss these questions in groups.**

a Are you interested in studying abroad? Give your reasons?
b What are the advantages and disadvantages of studying abroad for young Omanis?

2 **Skim the text below. As you skim, look for the answer to this question – 'When you study abroad, why is it important to have a positive attitude?' Then read the text in detail.**

Getting ready to study abroad

Studying abroad is not just about getting a degree from a foreign university. It's about adapting to a new culture, and improving your language skills. It's also about meeting new people, and learning about new places. It's a wonderful and exciting experience, but it can also be a little scary.



Omani students at graduation

Preparing yourself

If you're planning to study abroad, there are several things you can do to prepare yourself. The more you can find out before you go, the easier your life will be when you arrive in your new country. Here are some suggestions:

- Talk to other people who have studied in the same town or university
- Read the website of the university or college you are going to. Think about these questions:
  - Will other students be mostly local, or international?
  - What kind of accommodation do students live in?
  - What activities outside class does the university offer? (sports, clubs, societies)
  - Are there special support services for international students?
- Read about the town and area where you will live, not just the university. Think about these things:
  - Is it a big city or a small town?
  - Is it inland, on the coast, near other towns?
  - How can you get to it? (plane, train, bus)
  - What special attractions and features does it have?

Reducing homesickness

International students can feel homesick, especially at first. When you move abroad, it's natural to miss your family and friends. But there are things that you can do before you leave your home country to reduce homesickness:

- Involve your family and friends as much as possible in the planning of your trip. This will enable them to understand and support you better when you are away from home.
- Try and sort out any issues at home before you go, so you can focus more on your new life.
- Start doing things for yourself like washing and ironing clothes, and cooking. This will make you feel more confident about coping on your own.

Keep a positive attitude about your new life abroad. The way you think will influence how you behave. For example, if you don't think you will make new friends, you are less likely to make friends, because you won't notice when people are being friendly towards you.

35

Source: International Students Survival Guide (Collins, 2014)

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

1 **improving** (line 3)
(a) changing (b) making worse (c) making better

2 **scary** (line 6)
(a) difficult (b) frightening (c) interesting

3 **accommodation** (line 16)
(a) hotels and hostels (b) buildings (c) places to stay

4 **reduce** (line 27)
(a) make less (b) prevent (c) deal with

5 **issues** (line 30)
(a) experiences (b) discussions (c) problems

6 **coping** (line 32)
(a) behaving (b) living (c) managing

7 **influence** (line 33)
(a) show (b) affect (c) control

top tip

Grouping Words

Think about how words can be grouped together into subject areas. Words that are associated together are easier to remember.

4 **Work in groups. In your exercise book, write the word cities and draw a circle round it. Think of other words associated with cities. Make a diagram like the one in Activity 3 on page 21 of your Workbook and join the other words to cities.**

Show your diagram to a partner and expand it to include your partner's words. Then do the same for the three things below.

a school
b learning English
c studying abroad

In groups, think of other words and make lists or draw diagrams of words associated with them.



Unit 4 A Helping Hand

1 **Discuss these questions in groups.**



a Who is this?
b What is his problem?
c How is he feeling?

2 **Read the information below about the Sultan Qaboos University (SQU) Rovers. Then listen to the interview with Nasser Al Hinai, leader of the Rovers, and do the activity.**

The SQU Rovers

The SQU Rovers are an active group of students in different years at Sultan Qaboos University. There are over 100 male and over 30 female Rovers. They organise many interesting activities and trips throughout the year.

At the start of the first semester, the Rovers work closely with teachers on the Foundation Programme to help new students.



SQU Rovers

Which problems in the list below does Nasser mention as common for new students? Write the letters into your exercise book in the same order as you hear them.

(**Note**: Two problems are not mentioned).

- **a** Managing on their own
- **b** Being late for class
- **c** Missing their families and friends
- **d** Finding the room
- **e** Finding their way around
- **f** Preparing for exams
- **g** Being in the right place at the right time
- **h** Losing their ID cards



SQU Lady Rovers

3 **Listen to the conversation between Nadia (a Rover), and Fatma (a new student). As you listen, make notes in your exercise book to answer questions a, b and c.**



a. What is Fatma looking for?

b. What does Nadia say that the Rovers do?

c. What is the purpose of the placement test?

SOUND BITES

Asking for clarification

Can you tell me where it is?
I'm not clear what that is.
Do you mean a kind of supervisor?
Could you explain what's happening this week?
I'm not sure I follow you.

Checking clarification
Are you with me?
Are you clear about . . . ?

Confirming clarification
Thanks, I'm clear now.
Yes, I see.
I understand.
Got it!

4 **Listen to the phrases in the Soundbites box and practise saying them. Then work with a partner.**

Student A: Choose one of these topics.



- a sport or a game you like. Explain the rules to your partner.
- one of your favourite movies. Explain what happened.
- your phone or other technological device. Explain how it works.



Student B: Ask for clarification using the phrases in the Soundbites box.

Unit 5 A Letter to a Teacher

1 **Read the welcome letter to new students from a course co-ordinator at a university, then answer the question below.**

What is the purpose of the letter?

(a) to welcome new students to the university
(b) to give advice
(c) to ask students to do something
(d) all of the above



The English Language Centre
15 September 2015

Dear Students,

Welcome to university and to your English class. We hope that you'll be very happy here and that you'll enjoy studying English.

Here's some advice to help you do well in this class. First, practise your English in and out of class. Second, ask questions when you don't understand. Your teacher wants to help you do well. Third, enjoy working with the other students in the class and have fun learning English.

Your English teacher would like to find out some things about you, for example, your family, what you enjoy doing in your spare time, and what your plans for the future are. Your teacher is also interested in your feelings and ideas about learning English.

I'd like you to write a letter in English to your teacher about yourself. This will help your teacher to get to know you, and to understand how you learn.

I wish you success in your English lessons.

Best wishes,

Saif Al Jabri
Course Co-ordinator

Adapted from Explore Writing, Student's Book Two, The Language Centre, Sultan Qaboos University

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

1 Is the style of the letter
(a) helpful **(b)** business like **(c)** friendly **(d)** official

2 When does the writer of the letter use
(a) capital letters **(b)** full stops **(c)** commas **(d)** apostrophes

top tip

Making Notes

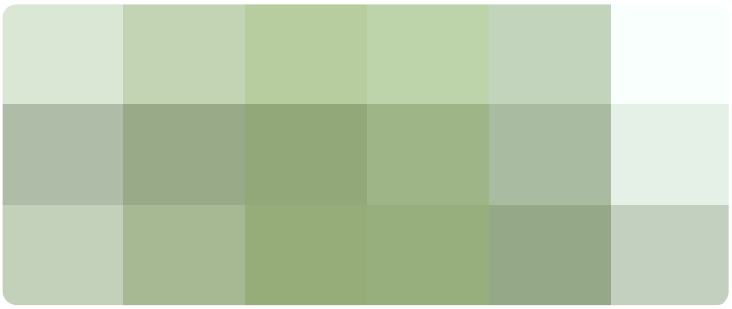
When you plan a piece of writing, write down brief ideas (notes) about the information you are going to include. Use key words to make your notes. Key words are important words that will help you remember your ideas.

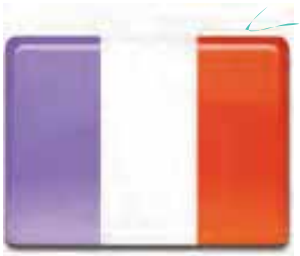
3 **Imagine you are writing a letter to your new English teacher at university or college. Copy the headings below into your exercise book and make notes under each heading. Use key words, not complete sentences. Then discuss your work with a partner.**



4 **Draw two columns into your exercise book. Write 'Formal language' and 'Informal language' at the top of each column. Write the expressions below into the appropriate column.**

Love from……	'Bye for now	Hi there!
Dear ……..	Yours faithfully	Kind regards
Have fun!	Best wishes	I am writing to……
I would be grateful if…..	I would like to……	See ya!

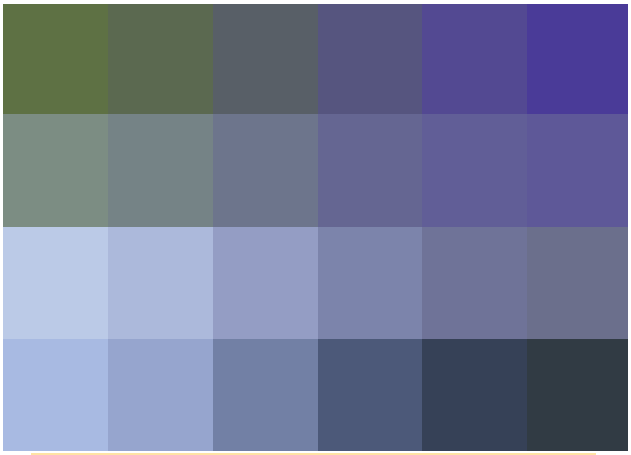




France

Official name:	French Republic
Location:	Western Europe
Capital:	Paris
Population:	67 million
Area:	551,500 km^2
Languages:	French
Currency:	Euro



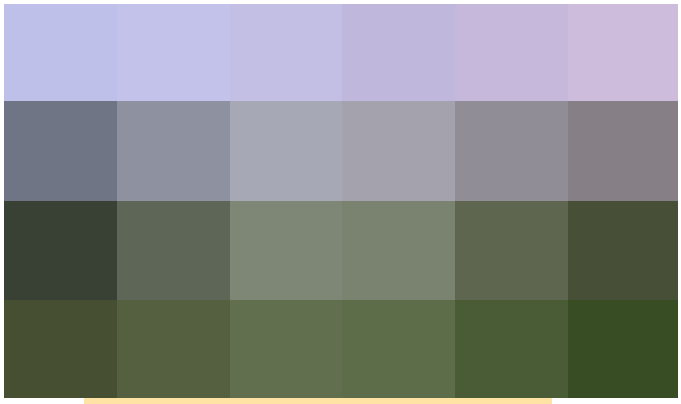


Eiffel Tower as seen from the River Seine

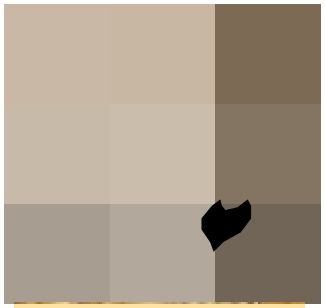
The Land

France is the largest country in Western Europe. Much of France is low-lying, but there are mountains in the east and south, including Mont Blanc (White Mountain) which is 4,810 metres high and the highest point in Western Europe. The largest rivers are the Seine, the Loire, the Garonne and the Rhone.

