Sultanate of Oman
Ministry of Education

Second Edition

Coursebook

Grade 12B

Engage With English

2016



His Majesty Sultan Qaboos Bin Said, Sultan of Oman

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 Qaboos bin Said.

We wish our students every success.

Dr. Madiha bint Ahmed Al Shaibani
Minister of Education

A note from the Writing Committee

Dear Students,

Welcome to Grade 12 and the revised *Engage With English* textbooks for Semester B.

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.

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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Second edition 2016

Acknowledgment

The Ministry of Education would like to thank all organisations and individuals who contributed to the interviews, recordings, photographs and other materials in the revised edition of *Engage With English* 12B.

Reference for Maps:

Minisrty of Education, Sultanate of Oman (2004). School Atlas for the Sultanate of Oman and the World

The maps included in the book are not considered as reference to the international political and administrative borders. They are only for educational use.

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Contents

	Theme	Unit 1	Unit 2
1	**News and the Media**	practise reading both for gist and detail look for specific information in a reading text	review forms of reported speech differentiate between the usage of direct and reported speech
2	**Work and Careers**	read and understand information in a chart improve reading fluency through timed practice	review modals of obligation, desirability and necessity analyse job requirements and interview tips
3	**Health and Safety**	predict information in a reading text improve reading fluency through timed practice	review collocations with infinitives and gerunds practise the usage of prepositions
4	**Citizenship**	practise reading for gist and detail use context to guess the meaning of new vocabulary	review 'used to' + infinitive to talk about situations in the past that no longer happen now synthesise information from a text to write sentences with 'used to' + infinitive

Map

Unit 3	Unit 4	Unit 5
predict vocabulary of news stories from headlines	practise interrupting, blocking and allow interruptions	sequence the events in a narrative
develop ability to use a wide range of adjectives	expand knowledge of media jobs; create and present a news report	create a piece of narrative writing based on pictures
explore language associated with personality types and jobs	practise persuading, convincing and urging	analyse job advertisements and fill in a job application form
review and practise the usage of suffixes	give a group presentation about a company or business	write a CV, and a covering letter for a job application
use language associated with natural disasters	practise expressing personal viewpoints	differentiate between facts and opinions
predict vocabulary in a listening text	present information to a partner using material in a Fact File	analyse and write an evaluative essay
use language associated with citizenship	practise making statements	analyse and write an informative essay
expand vocabulary by matching verbs and nouns to form phrases	give extended answers by providing reasons, examples and opinions	use different strategies to create cohesion in writing

Learning Objectives for Grade 12B

In Theme One you will —

- improve reading comprehension through different kinds of reading texts
- become more competent in reading both for gist and detail
- build up and use vocabulary associated with news and the media
- improve competency in using direct speech and reported speech
- become more confident in asking and answering questions
- develop ability to use newspaper headlines to predict vocabulary
- learn to use headlines to create a news story
- acquire and use language for interrupting, allowing and blocking interruptions
- become more competent in listening both for gist and detail
- work in a group to create and present a news story
- develop ability to sequence events in a story
- learn to write a narrative story based on a picture sequence

In Theme Two you will —

- work on improving reading speed through timed reading practice
- practise reading and interpreting information in a chart
- build up and use vocabulary associated with personality types and jobs
- improve competency in using modals of obligation, desirability and necessity
- develop ability to read and understand a job advertisement
- learn what to do and what not to do in interviews
- expand vocabulary associated with skills and qualities needed for jobs
- acquire a comprehensive knowledge of suffixes and their usage
- explore the advantages of working in teams
- acquire and use language for persuading, convincing and urging
- learn to analyse job advertisements
- learn to fill in an application form, write a CV and a covering letter for a job application

In Theme Three you will —

- work on improving reading speed through timed reading practice
- improve ability to predict the content of a reading text
- build up and use vocabulary associated with different aspects of health and safety
- improve accuracy in collocating verbs with infinitives and gerunds
- improve accuracy in using prepositions
- build up and use vocabulary associated with natural disasters
- learn vocabulary by actively practising new words
- enrich vocabulary by using a variety of lexical items instead of only one word
- acquire and use language required for expressing personal viewpoints
- improve spoken fluency by presenting information, and carrying out a survey
- develop ability to differentiate between facts and opinions
- learn to analyse and write an evaluative essay

In Theme Four you will —

- develop your understanding of citizenship
- continue to practise reading for gist and detail
- improve accuracy in using 'used to' + infinitive
- build up vocabulary related to citizenship, NGOs, model citizens and global citizenship
- enrich vocabulary by matching verbs and nouns to form phrases
- learn and use a wider range of adjectives
- review and use language for persuading, convincing and urging
- acquire and use language for making statements
- improve ability to give extended spoken answers by providing reasons, examples and opinions
- improve listening skills by identifying key words or phrases to listen for in listening tasks
- learn to analyse and write an informative essay
- identify and use different strategies for creating cohesion in writing

Theme 1

News and the Media













1 **Look at the pictures. How do you prefer to get news? How did your grandparents get news when they were young?**

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

Journalism is changing, but its future is bright. It is a great career **choice** for a young person with good communication and writing skills. The Internet and technology have **transformed** news, both the way we get it and how news is **gathered.** These days, people are **demanding** news faster than ever before. Many turn to **social media** for the latest news stories rather than traditional media like TV and **the Press.** Twitter, for example, has become a major news **source.** However, printed **headlines** in newspapers and magazines still **grab** our attention, and we enjoy reading articles and **interviews** with **celebrities.**

Unit 1 Press Photography

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

a. What does the picture show? Why is it effective?

b. 'One picture is worth a thousand words'. What do you think this means?



2 **Read the title of the text below. From the definitions a-d, can you guess what 'paparazzi' means? Skim the text to see if you were right.**

a. magazines about celebrities

b. Italian photographers

c. celebrities who are looking for attention

d. photographers who hunt celebrities

The Power of the Paparazzi



No pictures please!

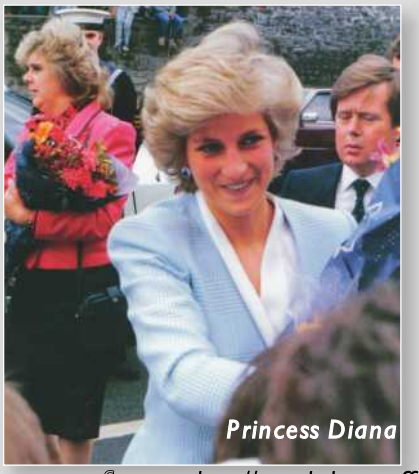
Many ordinary people have an obsession with celebrities and stars. We want to know everything about the lives of actors and actresses, singers, sports personalities and politicians. This is all because of the media. Most of us will never meet these stars, but we feel we know them well. We read about them in newspapers and magazines, and they appear in our homes on TV and the Internet.

This obsession with celebrities has created a new kind of photographer – the paparazzi. Paparazzi are freelance photographers who chase celebrities to get an interesting picture. They sell their pictures for large amounts of money to newspapers and magazines. The word 'paparazzi' comes from a 1960 Italian film. In this film, 'Paparazzo' was the name of a news photographer. However, the word is usually used in the plural – paparazzi – because paparazzi hunt their 'prey' in packs, like wolves.

The paparazzi will do anything to get a good photo. Their tactics are often neither legal nor ethical, but they don't care. They climb onto roofs of celebrities' homes and hide in the tops of trees with their cameras. They hire helicopters and boats so that they can take pictures of personal events. If the paparazzi know that celebrities are inside a building, they may start false fire alarms so that the celebrities are forced to come outside.

Many stars get angry with the paparazzi, but some people think that celebrities have no right to privacy. 'These people are famous because of the media,' they say. 'Without the media, they would be nothing. So they should not complain about the paparazzi.'

But sometimes the paparazzi can play a role in causing tragedy. A famous example is the death of Princess Diana. On 31 August 1997, Diana was killed in a car crash in Paris. Her car crashed into a concrete post in a tunnel, while paparazzi on motorbikes were chasing it. After the accident, several paparazzi took photographs instead of helping Diana. Many people blamed the paparazzi for the crash. 'If they had not been chasing Diana,' they said, 'the accident wouldn't have happened.' Later, seven paparazzi were arrested by the French police.



Princess Diana

Source: http://people.howstuffworks.com

3 **Read the text in Activity 2 again. Find the words in the column on the left and match each word to a meaning on the right. Write the words and their meanings into your exercise book. Then write out sentences of your own containing the words.**

1	obsession (line 1)	a	working independently for different companies
2	freelance (line 10)	b	said that someone was responsible for something bad
3	prey (line 18)	c	relating to principles of right and wrong
4	tactics (line 20)	d	creatures hunted and eaten by other creatures
5	ethical (line 21)	e	strong and unhealthy interest in someone or something
6	blamed (line 43)	f	methods used to achieve something

TIME TO TALK

Think about the following questions. Make notes to help you answer them, using both the information in Activity 2, and your own ideas. Discuss the questions with your group.

1. Do you think that fans have the right to know everything about the celebrities they admire? Give your reasons.
2. Imagine you are a celebrity followed everywhere by the paparazzi. How would you feel? What would you do?

Unit 2 The Skill of Interviewing

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

1. Why is interviewing an important skill for journalists?
2. Do you think there are times when journalists should not interview people?
3. Think of an interesting interview you have read or seen. Tell the other members of your group:
   (a) who it was with (b) where you read/saw it
   (c) why you found it interesting



2 **Imagine you are Ahmed, a young tennis champion. A newspaper reporter is going to interview you. He has prepared some questions. Read through his questions below.**



Questions for Ahmed

1. How old are you?
2. When did you start playing tennis?
3. Why do you like tennis?
4. What competitions have you won?
5. How often do you train?
6. What is your ambition?
7. What advice do you have for young people who want to be tennis players?