France is a very popular destination for tourists. It has wonderful scenery, lovely countryside, fine beaches and historic cities. The Loire valley attracts many visitors with its splendid castles.



Beautiful scenery of the **Loire Valley**



Storming the **Bastille**

History

France is a very forward-looking country, but it has had a dramatic history. Towards the end of the eighteenth century, there was a violent revolution, the French Revolution, which created huge political and social upheaval. It began on 14 July 1798 when a crowd of angry people stormed the Bastille prison in Paris, and released six prisoners. 14 July is still celebrated every year as France's national holiday. After the Revolution, Napoléon Bonaparte rose to power, a military and political leader whose policies have had an important effect on modern European history.

Paris

Paris is one of the most beautiful and romantic cities in the world. It has many historical buildings, art galleries, museums and shops. Visitors to Paris can find plenty to do. You can climb the Eiffel Tower, built in 1889 but still a major symbol of Paris and France today. You can also explore the lovely parks and gardens, or visit splendid palaces such as the Palace of Versailles. You can enjoy a relaxing boat trip on the River Seine, or visit the Louvre Museum and see the famous painting of the Mona Lisa. Or you can simply spend time in the cafés drinking fine coffee as you watch the world go by.



Parisien café

Food

Cooking and eating are a very important part of the French way of life. People think that French food is very complicated, but this is not true. Some of the best French meals consist of simple ingredients, such as cheese, salad, fresh bread and fruit. French restaurants range from excellent village restaurants to elegant restaurants in Paris. The best cooking is produced from local ingredients and uses local recipes. For example, in Provence, in the south, food often contains olive oil, herbs and tomatoes. Coastal areas, such as Brittany and Normandy in the north, specialise in different ways of cooking sea food.



French **cheese** platter

Travel and Transport

The French transport system is excellent. The railway network is the most extensive in Western Europe, and high-speed trains such as the TGV are world famous. In 1993, the Channel Tunnel (the Chunnel) was completed. This is a tunnel that crosses the English Channel under the sea, linking England and France by rail. People can travel from London to Paris on the Eurostar, a high-speed passenger train. Air France is one of the largest airline companies in the world. The largest and busiest airport in France is Charles de Gaulle (CDG) International Airport just outside Paris.

Sport

Football and rugby are very popular in France, and France has hosted World Cups in both sports. It also hosts the Tour de France, the most famous road bicycle event in the world, which takes place every year. Several international tennis tournaments also take place in France, such as the Paris Masters and the French Open.

Source: www.diplomatie.gouv.fr/en
www.usrendezvousenfrance.com



World famous **Tour de France** cycle event

Cultural Comparison — Visitor Attractions



- What are the main attractions of Oman for visitors?
- What things in your area are most interesting for tourists?
- What suggestions do you have to attract more visitors to Oman?
- What things would you advise a visitor to be careful of (e.g. the sun)?

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

Reading for Pleasure

Rumaitha Al Busaidi: Preserving the Antarctic







Genre: Interview

Rumaitha Al Busaidi is a marine scientist and a keen environmentalist. In March 2014 she fulfilled a dream she had had for six years – to go to the Antarctic. Rumaitha believes passionately in education as an essential tool for young Omanis to carve their place in the world. She encourages young people to follow their passion. "Build your career around what you love; that's the secret to a successful career. You'll never get bored with your career if it's your passion."

In the interview below, Rumaitha talks about her expedition to the Antarctic.

1. Could you please introduce yourself.

My name is Rumaitha Al Busaidi. Earlier this year I went to the coldest place on Earth – the Antarctic!

2. How did you feel about leaving school?

I had mixed feelings. I was sad to leave my friends and everything I knew. But I was also happy that I was going to explore the world as a young adult. And I was thrilled to have the chance to study abroad. Studying abroad teaches you to be independent. It builds your character and makes you stronger, because you have to do everything by yourself without any help from older family members and friends.

3. When did you get the idea to go to the Antarctic?

After I finished school, I studied environmental science in the Netherlands. While I was there, I heard about an organisation called 2041. It was started by the polar explorer, Robert Swan, who was the first man to walk to both the North and South Poles. Robert is passionate about the environment, so he dedicated 2041 to preserving the Antarctic. He set up a series of expeditions, the 'Inspire Antarctic Expeditions' which have taken place once a year for the past thirteen years. That's how I became very interested in the idea of going to the Antarctic. But I had to wait six years for my dream to come true!

4. Who went on the expedition?

There were 88 participants from 28 different countries, aged from 16 to 40. Some were students and others had professions such as government employees and businessmen. But everyone had two things in common – a keen interest in the environment, and a strong desire to preserve the Antarctic. There were two of us from Oman, and there were also participants from Qatar and the UAE.



5. How tough was the training?

Extremely tough! I trained for a whole year before the expedition. One of my sponsors was a fitness centre whose aim was to make me as fit as possible. They gave me a personal trainer. I had to run up and down hills, and up the staircases in a 10 storey building. I also did freezer training, when I had to go inside an industrial-sized freezer and acclimatise myself to temperatures of minus 20 degrees. There were mental training exercises too. My trainer warned me that at certain points I would start questioning why I was on the expedition, and that did happen. But I was prepared for it because of the training.



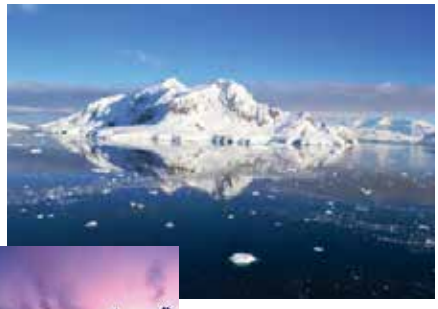
6. How did you get to the Antarctic?

First, we flew to Buenos Aires, the capital of Argentina, and from there to Ushuaia, the capital of Tierra del Fuego and the southernmost city in the world. Then we had to do more training including a glacier hike – trekking over snow and ice instead of rocks - and learning how to climb using the tips of our toes and pressing down with the heels of our feet. We learned how to tie ropes, and about emergency response and what to do if someone falls. From Ushuaia, we took a ship for the Antarctic. The name of the ship was 'Sea Spirit' and it became our home for the next two weeks.

This interview was first published in 2014 by Knowledge Oman.com. *Reproduced with permission.*

You can read more about the expedition to the Antarctic on page 27 of your Workbook.











Review and Reference

1 In this theme you have learned how to:

- calculate your reading speed
- practise strategies to improve your reading speed
- guess words from context in a reading text
- group words together into subject areas
- ask for, check and confirm clarification
- read and understand a poem
- make notes to plan a piece of writing
- edit a partner's piece of writing

2 You have discussed:

- how you feel about leaving school
- how you can prepare for university
- the advantages and disadvantages of studying abroad
- a town, city or village you know well
- your plans for the future
- a poem about leaving school
- a letter written by your partner

3 Glossary of selected words from the text:

- **campus (n)** – land and buildings of a university
- **career (n)** – job or profession that you train for
- **cope with (v)** – succeed in dealing with
- **co-ordinator (n)** – person who organises the way people work together on an activity
- **deadline (n)** – date or time by which you have to do something
- **edit (v)** – check a piece of writing for mistakes
- **emotions (n)** – feelings
- **Foundation Programme (n)** – course that introduces students to a subject
- **homesick (adj)** – feeling sad because you miss your home
- **placement test (n)** – exam to find a student's level in a subject before starting a course
- **positive (adj)** – hopeful and confident about a situation
- **reduce (v)** – make something smaller
- **terrifying (adj)** – frightening

Theme 3

Tourism and Hospitality



Courtesy of the National Hospitality Institute (NHI)

1 **Look at the people in the photograph. Who are they? What are they doing?**

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

The **hospitality industry** is one of the world's largest and fastest growing industries. The size and growth of this industry makes it a huge **source** of **employment** opportunities, such as **chefs**, travel agents, tour guides and airline **cabin crew**. Tourists today can go on many different types of holidays such as adventure, sight-seeing and **cruises**. More and more visitors are attracted to Oman with its **stunning scenery** and **variety** of things to see and do. Demand is increasing for the **training** of **skilled** Omani workers in the hotels, restaurants and tourist centres. Tourist **professionals** with **formal qualifications** can work anywhere in the world.