3 **Work with a partner. Imagine that you are Ahmed and your partner is your friend. Refer to the reporter's questions above and tell your friend what the reporter asked you. Use the model dialogue below to help you. When you have finished, change roles.**

Student A: What did the reporter ask you, Ahmed?
Student B: First, he asked me how old I was.
Student A: Then what did he ask you?
Student B: He asked me when I had started playing tennis.

GRAMMAR RECALL

Direct and Reported Speech

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

1 My teacher asked me why I was late. I replied that the traffic was bad.

2 The director reported that the company had made a large profit.

3 "We will help the police as much as possible," said the boy.

4 "Stop talking!" said the teacher.

5 "To be, or not to be – that is the question." *Hamlet*

Direct speech is used:

a when it is important to convey the exact words that someone has said

b when we want to bring something to life or create a sense of drama

c in fiction and oral narratives

Reported speech is used:

d in reports and newspaper reports

e when reporting conversations, questions and statements

4 **Read the sentences a - f below. Match each sentence to one of the verbs in the box. Write the sentences in reported speech into your exercise book. Begin each sentence with *He*. Use each verb only once.**

Example: "My food is cold." = complain
He complained that his food was cold.

ask	explain (that)	say (that)
tell	insist (that)	suggest (that)

a "What's the time, Ahmed?"
b "You must arrive on time, Mary!"
c "I like your new dress."
d "Let's go to the cinema."
e "Sit down, children."
f "I'm hungry because I had no breakfast."

ACTIVATE YOUR ENGLISH

Interviewing a Partner

Make a list of five questions to ask a partner. Try and make up interesting questions that cannot be answered only by 'yes' or 'no.'



What countries would you like to visit?

Australia and Brazil



In pairs, ask and answer the questions. Note down your partner's answers. Then find a new partner and report your first partner's answers to your new partner.



Fatma said she wanted to visit Australia and Brazil

Really? That's interesting!



Unit 3 News Stories

1 **Check the meanings of the adjectives in the box below. Look at the headlines and pictures A and B. Write each adjective into the appropriate column under each picture, together with its meaning.**

tragic	weird	bizarre	heartbreaking
surprising	distressing	terrible	intriguing

Powerful earthquake kills thousands of people in Nepal



Man bites crocodile on nose in Australia



1. *tragic (sad)*
2. _____
3. _____
4. _____

1. _____
2. _____
3. _____
4. _____

2 **Write down three questions you would like to ask about each story. Compare your questions with a partner's questions.**

top tip

Building up Vocabulary from News Stories

Reading news stories in English is an excellent way to build up your vocabulary. When you read a headline, try and predict what vocabulary will be in the story. Headlines often use 'extreme' (strong) adjectives to make the stories more dramatic, for example 'tragic' instead of 'sad.'

3 **Match an 'extreme' adjective in the box on the left with an 'ordinary' adjective in the box on the right. One example has been done for you. Write the pairs of adjectives into your exercise book. Then use each 'extreme' adjective in a sentence of your own.**

'Extreme' adjectives		
powerful	tragic	superb
furious	astonished	terrible
terrified	bizarre	fascinated

'Ordinary' adjectives		
sad	bad	strange
strong	interested	angry
excellent	surprised	afraid

4 **A. Look at the newspaper headline and picture below, and the vocabulary in the box to the right. Guess two more words you might find in the story, and note them down in your exercise book. Compare your words with a partner's words.**



beach

rescue

shout

brave

_____

_____

B. Write down three questions you would like to ask about the story. Compare your questions with your partner's questions.

5 **With a partner, look at the headlines below. Predict six words you might find in each story and note them down in your exercise book. Compare your words with other members of your group.**

ROP find thief trapped in rubbish bin

Famous footballer kidnapped on way to World Cup

Lost Omani fishermen found after one week at sea

Omani girl wins international art competition

Unit 4 Working in the Media

1 **Discuss the questions below.**

a. Have you ever considered a job in journalism? Why/why not?

b. What areas of journalism would you be interested in?

• newspapers • magazines • TV and radio • online

c. What qualities do you think a good journalist needs?



top tip

Connecting sections in a talk

When listening to a talk, listen out for connecting words such as *first…..next…..then…..finally.* These will help you to identify the different sections of the talk, and follow the speaker's ideas more easily.

2 **Check the meanings of the words on the left below. Match each word to a definition on the right. Write the words and their meanings into your exercise book.**

1 passion	**a** clear and easy to understand
2 accurate	**b** correct and true
3 curious	**c** dates by which you have to complete something
4 coherent	**d** strong feeling of love or liking a lot
5 deadlines	**e** keen to find out about something

3 **Listen to a journalist talking about her job. As you listen, note down in your exercise book the most important skill or quality for a journalist mentioned in each section.**

a. Firstly, ……

b. Next, ……

c. Then, ……

d. Finally, ……



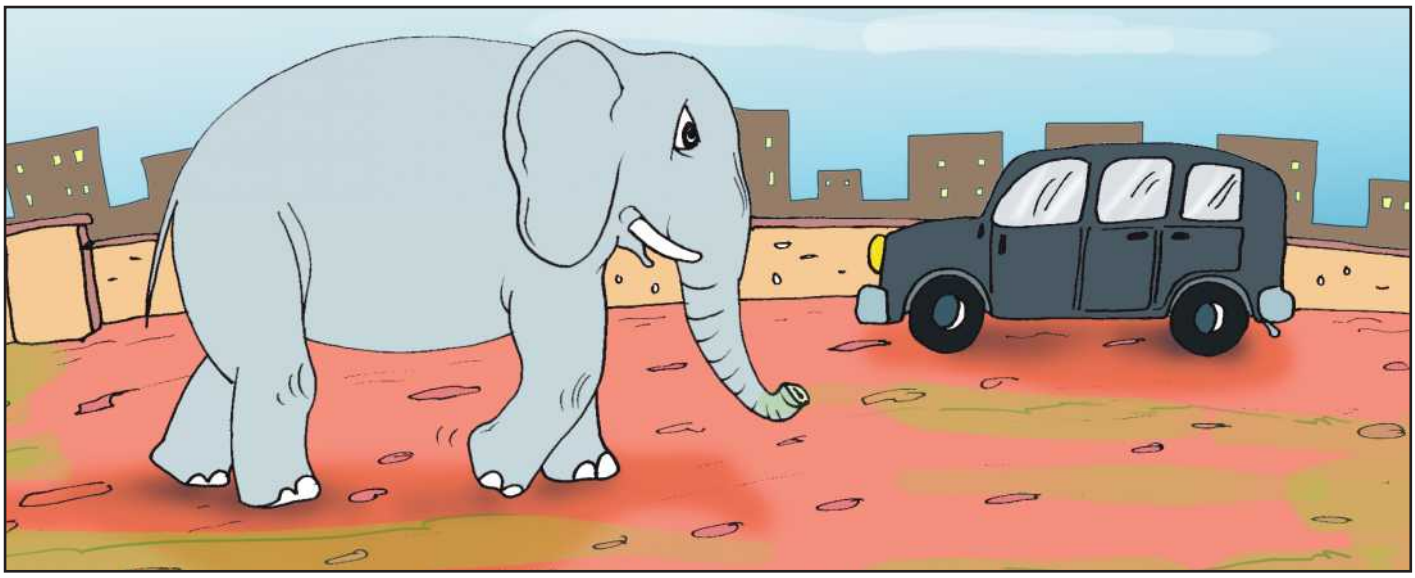
SOUND BITES

Interrupting
Sorry to interrupt you, but . . .
Can I interrupt you again?
Sorry to jump in, but . . .
If I could just stop you there ...

Allowing Interruptions
No problem.
Yes, all right.

Blocking Interruptions
If I could just finish . . .
Hold on! Hold on!
Let me finish, please.

4 **Listen to the conversation between a journalist and Mr Green. Mr Green has told the journalist that he has an unusual story. Before you listen, read questions a and b below, then listen for the answers.**



a How many times does the reporter interrupt Mr Green?

b Write down one phrase which Mr Green uses to
(a) allow an interruption
(b) block an interruption.

5 **Work with a partner. Read the instructions below, then take it in turns to be Student A or Student B.**

Student A: Tell your partner about something, using one of the ideas below.

- what you did last night (or last weekend)
- the best (or worst) holiday you have ever had
- your goals for the future
- your favourite hobby or sport
- your favourite film or book

Student B: Interrupt your partner from time to time, using appropriate phrases from the Soundbites box.

Student A: Decide if you want to allow or block your partner's interruptions, using appropriate phrases from the Soundbites box.

Unit 5 The Story of the Titanic

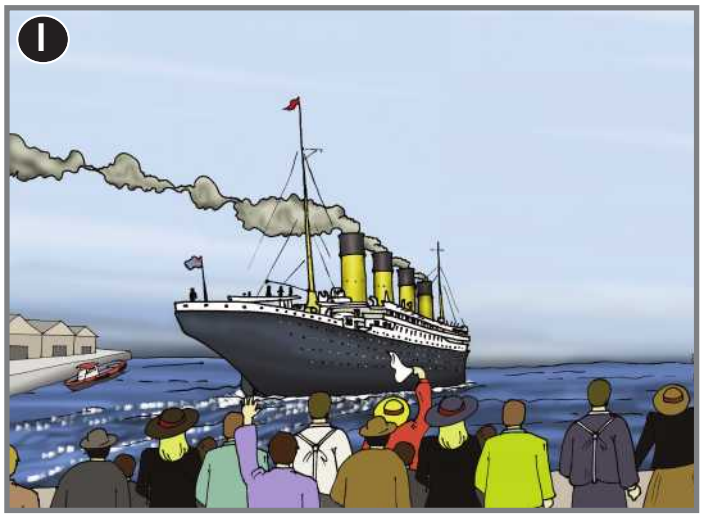
1 **Discuss the questions below.**

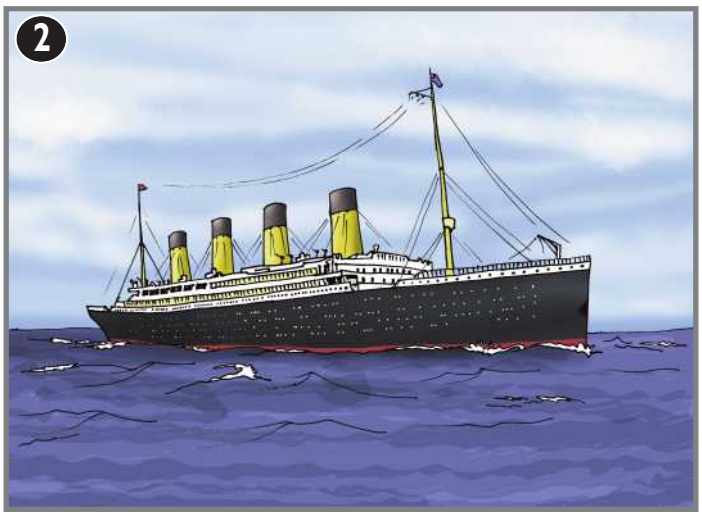
a. What do you know about the *Titanic*?

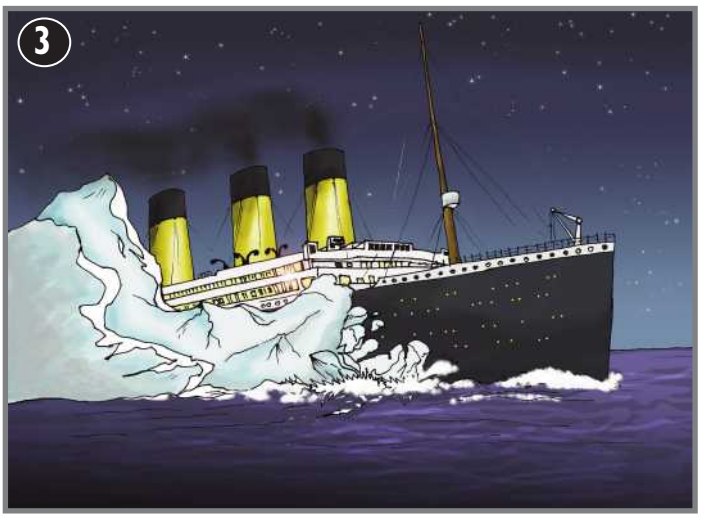
b. Why was it such a dramatic news story?

2 **Read the words in the box below and look at pictures A - F. Which words go with which pictures? Note them down in your exercise book.**

iceberg	set sail	two pieces	sink
lifeboats	rescue	Atlantic Ocean	drown

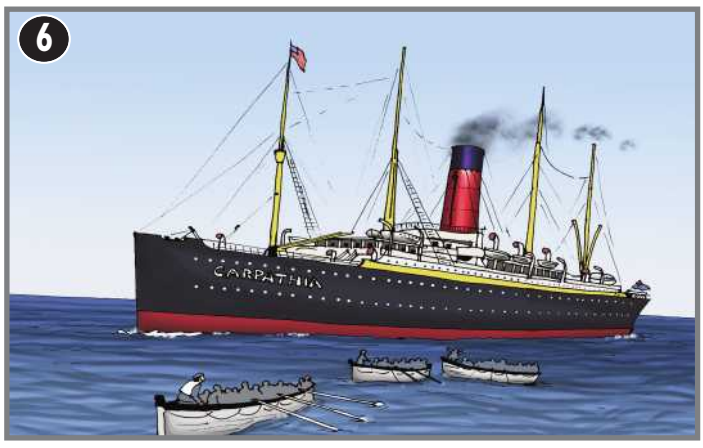












3 **Read the sections of the story below. Match each section to one of the pictures in Activity 2. Then write the complete story into your exercise book. Underline the main sentence in each section. Give your story a title.**

a. The ship broke into two pieces and began to sink. At first she sank slowly, but then she went down very quickly.

b. Finally, the people in the lifeboats were rescued by another ship, the *Carpathia*. It took her more than four hours to pick everybody up.

c. The *Titanic* set sail from Southampton in England on 10 April 1912. It was her first voyage.

d. Although some people escaped in lifeboats, others jumped into the sea. However, the water was freezing cold and most of them drowned.

e. For the first two days, she sailed across the Atlantic Ocean on her way to New York. The weather was calm and peaceful.

f. Suddenly, late at night on 14 April 1912, the *Titanic* hit a huge iceberg. It was 30 metres taller than the deck of the *Titanic*, and most of it was underwater.

top tip

Narrating a Story

Before you start writing a narrative story, make a plan of the sequence of events. Ask yourself 'Who?' 'What?' 'When?' 'Where?' 'How many? 'How long?' and make notes of the answers. This will help you get the story clear in your own mind. Be careful to put the verbs into the past tense.

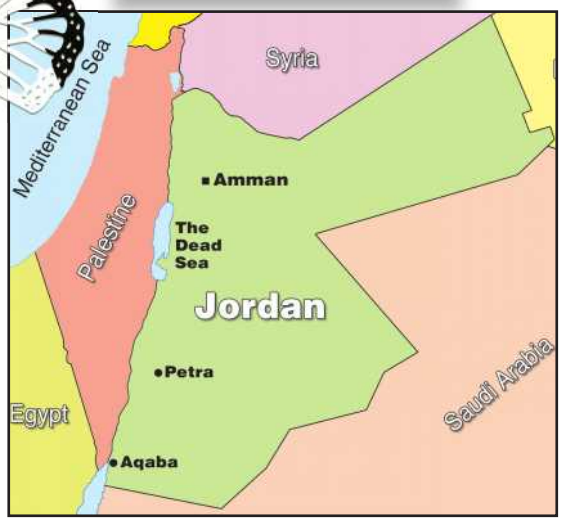
4 **Match the questions and answers below. Write the letters and numbers into your exercise book. Use the information to write a paragraph about the *Titanic*. Add some linking words to make your paragraph read smoothly.**

1 How long was the *Titanic*?	**a** More than 2,200.
2 Where was the *Titanic* sailing to?	**b** An iceberg.
3 When did the *Titanic* sink?	**c** There weren't enough lifeboats.
4 What did the *Titanic* hit?	**d** 269 metres
5 How many passengers were on the *Titanic*?	**e** Edward Smith
6 Why didn't all the passengers survive?	**f** 14 April 1912
7 Who was the captain of the *Titanic*?	**g** New York

5 **Turn to Communication Activity 1 on page 66 of your Coursebook. Work with a partner and carry out an interview about the *Titanic*, following the instructions given.**

Across Cultures





Jordan

Official name: The Hashemite Kingdom of Jordan
Location: Central Middle East
Capital: Amman
Population: 6.822 million
Area: 89, 556 km^2
Language: Arabic
Currency: Jordanian Dinar



View over Amman

The Land

Jordan is a land rich in history. It has been home to many ancient civilizations and empires. It is a bridge between east and west, ancient and modern, sea and desert. It borders different countries on each side – Syria in the north, Iraq in the east, Saudi Arabia in the south and south-east and Palestine in the west. Jordan has a wonderful variety of scenery including deserts, mountains and canyons. The Dead Sea, the lowest point on the surface of the earth, lies on its western border. In the south, there is a vast desert area, Wadi Rum. The only seaport is Aqaba on the Red Sea.

The People

Jordanians have a reputation for being friendly and hospitable, and will do everything they can to make travellers feel safe and welcome in their country. Although you can still find traditional Bedouin living in Jordan, many have left the desert and have settled in towns and cities. But in the desert regions, you can still come across Bedouins with their sheep and camels, and be invited into their low black tents to share coffee or a meal.

Amman

Amman, Jordan's capital city, is a mixture of the ancient and modern. It is a centre for business and the arts, with excellent hotels and restaurants. But among the modern buildings, you can find ancient ruins. You can go shopping in both souqs and modern malls. The Jordanian Royal Family live in Amman. The present king is King Abdullah II who became king on 7 February 1999, after the death of his father, King Hussein. The Prime Minister is

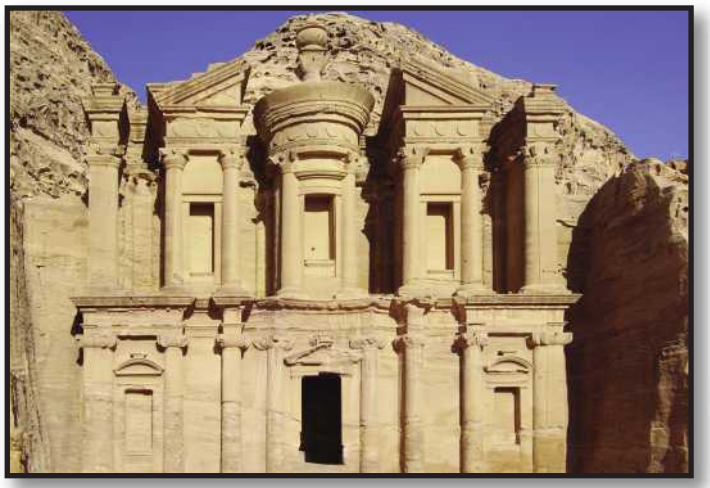


Bedouin people

appointed by the King, and the Senate and House of Deputies have legislative powers – in other words, they are responsible for passing and enacting new laws.

Petra

Jordan is an archaeologist's dream, with many ancient and fascinating sites. The most famous is the city of Petra in the southern part of Jordan. Petra is a UNESCO World Heritage site. It was built in around 300 B.C.E by the Nabateans, an Arab people who settled in south Jordan more than two thousand years ago. It was lost to the West for 300 years, but in 1812 it was discovered again by a Swiss traveller, Johann Burckhardt. Petra is nicknamed the 'Rose City' because it is carved into cliffs made of pink sandstone. It is set in a narrow valley and contains many ancient tombs, baths, temples and rock drawings.