Unit 1 A Warm Welcome

1 **Read the information below from a magazine article about Oman. Discuss the title. What other titles can you think of?**



Oman – A Land with Something for Everyone

In 2015, the New York Times listed Oman as Number 20 out of the top 52 destinations to visit in the world. But what makes Oman so appealing to tourists? We asked a number of visitors of different nationalities what they enjoyed most about their stay.

A. Max (Germany)



I'm into action and adventure, and Oman offers plenty of both. You can go camping in the desert, or scuba diving or rock climbing. You can trek deep into mountain wadis. I like Al Jebel Al Akhdar, but for me Jebel Shams is best of all. If you're really brave, you can abseil down the canyons of Wadi Ghul.

B. Yoshi (Japan)



I love the variety of scenery in Oman. It's stunning. You've got everything here – dramatic mountains and canyons, breathtaking beaches and amazing deserts like A'Sharqiyah Sands. You've even got forests down in the Dhofar region. It's great that the landscape is mountains, not skyscrapers.

C. Donna (UK)



I'm interested in anything to do with history. The forts and castles in Oman are awesome. I really enjoyed visiting Nizwa and Bahla Forts, and Jibreen Castle. The museums are excellent too and you can learn a lot about the past. You can also see great examples of rock art hidden in caves.

D. Joe (Singapore)



I'm a city guy, so I enjoyed spending time in Oman's towns and Muscat is a perfect mixture of traditional Omani values and a modern city. There are loads of things to see and do there. But I also really enjoyed exploring the souqs in Salalah and Nizwa. I picked up some great bargains there.

E. Kate (New Zealand)



I love the great outdoors, and I found the wildlife in Oman amazing. I'd expected to see camels, but I hadn't expected animals such as oryx, and flamingoes in the Dhofar region. I loved seeing the turtles nesting in Ras Al Hadd, but the best thing was going on a whale and dolphin watching trip.

F. Fernando (Brazil)



I'm fascinated by Omani culture and heritage. The traditional craftsmen are highly skilled – for example, the silversmiths in Nizwa and the dhow-builders in Sur. I took a trip into the desert, where I met some Bedouins. They were very friendly, and proud of all their different handicrafts.

2 **Read the texts again. For each item, shade in the bubble ⬭ next to the correct option.**

1. Max's favourite place in Oman is _____.

⬭ Wadi Ghul ⬭ Al Jebel Al Ahkdar ⬭ Jebel Shams

2. Yoshi likes Oman because you can see _____.

⬭ skyscrapers ⬭ different kinds of scenery ⬭ interesting wildlife

3. Donna is interested in _____.

⬭ mainly forts and castles ⬭ only museums and rock art ⬭ all historical things

4. Kate was very surprised to see _____.

⬭ flamingoes ⬭ camels ⬭ whales and dolphins

3 **Match each word in the list on the left with a meaning from the list on the right. Write each letter and matching number into your exercise book.**

a	trek (v)	**1**	find out about an area
b	canyon (n)	**2**	pleased and happy about something good
c	awesome (adj)	**3**	go on a walk that is long and difficult
d	explore (v)	**4**	animals, birds and plants living in a natural area
e	wildlife (n)	**5**	long deep valley with steep sides
f	proud (adj)	**6**	impressive, extremely good

4 **Fill in the gaps in the sentences below with suitable words from the words listed in Activity 3. Put one word in each gap. Write the complete sentences into your exercise book.**

a New Zealand has fantastic _____. There are so many different kinds of animals and birds.

b When we arrived in Rome, the first thing we did was to _____ the city.

c The party last night was _____. I had a great time!

d Wadi Ghul is known as the Grand _____ of Oman because it is so long and deep.

e My brother enjoys challenges. He wants to _____ across the Sahara desert.

f My daughter came top in her class exams. I am very _____ of her.

TIME TO TALK

Work in groups. Think of a place that you would like to visit, either in Oman or somewhere else in the world. Explain to your group:

a. where it is
b. what you know about this place
c. why you would like to go there



Unit 2 Work and Travel

1 **Read the information below about different jobs in the tourism and hospitality industry. As you read, list three skills or qualities needed for each job.**

The hospitality industry is a large group of industries relating to travel and entertainment. It includes the hotel, food service, transportation and tourism industries. If you are interested in working in the hospitality industry, there are many jobs you can do. Here is information about a few of them.



A. Hotel Managers

If you can balance several tasks while keeping a smile on your face, you could be a great hotel manager. Hotel managers oversee every function related to the smooth running of a hotel. They have to keep staff and guests happy, and handle problems with a patient and pleasant attitude. If you work as a hotel manager, you'll be responsible for everything from good service in the restaurant to safety in the swimming pool.



B. Chefs

If you enjoy working with people and food, a chef's job might be perfect for you. A good chef must have a passion for food and cooking. If you want to be a chef, you'll also need to know how to select food, prepare meals and create menus. Chefs work in a team and direct the work of the kitchen staff. You'll need a good business sense too, as chefs are responsible for buying food supplies.



C. Tour Guides

If you have excellent communication skills, and enjoy dealing with groups of tourists, you could be a good tour guide. Tour guides have to be skilled in speaking in public, and good at different languages. If you have a passion for history and the arts, you'll enjoy showing visitors around places of interest such as old forts, museums and art galleries. You'll also have to be patient when answering people's questions.



D. Travel Agents

If customer service is important to you, and you have strong organisational skills, you might consider being a travel agent. Travel agents also need good computer skills, as they work with ticketing and reservation systems, and databases. If you're a travel agent, you'll need sales and marketing skills in order to go out and attract new clients. You'll also need to listen patiently to people's complaints when their trips and holidays go wrong.



E. Airline Cabin Crew

If you are a 'people person' and love flying to different countries, this could be your dream job. The main responsibility of cabin crew is passenger safety, but they need other skills as well. If you plan to work as a member of a cabin crew, you'll have to be a nurse, a chef, a waiter or waitress, a babysitter and a cleaner. You'll also need to work well in a team, and be good at understanding people's needs.

2 **Read the text in Activity 1 again, then match each job in the list on the left with a responsibility in the list on the right. Write the letters and numbers into your exercise book.**

1	travel agent	**a**	taking care of passenger safety
2	chef	**b**	showing people interesting places
3	airline cabin crew	**c**	making sure a hotel runs smoothly
4	tour guide	**d**	organising trips and holidays
5	hotel manager	**e**	planning and creating menus

GRAMMAR RECALL

First Conditionals

An 'If' clause with the verb in the present tense, used with a main clause with the verb in the future tense, is called a first conditional clause. It expresses a possible condition and its probable result.

*If you **get** some training, you **will find** a job easily.*
*If we **don't hurry**, **we'll miss** our plane.*

Modal verbs are often used with first conditional 'If' clauses to express a variety of meanings. Read the sentences on the left and match them to a usage on the right.

1.	If you don't feel well, you **should** see a doctor.	**a.**	necessity
2.	If you want to be a chef, you **need to** enjoy cooking.	**b.**	advice, suggestion
3.	If we go to London, we **might** visit Buckingham Palace.	**c.**	permission
4.	If you finish your work early, you **may** go home.	**d.**	request
5.	If we visit Sri Lanka, we **can** see elephants.	**e.**	possibility (2 sentences)
6.	If you go food shopping, **could** you get me some bananas?		

3 **Read the sentences below and choose the best form of the verb in each sentence. Write the complete sentences into your exercise book.**

a If I **get/will get** good marks in my exams, I **am/will be** very happy.

b If you **visit/will visit** Oman, what places **might/need** you go to?

c If people **are wanting/want** to stay healthy, they **should/might** eat a lot of vegetables.

d If he **doesn't work/will not work** harder, he **loses/will lose** his job.

e If you **leave/will leave** the office after me, **could/should** you please switch off the light?

f If you **finished/finish** your homework, you **should/may** watch a little TV.

ACTIVATE YOUR ENGLISH

Read through the jobs in the text in Activity 1 again, then discuss the following questions with a partner.

1 Which of these jobs would you like to do most? Give your reasons.
2 Which of these jobs would you like to do least? Give your reasons.
3 What other jobs in the hospitality industry might interest you?



Unit 3 Popular Destinations

1 **Discuss questions 1 and 2 in groups.**

1. Have you visited any countries outside Oman? If yes, tell your group:
   - **a.** which country (ies) you visited
   - **b.** how long you stayed there
   - **c.** where you stayed (hotel, guest house, with friends)
2. Which countries in the world would you like to visit? Give your reasons.

2 **Read the text below. Check the meanings of any unknown words in your dictionary. Then answer the questions on page 34 of your Workbook.**

The World's Most Visited Countries

The hospitality industry is an important part of the economy of many countries. According to a report by the World Tourism Organisation in 2014, the number of tourists travelling to other countries in 2014 was 1087 million. The same report listed the following eight countries as the world's most visited countries in 2014.

1 France (84.7 million tourists)

France is the world's most visited country, and Paris is the most popular destination in France. The Eiffel Tower, the museums, palaces, parks and shops are major attractions. French food, the beautiful countryside and winter skiing in the French Alps also attract many tourists.



2 The US (69.8 million tourists)

The US is a top destination for a number of reasons. The Disney World amusement park near Orlando, Florida, is the flagship park of Disney's worldwide theme parks. Cities such as New York, San Francisco, Chicago and Washington DC are extremely popular, with their interesting architecture and variety of things to do.

3 Spain (60.7 million tourists)

Spain's friendly people, warm weather, food and festivals attract many visitors. The parks and museums of Madrid, the architecture of Barcelona, and the many beach resorts are very popular. The Alhambra Palace, built by the Muslims in 1238 on the hills near Granada, is a fine example of Muslim architecture.



4 China (55.7 million tourists)

China has grown steadily as a top tourist destination. The Great Wall and the Terracotta Warriors in Xian are among the most visited ancient attractions. Shanghai contains some of the most stunning modern buildings in the world, such as the Shanghai World Financial Centre (492 metres high).

5 Italy (47.7 million tourists)

Italy is a country of great variety with much to offer for tourists. Visitors come to see the historical attractions of ancient Rome, the canals of Venice and the museums and architecture of Florence. They also enjoy the beaches, relaxing in the beautiful Italian countryside and eating wonderful food.



6 Turkey (37.8 million tourists)
Tourists visit Istanbul not only for its palaces and beautiful mosques, but also its shops, art galleries and fabulous views over the Bosphorous. The coastal resorts of south west Turkey, such as Bodrum and Antalya, and sites such as the ancient city of Ephesus, draw many visitors.



7 Germany (31.5 million tourists)
Germany is a country of beautiful mountains, wide rivers and thick forests, such as the Black Forest in the south. The most popular destination in Germany is Berlin, with its museums and places of historical interest. Other attractive cities are Munich, Frankfurt, Cologne, Hamburg and Dresden.

8 The UK (31.2 million tourists)
London's museums, palaces and historical buildings are top tourist attractions. Tourists also flock to other historic cities such as Edinburgh, Oxford, Cambridge and York. The beautiful mountains and lakes of Scotland, and the Lake District in the north of England, attract many international visitors.

Source: http://www.telegraph.co.uk/travel/travelnews/11027765/The-worlds-most-visited-countries-2014

top tip

Parts of Speech

When doing a vocabulary matching activity, make sure that the words you are matching together are the same part of speech – e.g. nouns, verbs, adjectives or adverbs.

3 **Read the text again and find the eight words below. 1. Decide what part of speech each word is. 2. Guess its meaning from the three choices given. 3. Check the meanings in your dictionary to see if you were right.**

1	**major** (France)		
	(a) the best	(b) the most important	(c) officer in the army
2	**flagship** (the US)		
	(a) kind of boat	(b) representing a country	(c) best and most important one
3	**architecture** (Spain)		
	(a) design of a building	(b) design of computer software	(c) plan a building
4	**steadily** (China)		
	(a) gradual	(b) slowly and continuously	(c) suddenly and quickly
5	**variety** (Italy)		
	(a) different	(b) type of something	(c) different types of things
6	**draw** (Turkey)		
	(a) attract	(b) create a picture	(c) pulling together
7	**interest** (Germany)		
	(a) value	(b) appeal	(c) not boring
8	**flock** (the UK)		
	(a) run away	(b) group of sheep	(c) go somewhere in large numbers

4 **Write sentences into your exercise book containing each of the eight words listed in Activity 3. Compare your sentences with another student's.**

Unit 4 Service With a Smile

1 **Discuss these questions in groups.**



a Why is Oman an attractive country for tourists?

b Why is the tourist industry important for Oman?

c How do you think the tourist industry can develop?

d Would you consider a career in tourism and hospitality? Give your reasons.

2 **Listen to a conversation between an admissions officer at the Oman Tourism College (OTC) and Maryam, a student enquiring about courses.**

Read the statements below and write the letter of the correct answer into your exercise book.

1 Maryam is most interested in a management course in
- (a) tourism and hospitality
- (b) events
- (c) marketing



2 What events are not mentioned as part of the course?
- (a) conventions
- (b) sporting events
- (c) festivals

3 Graduates of the course will be able to work
- (a) in Oman
- (b) in Ireland
- (c) internationally

4 Graduates in events management will receive a
- (a) degree
- (b) diploma
- (c) degree or diploma

3 **Listen to the conversation between a hotel receptionist and a guest complaining about his room. As you listen, make notes in your exercise book to answer questions a and b.**



a What four complaints does the guest make?

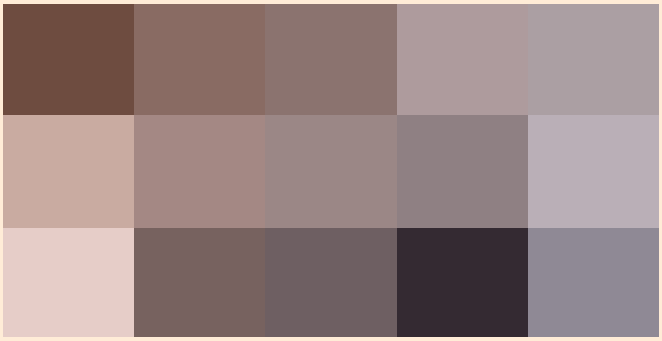
b What does the receptionist promise to do about each complaint?

SOUND BITES

Complaining and Responding to Complaints

Complaining

I've got a complaint about my room.
I'm not very happy about it at all.
It's most disappointing.
And there's something wrong with the air conditioning.
It's just not up to standard!



Responding to Complaints

I'm really sorry.
I'm terribly sorry.
I can only apologise.
They'll do their best to fix it.
Please accept my sincere apologies.
I promise it won't happen again.

4 **Read the phrases in the Soundbites box and practise saying them. Then turn to the Communication Activity on page 66 of your Coursebook. Work with a partner to practise making and responding to complaints using the phrases in the Soundbites box.**

5 **Read through these problems which a tour guide might face. Then in groups of four, choose one of the situations. Discuss what you would do next.**

1. You have been visiting an old fort in the desert with a group of 20 Japanese tourists. On the way back to Muscat in the bus you realise that one of your group is missing. You go back to the fort but you cannot find him. Mobile phones are not working in this area. What would you do?
2. You have taken a group of British tourists down to Salalah. However, when you arrive, the hotel is three rooms short. The manager says your company has made a mistake with the number of rooms they booked. The hotel has no other rooms available and all the other hotels of the same standard in Salalah are full. What would you do?
3. You are accompanying a group of 10 Italian tourists on a tour of countries in the Middle East. On the way to the airport your bus breaks down and you miss your plane to Jordan. This means you will lose your overnight hotel booking in Amman, and your trip down to Petra the next day. What would you do?
4. A few members of your group get food poisoning. They blame a meal served at the hotel they are staying at. This is a five star hotel and the manager insists that they did not get the food poisoning there, they must have got it in a local restaurant. You are anxious to maintain good relations with both the tourists and the hotel manager. What would you do?



Unit 5 Eating Out

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

a Have you experienced eating out? If yes, did you enjoy it? Why/why not?

b How often do you eat out?

c What kinds of meals out do you prefer? Why?

d How have eating habits in Oman changed over the past few years?



top tip

Essay Organisation

A well-organised essay helps your readers understand your ideas better. In a narrative essay, the sequence of events must be clear and logical. The introduction is important too. If you don't introduce the subject clearly, your reader may not wish to continue reading!

2 **Read the short essay below. The paragraphs have been mixed up. Write the letter of each paragraph in the correct order into your exercise book.**

A Nightmare Meal



A He marched over to our table angrily. 'How dare you compare my cooking to McAli's food,' he said. 'I am a top-class chef and this is a top-class restaurant. I have never been so insulted in all my life!'

B The family sat down at the table next to us. Immediately the baby started crying and the children started running around. But the parents didn't make any effort to control them.

C One evening last month, we went to an expensive sea-food restaurant in our local town. We ordered our food and the waiter brought our meal. We had just started eating when a young couple came in with two small children and a baby.

D My wife put down her fork and stared at the couple angrily. 'This restaurant is just like McAli's!' she said in a loud voice. The waiter, who was near our table at the time, looked very surprised. He went back into the kitchen. Five minutes later, the chef came out, looking very upset.

E My wife doesn't like cooking very much. She enjoys eating out in restaurants – the more expensive, the better. So I often take her out for meals. It costs me a fortune, but it keeps her happy.

F I tried to explain that it was all a misunderstanding, but he wouldn't listen. He looked as if he was going to hit me. So we paid our bill quickly and left.

3 **Decide on a good ending for the story. Read the ideas below and think of some more of your own. Write the ending out in your exercise book. It should be two or three sentences.**

- the angry chef came round to our house the next day
- my wife enrolled for a cookery course so now we eat at home
- I refused to take my wife out again and now she's stopped talking to me
- we've moved away from the area and now go to new restaurants

4 **Draw two columns into your exercise book. Write the heading 'Good Restaurant' at the top of one and 'Bad Restaurant' at the top of the other. Write the phrases from the list below into the appropriate column.**



delicious food
rude waiters
varied menu
long wait between courses
dirty cutlery
reasonable prices
large cockroaches
attentive service
tables crowded together
attractive décor
errors on the bill
cosy atmosphere







5 **Think about one of the best or worst meals out you have had. Consider the following general areas and choose some to focus on.**

- cleanliness (clean, dirty)
- food (quality, variety, taste)
- service (speed, how attentive)
- music and lighting (quiet, noisy, bright)
- prices (expensive, cheap, value for money)
- atmosphere (warm, friendly, noisy)
- presentation (table attractively laid)
- seating (comfortable, uncomfortable)
- general impressions (enjoyable, frustrating, relaxing)

In your exercise book, make a list of general ideas and add some details under each one. Then form a group with three classmates. Take it in turns to tell your classmates about your best or worst eating out experience. Be prepared to answer questions from the other people in your group.