The ruins at Petra

Wadi Rum

The huge area of Wadi Rum, in the south, is the largest and most splendid of Jordan's deserts. It provided much of the background to the famous film, *Lawrence of Arabia*, in 1962. Wadi Rum is like a different world. Mountains rise from the flat desert plain like islands in the sea. There are rocks and rock-bridges of unusual shapes, where you can find ancient inscriptions and drawings. It is a place of perfect peace, with not a sound to be heard amid the clear blue sky and desert air.



Wadi Rum

Other Attractions

A visit to the Dead Sea is a 'must' for tourists. Visitors can enjoy relaxing at one of the international hotels and floating in the sea's gentle waters – it's impossible to sink! You can also massage yourself with black Dead Sea mud, which contains therapeutic minerals to make your skin soft. This mud is exported to top beauty salons and stores around the world. Another popular holiday resort is Aqaba on the Red Sea, which offers some of the best scuba diving in the world. The coral reefs are home to a wonderful variety of marine life, ranging from small colourful fish to huge, but harmless, whale sharks.



The Dead Sea

Cultural Comparison

Ancient Sites

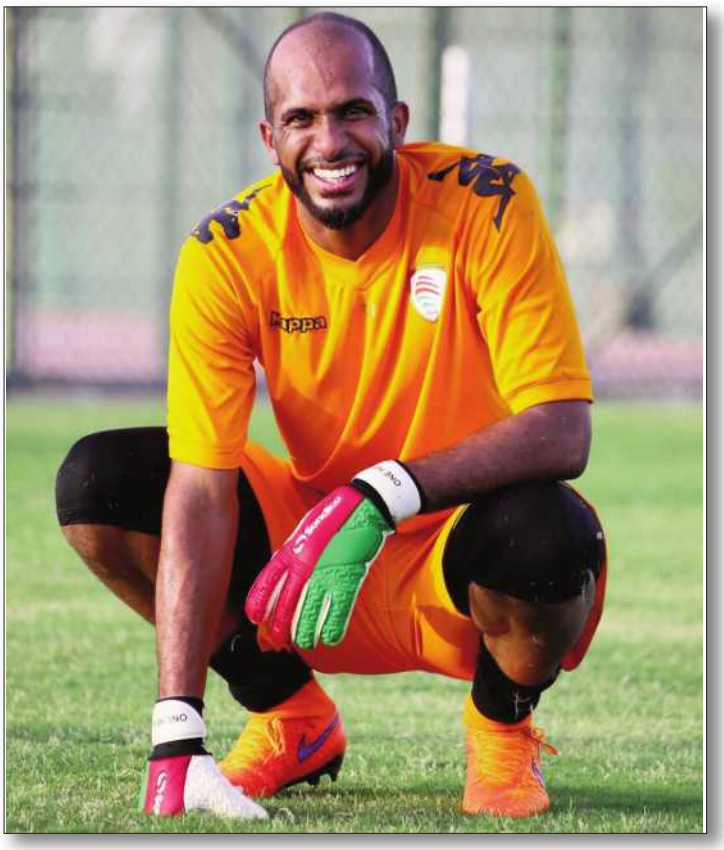
- What ancient or archaeological sites or buildings does Oman have?
- What can you see at these sites?
- What artifacts have been discovered there?
- What ancient buildings or sites might still be attracting tourists in a hundred years?

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

Reading for Pleasure

Genre: Sports Celebrity Interview

Ali Al Habsi:
A Goalkeeper and A Gentleman





Ali Al Habsi is the first Omani to play international football in Europe. In July 2015 he signed a two year contract with the English professional football club, Reading. He is also captain of the Oman national football team, and in 2009 his performance secured the Gulf Cup for Oman. But fame and success have not changed Ali. He has a strong desire to help young people and is a role model for many young Omanis. He is also the co-founder of Safety First, a non-profit road safety organisation in Oman which aims to reduce traffic accidents.

1. Could you please introduce yourself.

My name is Ali Al Habsi and I'm a professional goalkeeper. I was born on 30 December 1981 in the village of Al Ainain in Al Mudhaibi in Oman. These days I divide my time between Oman and the UK.

2. How old were you when you first kicked a ball around?

I can't remember exactly, but I think I was probably 8 or 9 years old. Like all the kids in my home town, I started playing football when I was very young.



3. Are you from a football loving family?

Yes, I am. My dad founded the club in my home town. I've got nine brothers and six sisters, all of whom are keen on football.

4. Was football always your favourite sport?

Defnitely. I also played volleyball, basketball and handball, but I enjoyed football most.

5. Have you always played as a goalkeeper?

No, I started playing as a striker. But then my brother, Abdulaziz, advised me to become a goalkeeper. He said I had the right qualities.

A goalkeeper must be brave, and have a lot of nerve. He must stay calm and focussed in the face of enormous pressure.

6. How were you 'discovered'?

John Burridge, the former English goalkeeper and coach, was in Oman coaching the Oman national football team and saw me playing. I was only sixteen years old, but he spotted some talent in me, some potential. He told me that if I trained really hard, I could become a professional player in Europe. He and I spent a lot of time together – hours and hours – training.



7. How did you begin your international career?

I started by playing as goalkeeper for Lyn Oslo, one of the oldest football clubs in Norway. I played for Lyn Oslo for three seasons, and was voted Norwegian Goalkeeper of the Year in 2004. Then in 2006, with John Burridge's help, I got a transfer to the English professional football club, Bolton Wanderers. In July 2010 I joined another English football club, Wigan Athletic, for a season, then I joined them permanently in July 2011. I saved Wigan's place in the English Premier League and was named their Player of the Year for the 2010-2011 season. Recently, in July 2015, after a trial in Thailand, I signed a two year contract with the English football club, Reading.



8. What differences did you notice when you became a professional football player?

When you become a professional, football is your job. That means you have to take it seriously, and treat it just like any other job. You have to train hard and give 100% of yourself every day.

9. What are the best and worst things about living in the UK?

The best thing is the 'footballer mentality' in the UK. I love the fact that everybody's interested in football. All the kids dream about becoming a footballer. The worst thing? Definitely the UK winters. All that cold weather and rain is really hard to put up with. But I still try and enjoy myself, although I still miss my family and friends a lot.



You can read more about Ali Al Habsi on page 13 of your Workbook

Review and Reference

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

- use language associated with news and the media
- differentiate between the usage of direct and reported speech
- carry out interviews with a partner
- predict vocabulary in news stories
- write stories based on newspaper headlines
- practise interrupting, allowing and blocking interruptions
- write a narrative based on pictures
- make a narrative more interesting by adding details

2 **You have discussed:**

- different ways of accessing news
- the rights and responsibilities of celebrities
- the skill of interviewing
- careers in journalism and press photography
- how to make a TV news and discussion programme
- the story of the *Titanic*
- how to write a narrative from pictures

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

- **accurate (adj)** – correct and true
- **basic (adj)** – forming the most important part of something
- **bizarre (adj)** – very strange
- **documentary (n)** – film or TV programme about a particular subject
- **drown (v)** – die from being underwater for too long
- **ethical (adj)** – relating to principles of right and wrong
- **freelance (adj)** – working independently
- **iceberg (n)** – large floating mass of ice
- **obsession (n)** – strong and unhealthy interest in someone or something
- **prey (n)** – creatures hunted and eaten by other creatures
- **pursue (v)** – follow, chase
- **survive (v)** – continue to live, remain alive
- **tragic (adj)** – very sad

Theme 2
Work and Careers



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

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

The work environment in Oman is changing **rapidly**, making it more confusing for young Omanis to choose the right **career**. It is useful for students to do **aptitude tests** designed by **psychologists** to help them find out what jobs are best suited to their skills and **talents**. Young people also need to understand the value of teamwork and **flexibility** to companies and businesses today. The **criteria** involved in getting a good job include being able to write an excellent **Curriculum Vitae (CV)**, filling in an **application form** correctly and writing a good **covering letter**, as well as **performing** well at interviews.

Unit 1 Which Career?

1 **In groups, read the letter below to a problem page from a student confused about choosing a career. Discuss the letter and decide what advice you would offer her.**

Dear Counsellor,

I'm a 16 year old student and I'm really confused about choosing the right career. The problem is, there's so much choice these days. My father has his own company, and he wants me to study business administration, but I'm not very interested in business.

I've thought about becoming an air traffic controller, but I'm not good at maths and science, and the training is very long. I have good communication skills, and I've often thought about a career in the media – perhaps a journalist or a TV reporter. I like acting too. Or maybe I could get a job as a tour guide. I like computers and I'm quite creative, so perhaps I could be a Web designer or a computer programmer. I'm fond of animals, and I'd love to work with them, so perhaps I should train to be a vet, or maybe just work in a pet shop.

What do you think? Can you advise me which career to choose?

Yours,
Confused

2 **A. Read the following texts and decide which personality type you are. This will help you to choose the right kind of career. That is, the types of jobs which you are best suited for and would find most enjoyable.**

a People with **a realistic personality** are practical. They like working with their hands and using machines and tools.

b People with **an artistic personality** are creative. They like to express themselves through art.

c People with **an enterprising personality** are confident. They are good at leading others, and persuading them to do things. They are also risk takers.

d People with **an investigative personality** are curious. They enjoy learning and like analysing situations and solving problems.

e People with **a social personality** are friendly. They enjoy working with other people and training them.

f People with **a conventional personality** are careful and like to follow routines. They are good at organising things and paying attention to detail.

B. Turn to Communication Activity 2 on page 67 of your Coursebook. Look at the pictures of the animals. Read the descriptions of the personality types, and match each animal to its description.