6 **Write a short narrative essay based on the ideas in Activity 5. Before you write your essay, make an essay plan in your exercise book. Refer to the Writing Guide on page 78 of your Workbook for help with layout and language. Give your essay a suitable title.**

Across Cultures



Canada



Official name:	Canada
Location:	North America
Capital:	Ottawa
Population:	35 million
Area:	10 million km^2
Languages:	English, French
Currency:	Canadian dollar

The Land

Canada is the second largest country in the world by total area (Russia is the largest). It is made up of ten provinces and three territories. It has six time zones and takes seven days to drive across. But although Canada is a huge country, its population is only about 35 million people. Canada got its name by mistake. When Jacques Cartier, a French explorer, first came to the country in 1535, some local people invited him to their 'kanata' (the word for 'village'). He thought that the name of the whole country was 'kanata' or 'Canada.'



Stunning Moraine Lake in the **Canadian Rockies**

Geography

The geography of Canada is very varied. In central Canada, there are huge areas of flat land (prairies) but in other parts there are mountain ranges, such as the Canadian Rockies in the west. The highest point in Canada is Mount Logan (6,050 metres) in the Yukon, and the longest rivers are the St Lawrence and the MacKenzie. Canada has beautiful forests and 30,000 lakes. It has the longest coastline in the world at 202,080 kilometres. It also shares the longest land border in the world with the United States, totaling 8,891 kilometres.

Climate

Many people associate Canada with cold weather and snow, but its climate is very diverse. The south-west coast is relatively mild. Summers can be hot and dry, especially on the prairies. But winters in most parts of Canada are very severe, with temperatures below freezing. The coldest area is the Arctic Circle, where temperatures are below freezing for seven months. In the city of Quebec, in eastern Canada, there is a hotel called the Hotel de Glace (Ice Hotel) which is built every year using 400 tons of ice and 12,000 tons of snow. Every summer it melts away and every winter it has to be rebuilt.

Visitor Attractions

There are many things to see and do in Canada. Nature lovers can enjoy visiting the beautiful National Parks in every province and territory. The scenery is stunning, and includes mountains, plains, forests, lakes and glaciers. The National Parks are home to a variety of animals and birds. For example, in the Gros Morne National Park in Newfoundland, you can find black bears, caribou, moose, red foxes and Arctic hares. Further north, in the Arctic regions, there are polar bears. Another Canadian natural wonder is the Niagara Falls in Ontario.



Caribou (reindeer)



Polar bear and cubs



Red foxes



Arctic hare

For city lovers, the Old Town of Quebec is a beautiful place to visit. It has narrow cobbled streets, charming squares and cafés, interesting museums and a splendid castle, the Château Frontenac. The city of Toronto, in the south-east, offers visitors a different kind of experience. They can climb the famous CN Tower, a communications and observation tower over 550 metres high. If you are feeling brave, you can walk round the outside of the tower on the 'EdgeWalk', the world's highest hands-free walk.



CN Tower dominating the Toronto skyline

Sports

The national sports of Canada are ice hockey and lacrosse. Canada has hosted the Winter Olympics in 1988 and 2010, and the Summer Olympics in 1976. Canada holds the record for the most gold medals ever won at the Winter Olympics, since taking 14 gold medals at the 2010 Vancouver Winter Olympics.



Ice hockey: Canadian national sport

Sources:
www.1stcontact.com/blog/social/funstuff-social/20-interesting-facts-canada
www.sciencekids.co.nz/sciencefacts/countries/canada.html

Cultural Comparison **Features of Oman**



- How did Oman get its name?
- What are the main geographical features of Oman?
- How does the climate differ in different parts of Oman?
- What countries does Oman share a border with?

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

Reading for Pleasure

Genre: Food Magazine

Interview with Issa Al Lamki


© The Week 2014

Celebrity Chef

Issa Al Lamki is a top celebrity chef with his own TV shows in Oman, Bahrain and Dubai. He is internationally admired for his culinary skills, and is an inspirational role model for young Omanis. He has travelled widely, and worked in the kitchens of the world's most glamorous hotels. But he is also keen to promote Omani cuisine. He believes that if you have a passion for your work, nothing is impossible.

1. Where did you train to be a chef?

At the National Hospitality Institute (NHI) in Muscat. I was one of the first group of students to graduate, and one of the first 13 chefs in Oman. That was back in 1996.

2. Are you from a family of chefs?

No, but when I was a young teenager, my mother noticed that I loved being around the kitchen. So she started buying me cookery books in English and Arabic. My father was a businessman in medicinal herbs, so he taught me all about herbs and I use them in my cooking a lot. My parents were very supportive of my decision to become a chef, at a time when it was unusual for an Omani boy to enter the profession.

3. What was your first work experience?

After graduating from the NHI, I gave myself a target of 10 years to become a top executive chef. But I achieved my dream in only 7 years, by 2003. I started off working in Oman, in the Gulf Hotel (now the Crowne Plaza) for two years, eight months, and then the Al Bustan for a year. After that, my life took an exciting turn when I got a top job in Saudi Arabia, working at the Four Seasons Hotel in Riyadh at Kingdom Centre.


© Muscat Daily 2014

4. What was it like working at the Four Seasons?

I was the room service chef, but it wasn't like being in charge of room service in an ordinary hotel. In Kingdom Tower, there are 275 rooms, including 36 luxury suites. So it was a job with huge responsibility. I had 17 chefs and 40 waiters working under me. I enjoyed my work at the Kingdom Tower, although it was sometimes very stressful. I lost a lot of weight during those years! I had to be ready to cater for large numbers of people, sometimes at very short notice, so it was difficult to plan things.





5. Do you enjoy travelling?

Oh yes. I've travelled a lot, and worked in many different countries, and everywhere I've travelled, I've learned something new. I worked in the kitchens of the restaurant of Harvey Nichols in London, a very famous store which was one of Princess Diana's favourite shops. I worked in the Kempinski Adlon Hotel in Berlin, at that time the best hotel in the world. And I've worked in Four Seasons Hotels all over the world and many other top hotels too.





Two of Issa Al Lamki's creations

6. Have you always cooked only for the rich and famous?

No, not at all. I returned to Oman in 2008 because I wanted to focus on promoting Omani cooking. I started by collecting traditional recipes from elderly people in old Muscat. I got a lot of recipes for simple, really good Omani food. I worked in the Left Bank restaurant in Muscat for a year, then I opened Uhbar in Bareeq Al Shatti. The idea was to create and serve Omani 'fusion cooking' in which Omani ingredients are blended with classic recipes from Italy, Lebanon and other countries. In traditional Omani cooking, there are no soups or salads, and only a very limited choice of desserts. After Uhbar, I opened a restaurant called Al Mandoos in Ghubrah.

You can read more about Issa Al Lamki on page 41 of your Workbook

Review and Reference

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

- use vocabulary associated with the tourism and hospitality industries
- practise reading for specific information
- use first conditional sentences, and first conditionals with modal verbs
- match words of the same part of speech together
- complain and respond to complaints
- analyse the structure of an essay
- analyse the process of essay writing
- plan a narrative type of essay

2 **You have discussed:**

- the kinds of things you enjoy doing on holiday
- places you would like to visit in Oman, or elsewhere in the world
- jobs in the hospitality industry you would like to do
- popular tourist destinations
- the development of tourism in Oman
- the saying 'The customer is always right'
- problems which a tour guide might face

3 **Glossary of selected words from the text:**

- **amenities (n)** – things that make a place enjoyable and comfortable
- **architecture (n)** – design of a building
- **awesome (adj)** – impressive, extremely good
- **canyon (n)** – long deep valley with steep sides
- **destination (n)** – place you are going to
- **draft (n)** – piece of writing that is not in its final form
- **luxury (n)** – very great comfort and pleasure
- **massive (adj)** – very large
- **proofread (v)** – read something through in order to correct any mistakes
- **revise (v)** – change a piece of writing by making improvements, or correcting mistakes
- **security (n)** – protection from danger
- **trek (v)** – go on a walk that is long and difficult
- **voyage (n)** – journey by sea

Theme 4
Travel and Transport



1 **Look at the cartoon. What point do you think it is trying to make?**

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

According to an ancient Chinese saying, 'The journey is the reward.' But today the opposite seems true as travel becomes more and more **stressful.** On the roads, increasing numbers of cars cause issues such as **congestion, road rage** and worry about accident **statistics.** Turning to the skies, aviation is changing as airlines look for new ways of **powering commercial** planes such as **biofuels.** There are especially exciting developments in travel and transport in Oman. One is the building of major airports, bringing more job opportunities in fields such as **air traffic control**. But perhaps the most wonderful and **ambitious** project of all is the creation of a national rail **network** to link Oman with other Gulf Cooperation Council (GCC) countries.

Unit 1 Aviation Then and Now

1 **Look at photographs A and B and discuss the two questions.**

1 What kind of fuel does the plane in Picture A use? What problems does this cause?
2 How do you think the machine in Picture B is powered?





2 **Skim the following article and choose the best title.**

a The Future of the Aviation Industry
b New Ways of Fuelling Transport
c The Use of Biofuels in Aviation
d Virgin Atlantic Leads the Way!