3 **Read the article about Steff Gaulter. As you read, look for the answer to this question: According to Steff, what skills do you need to be a good weather presenter?**

An Interesting Career



Steff Gaulter is the senior weather presenter for Al Jazeera English TV. Although she studied physics at university, she had never thought specifically about a career as a weather presenter.

However, after graduating, Steff saw an advertisement by the UK Meteorological Office (the Met Office). They were looking for graduates in physics and maths to train as weather forecasters. Steff applied and was accepted. After an 18 month training course, she went for an interview as a British Broadcasting Corporation (BBC) weather presenter. In 2006, she moved to Doha to work for Al Jazeera.

Steff believes that weather presenters need to be good at communicating. They need to be able to present their information in an interesting way that people can easily understand. In Steff's view, you have to have an excellent memory. This is because a weather forecaster, unlike a newsreader and a sports presenter, doesn't use autocue and needs to store all the information in his or her head.

For Steff, the most challenging aspect of her job is answering people's questions live on-air. 'You have to be prepared for anything,' she says. 'You can be asked anything from "What's the difference between a tornado and a cyclone?" to "Why is there so much rain in Western Europe?" You have to have an answer ready or people will think you don't know your job.'

4 **Decide if the following statements are True (T), False (F) or if there is no information given (NG). Write T, F or NG in the boxes.**

1. Steff always wanted to be a weather presenter. ☐
2. Steff did a training course with the Met Office. ☐
3. Presenting the weather is similar to reading the news. ☐
4. Steff is often asked questions about the weather in Oman. ☐



TIME TO TALK

Work in groups of four. Talk for 1–2 minutes to the other members of your group about a job that you would like to do. Before you begin, make notes in your exercise book about:

- what you know about this job
- if you know anyone who does this job
- why you would like to do this job
- why you think you would be good at this job

After your talk, be prepared to answer questions from your group.

Unit 2 Job Interviews

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

a. How do you feel about going for an interview?
b. Have you, or has anyone else you know, been for an interview? What do you remember about it?
c. What makes a person successful at an interview?

2 **Read the information below. Then read Mr Hunt's checklist for the job requirements. Discuss which is the most important one in each category.**

Mr Hunt, the international sales manager of an educational publishing company, is looking for a sales representative to promote the company's products in the Gulf countries.

Essential requirements (must have)
- experience in academic book promotion
- excellent communication skills
- willingness to move to Dubai
- a clean driving licence

Desirable requirements (should have)
- strong personal selling skills
- good organisational and planning skills
- ability to work both independently and in a team
- willingness to travel for two weeks every month

Further requirements if successful (needs to)
- visit the company headquarters in the UK
- meet key contacts in schools and universities as soon as possible
- attend a training course about the company's products
- be available to start work in September

3 **Listen to Mr Hunt's interview with Saeed, a candidate for the job. Before you listen, discuss what questions you think Mr Hunt will ask him. After listening, answer questions a and b under the picture.**



a. Do you think Saeed will get the job? Give your reasons.
b. What one thing is Saeed worried about?

GRAMMAR RECALL

Modal Verbs of Obligation, Desirability and Necessity

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

1 It only takes ten minutes to drive to work. You **don't need to** leave home so early.
2 If you go on a diet, you **shouldn't** try to lose weight too quickly.
3 When you travel abroad, you **have to** have a passport.
4 If you want to go to university, you'll **need to** work a lot harder.
5 During Ramadhan, you **mustn't** eat or drink from sunrise to sunset.
6 Don't worry so much about your job. You **ought to** try and relax more.

Modal verbs have many uses.
Their uses include the following:

a indicating that an action is obligatory – that it has to be carried out
b indicating that an action is prohibited
c indicating that an action is desirable or acceptable
d indicating that an action is undesirable or unacceptable
e indicating that an action is necessary
f indicating that an action is unnecessary

4 **Read the sentences below and circle the correct modal verb in each.**

a If you're going to be away from home a lot, you **needn't/shouldn't** keep a pet.
b Children in the UK **have to/need** attend school from five to sixteen years.
c You **mustn't/shouldn't** use a mobile phone when your plane is taking off.
d You **have to/needn't** call me every day. Once a week is enough!
e If she wants to become an Olympic swimmer, she'll **need to/has to** train hard.
f I don't think we **should/have to** visit Russia in winter because it's very cold.

ACTIVATE YOUR ENGLISH

Job Interviews

Work with a partner. Choose ONE job from the list in the box and tell your partner what it is. Role play an interview for the job according to the guidelines below. Then change roles and choose a different job.

Student A: You are interviewing an applicant for this job. Before you begin, write down FIVE questions you want to ask him or her.

Student B: You have applied for this job. Before your interview, make notes about why you think you would be good at the job. Write down ONE question you want to ask the interviewer at the end.

Jobs

lawyer
nurse
football coach
pilot
tour guide
actor
car mechanic
journalist
chef
accountant
air traffic controller
diplomat
detective
vet
press photographer
scientist
TV presenter
teacher
company director
doctor

Unit 3 More about Jobs

1 **Check the meanings of the words and phrases in bold in the sentences below. They are all related to jobs. Discuss each sentence with a partner. Decide if it refers to a positive (P) or negative (N) aspect of a job. Write P or N after each sentence.**

a	It's **very well paid.**	**h**	There's a lot of **responsibility.**
b	It's **badly paid.**	**i**	You need good **people skills.**
c	It's **challenging.**	**j**	You need to be **creative.**
d	It's **stressful.**	**k**	There's a lot of **variety.**
e	You have to **work shifts.**	**l**	You need good **IT skills.**
f	You have to **work long hours.**	**m**	There are good **opportunities for travel.**
g	A lot of the work is very **routine.**	**n**	You need to do a lot of **physical training.**

2 **A. Match each of the six pictures below to one of the jobs in the list under the pictures. Write the number of the job on the line under the picture.**



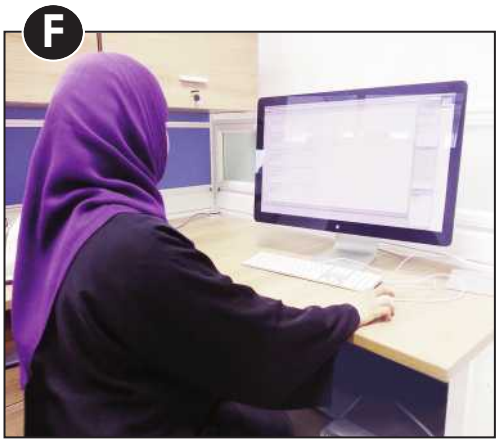




_____ _____ _____







_____ _____ _____

1. journalist
2. surgeon
3. pilot
4. diplomat
5. tour guide
6. supermarket cashier
7. software designer
8. football coach
9. paramedic

B. In groups, discuss which of the factors or skills in the list in Activity 1 you associate with each of the nine jobs above. Give reasons for your choices.

top tip

Suffixes

There are many suffixes in English. They are important for learning vocabulary because they can help us deduce the meanings of new words. For example, the suffix '-less' means 'without' – e.g. 'endless', 'childless', 'hopeless'.

3 **Complete the following words with the suffixes in the box to make names of jobs. Write them into your exercise book.**

-er	-or	-ist	-ian

1. teach_____
2. paint_____
3. dent_____
4. music_____
5. act_____
6. translat_____
7. farm_____
8. art_____
9. journal_____
10. technic_____
11. optic_____
12. tail_____
13. doct_____
14. manag_____
15. scient_____
16. politic_____

4 **A. Read the list of adjectives below and discuss their meanings. Look again at the jobs in Activities 2 and 3, and decide which adjectives apply to each one.**
B. Make a list of other jobs that you associate with these adjectives, e.g. courageous = firefighter.

accurate | fit | patient

creative | imaginative | articulate

persuasive | polite | efficient

courageous | friendly | talented

Unit 4 Working In A Team

1 **In groups, look at the two proverbs below. Discuss their meanings. Which one do you think is more true?**

a. Many hands make light work.

b. Too many cooks spoil the broth.



2 **Discuss these questions.**

a. Have you ever been a member of a team? What was the team's aim?
b. Did people on the team have special roles? What were they?
c. What do you think is meant by the phrase 'a good team player'? What qualities should a good team player have?
d. In what organisations are teams important? Give examples.



3 **Read the information below about the company, 'Quick Quench Drinks.' Listen to the discussion between Sarah Trent, International Sales and Marketing Director, based in the UK, and Ali Nasser, Middle East Regional Sales Manager, based in Dubai.**

Quick Quench



'Quick Quench Drinks' is a UK based company which produces a wide range of juices. In the past, the company has been very successful internationally. But recently it has been facing problems because of falling sales in the Middle East.



Sarah Trent
International Sales and Marketing Director



Ali Nasser
Middle East Regional Sales Manager

As you listen, make notes in your exercise book to answer the following questions.

a. What two main problems does Ali say the company has in Dubai?
b. What solutions to these problems does Ali suggest?
c. What is Sarah going to do now?

SOUND BITES

Persuading, Convincing and Urging

Persuading
Can't you put more money into my budget?
Believe me, it's very important.
Wouldn't that be a good thing to do?
Don't you think the company should bring out a new drink?

Convincing
Surely that's the best way for us to stay in the market.
That would be a very good idea.
I really think you should do something soon.

Urging
If you don't do that, people will turn to our competitors.
Please try and do that.

4 **Work with a partner. Take it in turns to persuade your partner to do something. Use the ideas below, or create your own ideas. Use some of the phrases in the Soundbites box.**

- go shopping with you
- lend you their mobile phone
- help you with your English homework
- come to your house for a meal

5 **Read what happens next with 'Quick Quench Drinks'. Then work in groups of four and follow the instructions given.**

Sarah talks to Sam Fox, Managing Director of 'Quick Quench Drinks'. She persuades him that the company needs to produce a new kind of drink for the Middle East. Sam Fox decides to call in teams of consultants to make a proposal for the new drink.

Your group is one of the teams of consultants. Put together a proposal for the new drink. Use your imagination to make the drink as interesting as possible. Present your proposal and your recommendations to your teacher and the rest of the class. Your teacher will act as the Managing Director, Sam Fox, and will decide on the best proposal for the company.



Your proposal should include recommendations about:

- a name for the new drink
- an advertising slogan and logo
- what kind of drink (carbonated? tea? water?)
- the ingredients (healthy? energy-giving?)
- the packaging (can? bottle? carton?)
- the price
- the target market (children? health-conscious people? sportspeople? people on a diet?)
- plans for an advertising campaign

Unit 5 Applying for a Job

1 **Read the job advertisements A, B, C and D below. Check any unknown vocabulary in your dictionary. In groups, discuss the answers to questions a and b.**

a. What field is each job in?
b. What should applicants for each job do?

A WHITE ORYX TV

Personal Assistant for TV Director

The candidate should have a bachelor's degree, and five years experience working in a similar job in the media world. The person should have excellent communication and interpersonal skills. They should be flexible, energetic and a quick learner; also highly competent at Microsoft Office applications, and business correspondence.

Salary will be according to the candidate's previous qualifications and experience.
Interested candidates are invited to send their CV, together with a letter of application, to whiteoryxtv@oryxtvmail.com. Final date for applications is 15 March.

B FIRST CLASS FASHIONS

International Fashion Company Seeks Sales Assistant

The candidate should be well educated and computer literate with a good knowledge of English and Arabic and an outstanding sense of fashion. A minimum of two years retail experience in the fashion world is required.
Excellent salary and benefits offered.

Interested applicants should email their CV and a letter of application by 2 April to firstclassfashions@fcfarabia.com

JOBS JOBS

C GO MIDDLE EAST!

Leading Travel Agency in Jordan Looking for Tour Guides

Have you got good interpersonal skills?
Do you enjoy meeting people of different nationalities?
Are you good at problem solving?
Can you speak two or more languages?
Do you like travelling?

Please apply with a covering letter of applicaton, CV and names of two referees by 29 March to the Human Resources Director, Go Middle East!, 62 Abdul Hamid Street, Amman, Jordan

D SMITH ELECTRICAL

Senior Sales Engineers Required for Bahrain

Are you a graduate in electrical engineering? A leading electronics company is looking for you. You must have at least four years experience in CCTV systems, Access Control and Intrusion Alarms. You should be able to build good relationships with clients, and identify new business opportunities. You will be based in Bahrain, but the job also involves travel to Qatar, Saudi Arabia and Oman.

Apply with your CV, covering letter of application and a recent photograph to humanresources@smithelectrical.org. Applications received after 21 March will not be considered.

2 **With a partner, ask and answer the questions below about the advertisements in Activity 1. Ask and answer more questions of your own about the jobs.**

a What kind of companies are advertising?
b Do the companies ask interested applicants to send the same things?
c What two things do all companies require?
d Which jobs involve travel?
e Which jobs require a knowledge of more than one language?
f Which jobs require four years experience or more?
g Which jobs don't require graduates?
h Which job has the earliest deadline date for applications?
i Which job can't you apply for by email?

3 **Read the following information about putting together a CV. As you read, think about how you would write your own CV.**

Writing Your CV

CV stands for Curriculum Vitae, which is Latin for 'Course of Life.' This is a document that lists your education and previous jobs. Most companies ask you to send this document with your letter of application and a completed application form. In America, your CV can sometimes be called a résumé. You must always put true information about yourself in your CV.

Generally, your CV should contain information about the following:

Personal Information
Your name, date of birth, address, phone numbers, email address, nationality and marital status.

Education and Qualifications
The names of schools, college and university that you have attended, and what degrees or certificates you have received.

Skills and Languages
For example, computer programmes that you are able to use and languages you can speak or write.

Work Experience
Previous jobs – where you have worked, what your job was and how long you have worked there.

Interests and Hobbies
Your freetime activities. Try and make them as interesting as possible.

Referees
Names and contact details of people who know your work – teachers or previous employers.

4 **With a partner, read Tariq Al Sawafi's CV below. Check it against the requirements for a CV in Activity 3 above, and answer questions a, b and c under the CV.**

CURRICULUM VITAE



Name: Tariq Al Sawafi
Date of Birth: 5 December 1985
Address: Way No 7036, Building No 2598, Flat 12, Qurum, Muscat
Nationality: Omani
Marital Status: Single

Education and qualifications
1997 - 2003 Ruwi High School (Grade 12 diploma)
2003 – 2005 Oman Tourism College (Diploma in Tour Guiding)

Skills and languages
Computer literate in Microsoft Office applications; high level of spoken and written English , good level of spoken French. Driving licence.

Work experience
2005 – 2008 Tour guide for *Discover Oman*, taking groups of foreign visitors to main tourist areas in Oman

Interests, hobbies and freetime activities
Photography
Travel writing
Film and theatre

Referees
1. Abdullah Al Nasri – Head of Tour Guide Section, Oman Tourism College
2. Fatma Al Kindi – Manager, *Discover Oman* Travel Company

a Has Tariq included all the required information?
b If not, what information has he forgotten?
c Where should this information be added?

Across Cultures



Germany

Official Name:	The Federal Republic of Germany
Location:	Central Europe
Capital:	Berlin
Population:	82.5 million
Area:	357,000 sq km
Language:	German
Religions:	Christianity, Islam
Currency:	Euro



The Land

Germany is the largest country in central Europe. It has three main geographic areas. These are the northern plains that stretch from the Baltic and North Seas; the central area and the mountains and forests of southern Germany. This area extends to the Alps Mountains on the borders of Austria and Switzerland. Germany has several important rivers. The Rhine River is the busiest waterway in Europe, and is an important tourist attraction because of the castles and villages along its banks.

The People

Most Germans live in towns and cities, but the cities are quite small. Only Berlin, Hamburg and Munich have a population of over a million people. Germany has one of the lowest birth rates in the world, and the population is shrinking. Since the 1950s, immigrants have come in large numbers to work in German industries. For many years, the largest group of immigrants was Turkish, but now there are many different nationalities.



Museum Island



The Brandenburg Gate, Berlin

Language

The German language has three main dialects that roughly match Germany's three major geographical areas. The dialect of the people living in the low coastal plains is called Low German. The dialect in the central part is called Central German, and the dialect in the mountainous areas of the south, High German.



Heidelberg Castle and the Old Bridge

Education

Germans are highly educated with a literacy rate of 99%. Germany also educates many international students. It ranks third in the world for the number of foreign students it attracts, and about 12% of its two million university students are from other countries. There is an apprenticeship system where vocational training in the classroom is combined with work in companies. So students are able to get the skills they need without spending years at university.

The Economy

Germany is one of the world's largest trading nations and has the fourth most powerful economy, according to the Centre for Economics and Business Research (CEBR). German industry is known for high quality and high technology. New 'clean' technologies such as maglev railways and wind turbines are being developed. However, traditional industries are still important and make up the biggest share of exports. These include steel, coal, chemicals, machinery, electronics and automobiles. The automobile industry is one of the biggest employers in Germany, and German-designed cars have won many international awards. Some famous makes of car are BMW, Audi, Porsche, Mercedes-Benz and Volkswagen.

Culture and the Art

Germany has a long tradition of support for the arts. German composers have written much of the world's classical music and several German writers have won the Nobel Prize for Literature. German film directors have had a strong influence on the international film industry. Major arts festivals are held in many cities and towns in Germany. Traditional stories have played an important part in German culture. Two German academics, the Brothers Grimm, collected and published folk tales during the nineteenth century. Their most famous stories, such as *Cinderella, Sleeping Beauty and Snow White* are still popular with children today .

Sources: www.nationalgeographic.com

Cultural Comparison

Regional Differences

- What geographical differences are there between regions in Oman?
- What differences in dialects are there?
- How is vocabulary different from region to region?
- What Omani folktales do you know from different regions of Oman?

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



Solitude Palace

Reading for Pleasure

Genre: Business Magazine

Sharifa Al Barami:
Businesswoman and Entrepreneur

Sharifa Al Barami is a top businesswoman in Oman. She is the executive partner and co-founder of Aljazeera Global Services and Investments. She started her own business in 2007 after seven years working in the public sector. She is a consultant and coach in the development of entrepreneurship and business start-ups. She recently qualified as one of 30 Omanis in the national CEO programme, and has won many awards, including Admirable Entrepreneur and Woman of the Year 2015.



When Sharifa Al Barami was 11, she wanted to be an astronaut. She has always loved reading, and as a child read many books on astronomy. "I was fascinated by the stars and our place in the universe," she says. "To discover the unknown was where my passion lay, and what I developed the skills for later in life." However, by the age of 16, Sharifa had shelved the idea of a future in space in favour of a career in bio-medical science, a field with a different kind of scope for discovery. The same passion drives her today in her business career. Most of the work she does is consultancy-related, with plenty of research and discovery about where problems lie, and what the solutions might be.

At the age of 24, Sharifa graduated with an Honours degree in bio-medical science from Portsmouth University in the UK, then returned to Oman and got a job with the Ministry of Health. She worked with the Ministry for seven years, but the desire to be a catalyst of change through starting up her own business grew increasingly stronger. In 2007, she resigned her position with the Ministry, and since then, has never looked back in regret.

Working for Yourself: Rewards and Challenges

Sharifa believes that every successful entrepreneur shares a common passion – to change the world, or at least the world within their community. The rewards of working for yourself compensate for any drop in salary. "One of the most amazing things is when you wake up every morning and find yourself looking forward to the day, no matter what the cash flow looks like. You have a new idea and you can't sleep at night because you're so eager to wake up the next day and start working with your team to implement it."