The aviation industry is growing rapidly, but more planes mean more air pollution. Airlines are currently responsible for 2% of the world's carbon dioxide emissions. By 2050 this figure will be 3%. So airlines have been looking for ways to reduce their 'carbon footprint' – the global amount of carbon dioxide and other greenhouse gases that planes emit. One way they can do this is by changing their fuel from petroleum-based fuels to biofuels. A biofuel is a fuel produced from living matter like plants and trees.

In February 2008 Virgin Atlantic became the first airline to fly a plane fuelled partly by biofuel. It used a mixture of 80% conventional jet fuel and 20% biofuel. The biofuel was made up of a mixture of coconut oil and babassu oil, which comes from nuts growing on palm trees in Brazil. The Virgin Atlantic plane, a Boeing 747, flew from London to Amsterdam. It carried pilots and technicians, but no passengers.

However, in 2011, biofuels were approved for use on commercial flights with passengers. In June 2011, the Dutch airline KLM flew the world's first commercial biofuel flight. It carried 171 passengers from Amsterdam to Paris, and was fuelled partly by conventional fuel and partly by biofuel. This consisted of used cooking oil. Since then, several other airlines have flown passenger flights using a mixture of biofuel and petroleum-based fuel. Biofuels were used in 200 planes during the FIFA World Cup in Brazil in 2014.

Aviation biofuels have included used cooking oil, inedible corn oil, sugar-based biofuel and biofuel derived from algae, a simple plant that grows in water. It is likely that in the future, most biofuels will be derived from algae rather than oils. Biofuels in aircraft are still in the early stages of development. But perhaps one day all planes will use them, and nobody will think that flights using biofuel are special or unusual.

Sources: *http://aviationbenefits.org/environmental-efficiency/sustainable-fuels/passenger-biofuel-flights*

3 **Read the text in Activity 2 again, checking any unknown words in your dictionary. Match the words and phrases. Write the matching letters and numbers into your exercise book. Then make up sentences using the words.**

a aviation (n)	**1** usual, normal
b currently (adv)	**2** produced from
c emit (v)	**3** cannot be eaten
d conventional (adj)	**4** industry of making and flying planes
e inedible (adj)	**5** send (a gas) into the air
f derived from (v)	**6** at the present time

top tip

Practice with Pronouns

Pronouns are essential in text cohesion. After reading a new text, a useful five-minute activity is to go back through the text, identify the pronouns and check what they refer to. Focusing on pronouns in this way helps to improve reading fluency and comprehension.

4 **Read the text in Activity 2 again and find examples of pronouns that refer back to something already mentioned. Then read the example and do the activity below. Write the answers into your exercise book.**

Example: ***It*** carried pilots and technicians, but no passengers. (lines 21-22)

It = the Virgin Atlantic plane (line 21)

1 One way **they** can do **this** ..... (line 9)
2 **It** used a mixture of ..... (line 15)
3 **It** carried 171 passengers ..... (lines 26-27)
4 **This** consisted of ..... (line 29)
5 But perhaps one day all planes will use **them** .....(line 42)

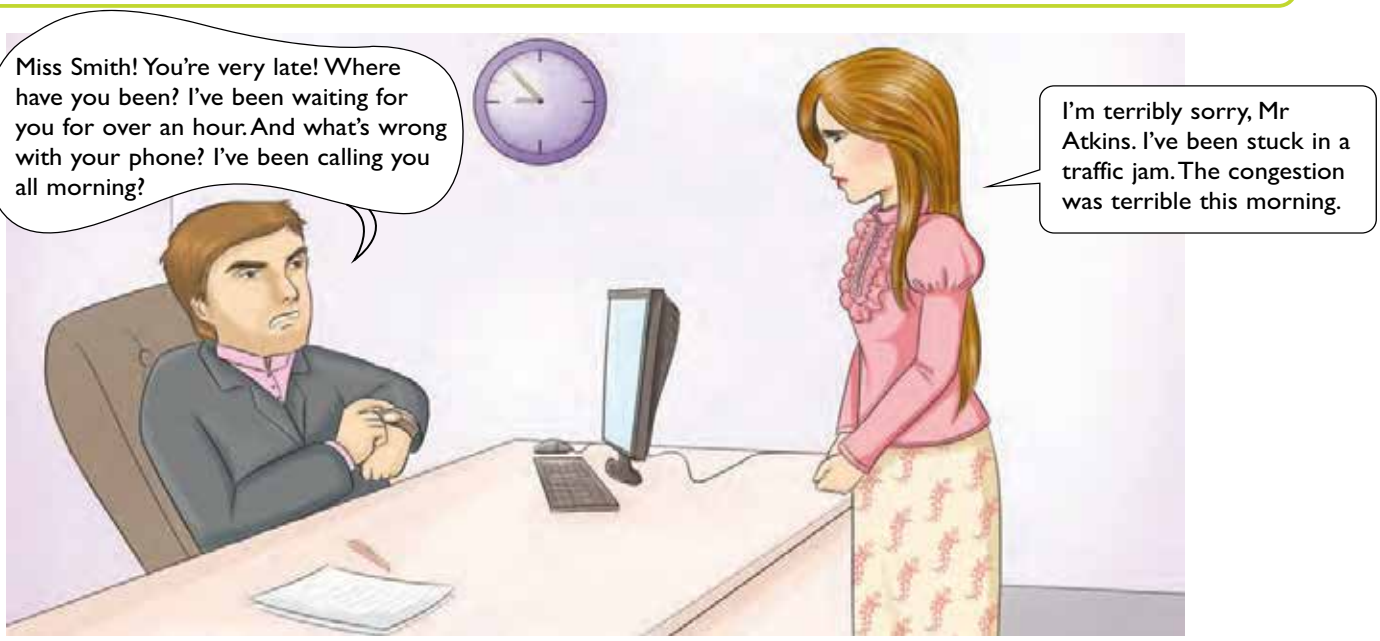
TIME TO TALK

Work in groups. Which of these views do you agree or disagree with? Give your reasons.

1 The airline industry is growing too quickly for biofuels to make any difference to carbon emissions.
2 Biofuels are a waste of time. They will never replace petroleum-based fuels.
3 Biofuels are a great way to reduce air pollution and keep our planet cleaner.
4 We should grow plants only for food supplies, not for aircraft fuel.

Unit 2 Congestion - A Growing Issue

1 **Look at the cartoon and discuss the questions a, b and c in groups.**



a Have you spent time sitting in traffic? Which of these words describe how you felt? Can you think of any other words? Make a list in your exercise book.

frustrated angry relaxed tired nervous impatient irritated calm stressed

b How do you cope with traffic congestion?

c Have you ever been late for something important because of traffic? What happened? Tell your partner.

2 **Read Miss Smith's letter to Mr West, the director of her local City Council, and answer the questions.**

a Why is Miss Smith unhappy?

b How has she tried to solve her problem? Why hasn't this worked?

Dear Mr West,

I'm writing to you about a growing problem in our city. Every day this week I've been late for work because of traffic congestion. I'm really worried, as my boss is getting very irritated with me. Even though it's not my fault, I'm afraid he's going to fire me.

I've been getting up earlier in the mornings to try and beat the traffic. But it's no good. The other drivers just seem to get up earlier too! I've been getting to work over an hour late, so in the evenings, I've been staying late and working extra time. I feel stressed and exhausted all the time – just because of traffic congestion.

Can anything be done about this problem?

Yours sincerely,
Felicity Smith

GRAMMAR RECALL

Present Perfect and Present Perfect Continuous

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

1 I've been living in Muscat for six months.

2 A terrible hurricane **has just happened** in America.

3 Have you ever been to Thailand? No, but **I've visited** Malaysia.

4 Our exams **have been getting** more and more difficult.

5 The number of students graduating from Sultan Qaboos University **has increased** each year.

*Use the **present perfect** for expressing –*

a an action or experience in the past when the experience is more important than stating the time

b an action which started in the past but which is not finished

c an action which happened recently and which affects the present; often used for news items

*Use the **present perfect continuous** for expressing:*

d an action or experience which started in the past and is still continuing

e an action which started in the past, and has been continuing and now affects the present

3 **Look back at the cartoon and Miss Smith's letter. Find TWO examples of the present perfect and THREE examples of the present perfect continuous. Then read the sentences below and choose the best form of the verb.**

a The city council has **decided/been deciding** to solve the problem of congestion.
b I'm so tired. I've **studied/been studying** for my exams all evening.
c Here is a newsflash! Two dangerous prisoners have **escaped/been escaping**.
d How long have you **played/been playing** the guitar?
e Look! I've **caught/been catching** a fish. I've **fished/been fishing** all morning.
f Your eyes are red. Have you **cried/been crying**?
g Have you ever **seen/been seeing** a whale?

ACTIVATE YOUR ENGLISH



Work in pairs and make dialogues.

You and your friend are planning a party. Look at the list of things you have to do. Then ask and answer questions. Use the present perfect and the present perfect continuous forms. Choose a time span from the list on the right for each activity.

Student A: Have you written all the invitations?
Student B: I haven't finished yet. I've been writing them all morning.

- write the invitations
- call your friends
- buy the food
- move the furniture
- make the decorations
- choose the music

all morning, all night, all afternoon, all day, all evening, all week

Think of some more things you need to prepare and make up more dialogues.