As with all new ventures, Sharifa's new company wasn't all plain sailing. During the first year, it hardly covered its costs. But when you have your own business, you can be flexible. If something doesn't work, you can change your plans. Sharifa believes that you have to make mistakes in order to learn. "You have to realise that hidden in the darkest part of the challenge is a lesson that you have to learn and accept and implement," she says. For example, she quickly realised that she was renting an office that was far too expensive. She also recognised that her company needed to find a niche with less competition. For that reason, she began to focus on the development of SME (Small and Medium Enterprises) in Oman in late 2008.

Qualities of a Successful Entrepreneur

So what kind of qualities are necessary to be a successful entrepreneur? According to Sharifa, the most important kind of skills are analytical, so that you are able to solve problems. You also need to be able to plan something in your head before actually building it. In addition, you need to recognise what kind of people can complement you, and bring them into your company. For example, if you don't know much about the management side of business yourself, then you have to bring in someone who is skilled in business management. One of the biggest attractions of starting a business is that there is always something new to learn, even if it's how *not* to do something!



Women as Entrepreneurs

Sharifa's workload is very varied. Sometimes she works twelve hours a day, and sometimes only two. But she regards flexibility of time as very appealing and practical, especially for women. "I think more women need to become entrepreneurs and start their own businesses," she says. "I found it much easier for me as a mother to become an entrepreneur than work for someone else. You can be flexible about your time and priorities. If you have all the technology you need at home, you can easily work there. If you want to take your kids to the office, you can do that because you run it."

You can read more about Sharifa Al Barami on page 27 of your Workbook

Review and Reference

1

In this theme you have learned how to:

- take into account your personality and skills when choosing a career
- use modal verbs of obligation, desirability and necessity
- prepare for a job interview
- expand your knowledge and usage of suffixes
- give a presentation about a new product
- analyse a letter of enquiry about work opportunities
- write a CV and fill in an application form for a job
- write a covering letter of application for a job

2

You have discussed:

- different types of personalities
- skills and qualities needed for a variety of jobs
- jobs which you would like to do
- how to write a letter of application for a job
- what makes a good team
- creating a new product for a company
- how to compose a letter of enquiry about a job

3

Glossary of selected words from this theme:

- **analyse (v)** – examine something carefully in order to understand it
- **apply (for) (v)** – make a formal written request for something such as a job
- **candidate (n)** – someone who is being considered for a job (or taking an examination)
- **consultant (n)** – someone whose job is to give advice on a particular subject
- **convince (v)** – persuade (someone to do something)
- **marketing (n)** – activity of advertising, pricing and selling a product
- **motivated (adj)** – having a strong desire to do something
- **promote (v)** – give information about and advertise a product
- **proposal (n)** – formal plan or suggestion to do something
- **referee (n)** – person who provides information about someone applying for a job
- **shift (n)** – fixed period of time for work in a place such as a hospital or factory
- **stressful (adj)** – causing you to feel very worried and not able to relax
- **verbal (adj)** – relating to words; something that is spoken rather than written

Theme 3

Health and Safety



1 **Look at the pictures. Which are related to health and which are related to safety?**

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

The lives of many people today are more **sedentary** than in the past. Therefore more than ever, exercise and **diet** play a **vital** role in reducing the **risk** of illnesses such as heart disease, **diabetes** and **obesity**. Sports are not only **beneficial** for our physical health, but can also greatly help people who are **depressed**. In our daily lives, we should not only be aware of health issues, but also ways of keeping safe. These range from dealing with **potential hazards** in the home to **preventing** accidents on the roads and in the water. In addition, Oman has taken steps to keep its people safe from natural disasters such as **cyclones**.

Unit 1 Healthy Living

1 **Discuss the questions below in groups. Give reasons for your answers.**

a. Do you think your personal eating habits are 'healthy'?

b. Do you avoid eating any types of food for reasons of health?

c. Is the typical diet in Oman healthy, or do people tend to eat too much or too little of certain types of food?

d. How have eating habits in Oman changed in recent years? Why have these changes occurred?



top tip

Thinking About a Topic

Thinking about a topic before you start reading helps provide a context for the reading and can make it easier to understand.

2 **Look at the title of the following text only. Cover the text itself. Discuss questions a and b. Then uncover the text, read it and decide whether questions a and b were answered.**

a. What kind of information would you expect the text to contain?

b. What questions do you expect the text to answer?

Healthy Eating



Healthy eating is not about a strict diet, or staying excessively thin. It's more about feeling great, having more energy and improving your sense of well-being. Eating more fruits and vegetables, and reducing your fat and sugar intake, can improve your mood and lower the risk of mental health problems.

Planning a healthy diet

Plan a healthy diet as a series of small steps rather than huge changes. For example, add a salad to your diet once a day. As these small changes become a habit, you can continue to add more healthy choices.

- **Prepare more of your own meals.** Cooking at home puts you in control of what you're eating.
- **Make the right changes.** Replace unhealthy foods with healthy alternatives. For example, replace animal fats with vegetable fats.
- **Read the labels.** It is important to know what your food contains, as manufacturers often hide large amounts of sugar and salt in packaged food.
- **Drink plenty of water.** Water helps flush out waste products from your system. Lack of water can cause tiredness, low energy and headaches.
- **Eat healthy snacks.** Cut down on sweets, chocolate and cakes. Eat fruit, which is naturally

sweet, instead. Buy unsalted nuts instead of salted ones.

- **Avoid sugary drinks.** Try drinking sparkling water with a splash of fruit juice instead.

Moderation is the key

Moderation means eating only as much food as your body needs. You should feel satisfied at the end of a meal, but not stuffed. Moderation is also about balance. We need a balance of carbohydrates, protein, fat, fibre, vitamins and minerals to maintain a healthy body.

- **Smaller portions.** Reduce the amount of food on your plate. When eating out, don't order huge meals. If you don't feel satisfied at the end of a meal, add more green vegetables or finish the meal with fruit.
- **Take your time.** Eat slowly and stop eating before you feel full.
- **Eat with others whenever possible.** Enjoy meals with family or friends. Eating alone in front of the TV or computer often leads to overeating.
- **Eat a good breakfast and smaller meals during the day.** A good breakfast gives you a good start to the day, and eating small healthy meals keeps up your energy.
- **Fill up on fruit and vegetables.** Eat at least five servings of fruit and vegetables per day. This will fill you up and help you cut back on unhealthy foods.

By following a few simple tips such as the ones above, you can create a tasty, varied and healthy diet that is as good for your mind as it is for your body.

3 **Read the text in Activity 2 again. For each statement below, circle the letter of the correct answer.**

1. When planning a healthy diet, you should _____.

a. add several changes every day **b.** make small changes **c.** eat mostly salads

2. As part of a healthy eating programme, you should _____.

a. find out what is in packaged food **b.** stop eating snacks **c.** drink only sparkling water

3. If you are still hungry at the end of a meal, you should _____.

a. eat until you feel stuffed **b.** drink lots of water **c.** eat more vegetables or fruit

4. As a result of a healthy diet, you will _____.

a. become very thin **b.** eat very small meals **c.** improve your mental and physical health

TIME TO TALK

1. Make a list in your exercise book of six types of behaviour a person should do (or avoid) in order to be healthy. List behaviours related to both food and exercise.
2. Discuss your list with the other members of your group. Create a new group list of the six most important behaviours.
3. Find out who is the healthiest person in your group – in other words, who practises these behaviours most. Then discuss with the rest of the class and find out who is the healthiest person!



Unit 2 Safety in and around the Home

1 **In groups, look at the pictures and discuss questions a and b.**

a. What potential hazard does each picture show?
b. How could this hazard be prevented?

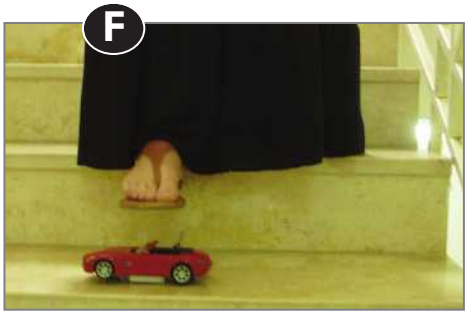












2 **Read the text below. As you read, complete each gap with one of the words in the box.**

attempt cook moving involving prevent enjoy explode plan

Barbecue Safety



Many people (1) _____ having barbecues at home. Barbecues are fun and a great way to relax with family and friends. Barbecues are safe if you (2) _____ them properly, but unfortunately, they can sometimes be the source of serious accidents. The most common types of accidents (3) _____ barbecues are burns, scalds and other injuries related to fire, or injuries caused by sharp objects such as knives.

If you are planning to have a barbecue, there are several things you can do to (4) _____ accidents. First of all, consider carefully where you are going to put your barbecue. Avoid placing it near fences, sheds and trees, or other things which could catch fire. Never (5) _____ to light a barbecue in an enclosed space.

Remember to check that your barbecue is in good condition, especially if you haven't used it for a long time. Start preparing your barbecue early, to ensure it is at the right temperature by the time you are ready to (6) _____. Never pour petrol onto a barbecue, as this is extremely dangerous and can cause it to (7) _____ in your face. When you start to cook, use tools with long handles.

Don't try (8) _____ the barbecue until it has cooled down. Keep an eye on the barbecue at all times. At the end of the evening, make sure the barbecue is completely extinguished.

GRAMMAR RECALL

Infinitives and Gerunds

Verbs, nouns and adjectives can collocate with (go with) infinitives and gerunds. There are no specific rules that govern whether an infinitive or a gerund should be used. Some verbs can collocate with either an infinitive or a gerund.

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

1 She **agreed** to give him the money.
2 He **practised** playing the piano all day.
3 It's **wonderful** to see you again.
4 It's **difficult** knowing when to stop.
5 It's **time** to say goodbye.

a Noun followed by an infinitive.
b Adjective followed by a gerund.
c Verb followed by an infinitive.
d Verb followed by a gerund.
e Adjective followed by an infinitive.