Unit 3 Safety on the Roads

1 **Discuss these questions with a partner.**

a Look at the photo on the right. What is happening, do you think? Why is the car upside down?

b How can drivers and passengers make car travel safer?

c What do you think are the particular dangers for newly qualified drivers? How can these dangers be reduced?



Courtesy of Royal Oman Police

2 **You are going to hear a police officer talking about the work of the Traffic Safety Institute in Muscat. Before you listen, read the words in the list on the left below. Match each word to one of the meanings on the right. Check the meanings, then write the words and their meanings into your exercise book.**

1.	**speed bump**	(a) exciting ride at the funfair (b) raised area across a road (c) something that hits you very fast
2.	**residential areas**	(a) districts where people live (b) districts where people work (c) districts where people go shopping
3.	**fatality**	(a) something that is final (b) the opposite of success (c) death in an accident
4.	**statistics**	(a) mathematical problems (b) sets of numbers representing measurements (c) sets of things that do not change position
5.	**minimum**	(a) the smallest amount (b) the largest amount (c) the average amount
6.	**simulator**	(a) camera used to control speeding (b) police supervisor (c) machine used in training people



Courtesy of Royal Oman Police

top tip

Multiple Choice Questions

When dealing with multiple choice questions, read through all the possible choices before choosing one. If you eliminate the answers which are incorrect, you will be left with the correct answer. This applies equally to reading and listening multiple choice questions.

Watch out for qualifying words like 'always,' 'sometimes,' or 'never' which can change the meaning of statements.

3 **Discuss what you think 'road rage' means. Then copy the chart below into your exercise book. Listen to the recording and complete the chart.**



Talking About Road Rage

Four drivers were interviewed about aggressive driving behaviour. They were asked, 'What makes you angry on the roads?'

	What makes him/her angry?	Effect on that person
Driver 1		
Driver 2		
Driver 3		
Driver 4		

4 **Discuss with a partner.**

1 Decide what advice you would give each of the four drivers in Activity 3.

2 Imagine that you have parked your car outside a supermarket. But when you have finished your shopping, you cannot move your car because another driver has blocked it. Make a dialogue between yourself and the other driver after they return to their car.



Unit 4 Jobs in Airports and Aviation

1 **Discuss these questions in groups.**



The first plane to arrive at the new airport in Muscat (December 2014)

a Have you ever been in an airport? If so, why were you there? (travelling, meeting someone)

b Would you like to work in an airport? Why/why not?

c What kind of airport jobs would interest you? Give your reasons.

2 **Read the information about airport jobs below. Match the jobs in the list on the left with the responsibilities on the right. Write the matching letters and numbers into your exercise book.**

There are a huge number of jobs available at airports. Many different types of workers are needed to maintain safety and efficiency. The variety of work means that almost everyone can find a job they are suited to, and which they enjoy.

1 airport manager	**a** work in restaurants, shops, car rental agencies
2 airport engineer/planner	**b** gives instructions and directions to pilots
3 emergency services personnel	**c** helps passengers check in and answers their questions
4 retail services personnel	**d** has overall responsibility for the running of an airport
5 check in agent	**e** weighs and transports luggage, puts bags on flights
6 security personnel	**f** include firefighters, medical staff and police officers
7 air traffic controller	**g** carries out repairs and makes sure machines are safe
8 mechanic/technician	**h** designs airports and runways; supervises construction
9 baggage handler	**i** monitor cameras, walk around the airport to maintain order and safety

3 **Listen to a radio programme about careers. Tariq, an air traffic controller, is being interviewed about his job. As you listen, choose the correct answer to each question. Write the letter into your exercise book.**

1 How long has Tariq been an air traffic controller?
a. about 20 years **b.** 21 years **c.** more than 22 years

2 What does Tariq give pilots instructions about?
a. taking off and landing **b.** weather **c.** height and speed

3 What affects the order planes land in?
a. size and speed **b.** direction **c.** size, speed and direction

4 What must an air traffic controller have a passion for?
a. working long hours **b.** aviation **c.** science

5 How does Tariq find his job?
a. sometimes boring **b.** always stressful **c.** rewarding



Inside the control tower at Muscat International Airport

SOUND BITES

Asking for Explanations

Can you tell us about your work?
What kind of instructions?
What do you mean by other factors?
How do you do that?
Can you explain what qualities you need……?

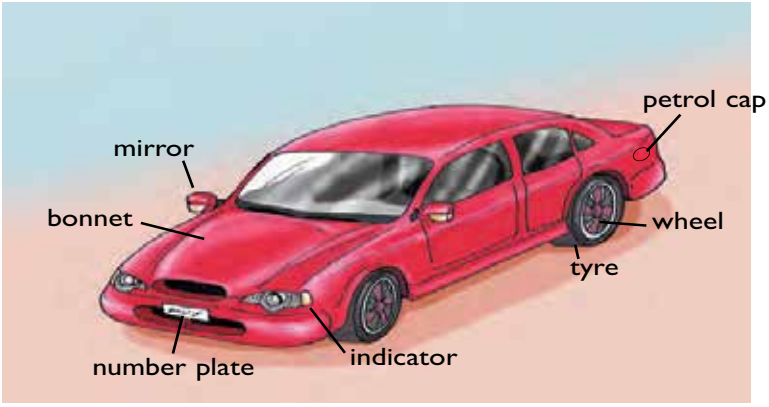
Giving Explanations

OK, let me explain.
That's why an air traffic controller needs good training.
That's because air traffic control isn't a job with short working hours.
The reason is you need to know how planes work.
I mean, it can be stressful …….

4 **Listen to the phrases in the Soundbites box, and practise saying them. Then work with a partner and follow the instructions below.**

Student A: Look at the picture of the car and choose one of the labelled parts. Ask your partner to explain its purpose. Use phrases from the Soundbites box, e.g. *Can you tell me what the mirror is used for?*

Student B: Explain what the part is used for, e.g. *it's used to check the traffic behind. That's why it's so important.* Then choose another part and ask your partner to explain its purpose.



Unit 5 The Train is Approaching!

1 **Read the informative essay below about the Oman Rail Project, paying particular attention to its structure.**



The Oman Rail Project

In 2015, a very exciting and ambitious project was launched in Oman. This was the building of a 2,244 kilometre rail network that links every major port, airport and city in the Sultanate. This network will eventually reach beyond Oman's borders, to connect Oman with the Gulf Cooperation Council (GCC) countries.

This rail project will bring many benefits to Oman. Firstly, it will bring economic benefits. It will create employment opportunities – about 30,000 jobs in total. In addition, it will enable businesses to transport their freight more efficiently. A single freight train can carry the same load as 300 trucks but it can make the same journey in a much faster time. Therefore, trains have a great advantage over trucks concerning time and cost.

The rail network will also bring many social benefits. It will connect population centres in urban and rural centres. Furthermore, journey times will be reduced and people will be able to move around the country in greater comfort than by car. 'Let the train take the strain' was a popular slogan used by British Rail in an advertising campaign in the UK. This means that, by taking the train, you can avoid the stress of driving through traffic – you can just sit and relax on the train.

Trains have environmental benefits too. They are more environmentally friendly than cars as greenhouses gases are greatly reduced. One fully loaded train emits 70% - 80% CO_2 less than the equivalent trucks. Trains reduce traffic congestion and the risk of road accidents because if a train is used, many trucks can be removed from the roads.

Oman's new rail network will change forever the way that people and goods move. It will bring together the country's industries and communities for a more efficient, greener and prosperous future.

Source: www.omanrail.om

2 **Discuss these questions with a partner. Write the answers into your exercise book.**

a Did you find this essay clear and easy to read? Why/why not?
b How many paragraphs are there? What is the function of each one?
c What is the topic of each of the main body paragraphs?
d Write the topic sentence of each main body paragraph.
e Give one example of a supporting sentence in each main body paragraph.

top tip

Conjunctions

Conjunctions are linking words or phrases which join parts of a sentence together. They are important in essay writing because they make the essay read as a coherent whole. In other words, good use of conjunctions makes the essay read smoothly and clearly.

3 **Match the types of conjunction in the list on the left with the examples on the right. Write the numbers and letters into your exercise book. Read the text in Activity 1 again and find examples of these types of conjunctions.**

Types of Conjunctions	Examples
1 addition	**a** in the same way, similarly
2 contrast	**b** because, due to
3 reason	**c** moreover, also, in addition, furthermore
4 time	**d** for example, such as
5 result	**e** but, although, however
6 example	**f** therefore, as a result
7 similarity	**g** before, then, firstly, eventually

4 **Read the text below. Find examples of the types of conjunctions in Activity 3. Write a list of the conjunctions and their types into your exercise book. Note: There is <u>one</u> example of each type. Example: because (reason)**

Child Safety in Cars

Many children die on our roads **because** parents do not pay enough attention to their safety. It is common, for example, to see children climbing over the seat from the back of the car to the front. As a result, the driver can become distracted and cause an accident.

Moreover, you sometimes see passengers carrying babies or children in their arms. Although parents cannot change the behaviour of other drivers, they can make their own car a safer place for their children. Before they set off on a journey, they should make sure their children are wearing seatbelts. In the same way, parents should wear seatbelts themselves.



Across Cultures



Spain



Official name:	Kingdom of Spain
Location:	Western Europe
Capital:	Madrid
Population:	47.27 million
Area:	504,782 km^2
Languages:	Spanish
Currency:	Euro



Remnants of Muslim Spain: **Alhambra Palace**



Architectural brilliance: Islamic calligraphy adorns the interior of the **Alhambra**

The Land

Spain and Portugal make up the Iberian peninsula which lies between the Atlantic Ocean and the Mediterranean Sea. Spain consists of a large central plateau and a number of mountain ranges such as the Sierra Nevada in Andalusia in southern Spain. Spain is an extremely popular tourist destination. It has beautiful beaches, plenty of sunshine and historical cities. Over 50 million tourists visit Spain every year.

History

In the past, Spain was occupied by Muslim people of Berber and Arab origin. These Muslims built many lovely palaces such as the Alhambra Palace in the city of Granada. Spain has been a monarchy – in other words, it has been ruled by a king or queen – for most of its history. However, from 1936 to 1939 there was a very violent Civil War between two groups - the Nationalists and the Republicans. The Nationalists won, and their leader, General Francisco Franco, became ruler of Spain. However, after his death in 1975, Spain became a monarchy again.

Madrid

Madrid, the capital and largest city of Spain, is situated in the heart of the Iberian peninsula. It has a population of about 3.3 million. Madrid is the political and cultural centre of Spain, and the home of the Spanish royal family. It is an attractive and cosmopolitan city with historical buildings, fine squares and parks, and good restaurants. It also has

excellent theatres, museums and art galleries. The Prado Museum is very famous and contains the largest collection of paintings in the world.

Culture

Spain has produced some very fine writers and painters. One famous writer is Miguel de Cervantes (1547 – 1616) who wrote a novel about an old gentleman, Don Quixote, who believes he is a knight. He thinks that hotels are castles, and fights against windmills because he believes they are giants. Spanish painters include Goya, Velasquez, Pablo Picasso and Salvador Dali. Picasso and Dali created new and exciting styles of art. Flamenco is very famous in the world. This is a form of Spanish folk music and dance from Andalusia.



Flamenco: Spain's colourful heritage

Bullfighting

Another aspect of Spanish culture is bullfighting. This is very controversial as many people consider it to be a cruel blood sport. But it is still very popular and every week thousands of Spaniards go to the bullrings. The matador, or bullfighter, carries a sword and a cape. He passes the cape as closely as he can in front of the bull to show his courage. The bullfight ends when the matador kills the bull with his sword. If the crowd think the matador has fought bravely, they cheer him and throw hats and roses into the bullring.



The public spectacle of the **bullfight**

Festivals

Spain has more than 3,000 fiestas (festivals) every year. A bull-running festival takes place in the city of Pamplona for a week every July. Young men test their courage by running down narrow streets while bulls chase them. Other festivals have a theme of food such as rice, cherries or grapes. During most festivals, people eat food, but in one festival, they throw it! This festival is *La Tomatina*, or the Tomato Festival. This festival is very popular, and takes place every August in the small town of Bunol in the Valencia region. People have fun throwing squashy tomatoes at each other. It is the biggest food fight in the world!



The popular festival of **La Tomatina**

Sources: www.spain-info.com

Cultural Comparison **Festivals and Events**



- What are the main festivals and events in Oman?
- What festivals and events take place in your area?
- What happens at the festivals?
- What traditional events involving animals take place 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 Shanghai Maglev Train



The Shanghai Maglev Train

Visitors to Shanghai arriving at Pudong International Airport can choose to continue their journey downtown by taxi, metro, bus or car. Alternatively, they can try a more exciting form of transport – a ride on the Shanghai Maglev Train.

The maglev is not really a train. The name 'maglev' is short for 'magnetic levitation' which is how it moves. It does not have an engine, or ride on a track. It glides or floats 10 to 15 mm above a guideway. It is powered by electromagnets, which keep it suspended above the guideway while it is moving.

About the Maglev

The Shanghai Maglev started commercial services on 1 January 2004. It was the first high-speed, long distance passenger maglev system in the world.

The Shanghai Maglev's top speed is 431 kilometres per hour. The distance between the airport and the Longyang Road Station in Shanghai is about 30 kilometres. It does this journey in under 8 minutes. The same journey by taxi will take you at least an hour, and that's when the traffic is good.

Riding the Maglev

The maglev is extremely comfortable. The seats are wide and there is plenty of leg-room. The silence and speed of its departure from the airport are impressive. There are no bumps or jerks or engine noise. The maglev does not pull away from the platform – it glides. Once the maglev gets going, however, the cars begin to vibrate a little, and you can hear the sound of the wind on the surface of the cars. On the other hand, there is no noise from

steel wheels on a metal railway track. This makes the ride comfortable and quiet.

Tickets and Timings

A ticket for the 30 kilometre journey between Pudong Airport and Longyang Road in Shanghai costs about 50 RMB (renminbi) or 2.3 Omani rials approximately. If you have an airline ticket, you get a discount. This ticket price may not seem expensive, but unfortunately a ticket does not get you all the way into downtown Shanghai. To complete your journey, you need to transfer to the metro at Longyang Road, or get a taxi into town.

The maglev is in operation from 06.45 to 21.30 and trains go at intervals of 15 minutes. For the fastest ride, you have to ride between 08.30 and 17.00 when the maglev reaches 431 kilometres per hour. From 06.45 to 08.30 and from 17.00 to 21.30, the top speed is 300 kilometres per hour.



Shanghai Maglev departs for another trip to Pudong International Airport.



Seating is spacious and comfortable on the Transrapid Shanghai Maglev.

A 1.2 Billion Dollar Investment

At 1.2 billion dollars, the maglev cost more than similar high-speed trains that are popular in Japan and Europe. So was it a good investment for China?

The maglev has several important advantages over a normal high-speed train. Maintenance is cheaper because the maglev produces less friction than trains, and it is non-polluting. Maglev guideways last for 50 years because there is no contact beween the carriages and the guideway, and the weight of the carriages is evenly distributed. Maglev cars last much longer than aeroplanes, cars or trucks. In addition, the maglev requires only one-third of the energy of automobiles and one-fifth of the energy of aeroplanes.

Maglevs are very suitable for urban areas because they run more quietly than cars or trains. Maglevs are also safe. There is no possibility of one maglev running into another maglev. The guideways they run on are raised, so that there are no places where maglevs cross roads with traffic.

Most importantly, however, the Shanghai Maglev has been a great public relations investment for China. China needed new images to attract business and tourism. The maglev gives visitors an impression of China as a modern country that is looking towards the future, not the past.

Source: www.smtdc.com

You can read more about the Shanghai Maglev Train on page 55 of your Workbook

Review and Reference

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

- use vocabulary associated with travel and transport
- identify and practise using pronouns
- differentiate between the use of the present perfect and present perfect continuous
- use language to describe trends
- ask for and give explanations
- recognise and use different types of conjunctions
- analyse an informative essay
- plan and write an informative essay

2 **You have discussed:**

- the use of biofuels in aviation
- strategies for easing traffic congestion in cities
- how to improve road safety
- road rage and ways of dealing with it
- the most important things to consider when choosing a job
- qualities needed for particular jobs
- types of transport

3 **Glossary of selected words from the text:**

- **benefit (n) –** advantage
- **campaign (n) –** series of actions intended to produce change
- **conventional (adj) –** usual, normal
- **currently (adv) –** at the present time
- **emit (v) –** send (a gas) into the air
- **flyer (n) –** piece of paper with an advertisement or information
- **freight (n) –** goods that are carried on vehicles
- **inedible (adj) –** cannot be eaten
- **pioneer (n) –** one of the first people to do something
- **railway track (n) –** metal line that a train moves on
- **traffic jam (n) –** situation where vehicles are crowded together and cannot move
- **truck (n) –** large road vehicle used to carry goods

Communication Activities

Activity	Page
Theme 3, Unit 4	**66**
Coursebook, Activity 4, page 41	

Communication Activity

Refer to the Soundbites box on page 41 of your Coursebook. Work with a partner. Read through the following situations and choose one. For each situation, think of more things you could complain about and make notes in your exercise book. Then complain to your partner about what is wrong. Decide what action you want your partner to take.

Role Card One

Student A: a customer in a restaurant

You are very disappointed about the slow service. Your wife and you have had to wait a long time for your meal. Also, the waiter got your order wrong (give details). Complain to the waiter.

Student B: a waiter

The restaurant is very short staffed because most of the other waiters are on holiday. It is not your fault that you are getting things wrong.

Role Card Two

Student A: a tourist

You booked a wadi trip. But you spent very little time at the wadi. On the way back, your guide took you to a souvenir shop although this was not part of the tour. You had to spend a long time in this shop and felt under pressure to buy things (give details). Complain to the tour guide.

Student B: a tour guide

The tour company owns the souvenir shop, but you can't say that! Think of some reasons why you took the group there.

Role Card Three

Student A: a passenger on a flight

You flew from London to Muscat but you had a really uncomfortable flight (give details). When you arrived in Muscat, your suitcase was not there. Complain to the airline representative.

Student B: an airline representative

Your are really tired because a lot of people have complained. You need time to find out what has happened to the passenger's suitcase.

Role Card Four

Student A: a client of a travel agency

You have just returned from a holiday in Spain that you had booked witih this travel agency. The holiday was terrible. The hotel was right next to the airport and you couldn't sleep because of the noise from the planes. There were other things wrong too (give details). You want your money back.

Student B: a travel agent

You don't think the client read the brochure carefully enough. Your are sorry, but you don't think they are entitled to have their money back.

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

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

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

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

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

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