Changes in Meaning

The meanings of some verbs can change depending on whether they are followed by an infinitive or gerund.

Example: He always **forgets** to lock the door. (It's a habit.)
He **hasn't forgotten** seeing the accident. (He can't lose the memory).

top tip

Infinitives and Gerunds

The best way of learning whether verbs are collocated with infinitives or gerunds is through extensive reading, and by recording the collocations in your vocabulary notebook as you come across them.

3 **Read the text in Activity 2 again and find the following things. Write them on the lines.**

1 An example of a verb that is collocated with an infinitive. _____
2 An example of a verb that is collocated with a gerund. _____
3 An example of a verb that is collocated with either an infinitive or a gerund. _____
4 An example of an adjective that is collocated with an infinitive. _____

ACTIVATE YOUR ENGLISH

Safety Rules

Work with a partner. Choose one of the following situations and discuss safety rules for someone planning to do that activity. Make a list of rules and discuss your list with your group.

a playing football on the beach
b rock climbing
c a trip in the desert
d a bike ride in the city
e a boat trip
f a workout in the gym

Unit 3 Be Prepared!

1 **Discuss questions a, b and c in groups.**

a. Is Oman prone to natural disasters? If so, what kind?

b. How can people prepare for (1) a flood (2) a cyclone?

c. Do you think scientists will ever be able to prevent natural disasters? Why/why not?



2 **Read the list of natural disasters in the box below. Check the meanings in your dictionary. Then answer the questions underneath. Write the letters into the boxes.**

a hurricane	**d** avalanche	**g** tornado
b flood	**e** typhoon	**h** earthquake
c cyclone	**f** tsunami	**i** volcanic eruption

1 In which natural disasters is there a strong wind? ☐ ☐ ☐ ☐

2 Which two disasters would be unlikely to happen in Oman? Why is this? ☐ ☐

3 **Read the text below. As you read, underline any unknown vocabulary and check it in your dictionary.**

Cyclone Gonu

Sometimes, cyclones come to Oman. In 2007, a powerful cyclone formed in the west of the Indian Ocean and reached Oman on 5 June. This cyclone, known as Cyclone Gonu, took Oman by surprise. It brought wind speeds of over 130 kms per hour, torrential rain and high water. Cyclone Gonu caused enormous destruction to land and people. Over 70 people died, and according to official sources the estimated cost of the damage was between OMR 1.25 and OMR 1.5 billion.



Courtesy of AFP

Oman's response after Gonu

Immediately after Cyclone Gonu, the government began providing emergency aid to those people who had been worst affected, especially those who had lost their homes or only source of income. Over 200 ready-built houses were made available. Additional help was provided by government agencies such as the

Ministry of Social Development, as well as the Oman Charitable Organisation (OCO).



The Royal Oman Police (ROP) with the help of other organisations, rescued many people from flooded wadis and the rooftops of houses. They re-opened roads and repaired the infrastructure. The Omani public, especially young people and university students, made great efforts to help with the clean-up operation and assist those in need. About 280,000 tonnes of waste were collected and removed.

Thanks to the close co-operation between the government and the public, much of the damage was successfully repaired within about 10 days. Services and telecommunications were restored in many areas, and traffic was soon back to normal. By the end of June, over 90% of the service network and systems had been restored.

Source: Oman 2007-2008, published by the Ministry of Information, Muscat, Sultanate of Oman

top tip

Learning New Vocabulary

When learning new vocabulary, it is not enough to write down words in your exercise book. Make an effort to practise the words actively as well. Set yourself a goal of learning five new English words every week. Try and use these words in conversation or written work.

4 **Read the text in Activity 3 again and find the words below. Match them with the meanings on the right. Write sentences of your own containing the words into your exercise book.**

1	**torrential** (para 1)	**a** ☐	basic features essential to a country, such as roads and electricity
2	**destruction** (para 1)	**b** ☐	pouring down in a very fast strong way
3	**emergency** (para 2)	**c** ☐	returned to its former situation
4	**infrastructure** (para 3)	**d** ☐	the result of something having been destroyed
5	**waste** (para 3)	**e** ☐	unexpected and dangerous situation
6	**restored** (para 4)	**f** ☐	unwanted substances, rubbish

5 **Work in groups. Choose one of the natural disasters listed in Activity 2, or another disaster. Think about an actual example of this disaster. Find out more about it, and give a group presentation to the rest of your class.**

Think about these questions:

- Where did the natural disaster happen?
- When did it happen and how long did it last?
- What damage did it cause?
- What kind of rescue operation was there?
- How could you have helped if you had been there?



Unit 4 Sport and Health

1 **Discuss statements a and b in groups. Say whether you agree or disagree with each statement, and give your reasons.**

a. 'Children these days are more unhealthy than in the past'.

b. 'Our grandparents had easier lives than people today.'



2 **Read the text below. Write short answers to the questions underneath (not more than THREE words for each answer).**

Physical Activity and Health

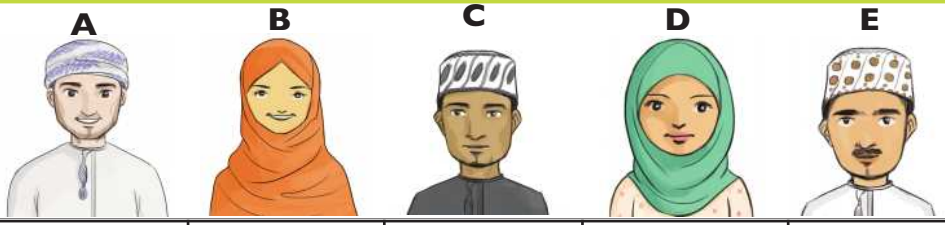
Although modern technology has brought many benefits, it also puts pressure on us in ways that our grandparents, and even parents, never experienced. For example, sitting in front of a computer all day is bad for our posture, and makes our eyes tired and sore. It is therefore not surprising that many people suffer from physical and mental stress.

Sport and physical activity are very important in improving our health. People who do little or no sport or exercise are at greater risk from diseases such as cardiovascular disease, cancer, diabetes and obesity. Sport can also be beneficial for people who are depressed or suffer from stress-related disorders. Projects about sport aim to promote healthy lifestyle choices, such as a balanced diet, especially among children and young people.

Source: www.sportanddev.org

1. What can get damaged by spending too much time in front of a computer? _____
2. Find a word in the text that means 'the condition of being too fat'. _____
3. What is an example of a healthy lifestyle choice? _____

3 **Listen to five people expressing their personal opinions about ways to keep fit. As you listen, fill in the table below. Write brief notes, not complete sentences.**



1 How does this person keep fit?					
2 Why do they like this way of keeping fit?					

SOUND BITES

Expressing Personal Viewpoints

For me, . . .

As far as I'm concerned, . . .

I really think that . . .

The way I see it, . . .

Personally speaking, . . .

I honestly believe that . . .

Without a doubt, . . .

I strongly believe that . . .

In my view, . . .



4 **Listen to the conversation between Nasser and his mother. For each statement, shade in the bubble next to the correct answer.**

1 Who is worried about Ahmed?

◯ his parents ◯ Nasser ◯ the whole family

2 What does Ahmed's mother want him to do?

◯ join a football club ◯ leave home ◯ go out with Nasser

3 How many times has Nasser asked Ahmed to play football?

◯ ten times or more ◯ fewer than ten times ◯ never

4 What is the only way that Ahmed enjoys football?

◯ playing it on the beach ◯ watching it on TV ◯ playing it in computer games

5 **Listen to the conversation again. In your exercise book, note down all the phrases that Nasser and his mother use to express a personal viewpoint.**





Unit 5 What Do You Think?

1 **Discuss the questions below in groups. Give reasons for your answers.**

a. What do you think are the best ways of getting exercise?

b. Do you think gyms are a good idea?

c. Do you, or would you like to, belong to a gym?



2 **Read the essay below, paying particular attention to its structure. Answer questions 1 and 2 underneath.**



Gyms are extremely popular these days, and can be found in hotels and health clubs everywhere. Many people go for a work-out in the gym as often as possible, but in my opinion, there are better ways of keeping fit.

Firstly, I think that gyms can be quite dangerous. They contain many hi-tech machines. It is true that these machines are effective at improving your fitness. However, if you don't know how to use them properly, they can do you harm. People may hurt themselves if they try to pick up heavy weights too quickly, or use running machines at speeds that are too fast.

In my view, gyms are also too expensive. Hotels and health clubs charge huge fees to cover the cost of running the gym. However, there is no need to spend a lot of money on joining a gym. I believe that you can get more enjoyable exercise that is free, for example, playing football on the beach, swimming in the sea, cycling or jogging.

Furthermore, I don't think that gyms are relaxing places. They look cool and attractive, but they are often noisy because of the machines. Many gyms also play loud music. In addition, you may have to drive a long way to get to the gym. This can be very stressful if there is traffic congestion. If the gym is in a built-up public area, it may also be difficult to find somewhere to park.

For all the above reasons, I feel that gyms are not the best way to get exercise. There are other forms of exercise which are less dangerous, less expensive and less stressful.

Source: Framework (Harrison, R.) Canford Publishing 2015

1. What kind of essay is this? Tick the correct box. Be prepared to give reasons for your answer.

☐ narrative ☐ interactive ☐ informative ☐ evaluative

2. What is the writer's purpose in the essay? Tick the correct box.

a. to describe a problem ☐ b. to give some facts ☐

c. to give an opinion ☐ d. to persuade someone ☐

3 Read the essay in Activity 2 again and do the activites below.

1. Is the writer generally 'for' or 'against' gyms? Circle the correct answer. FOR/AGAINST

2. Can you think of a suitable title for the essay?

_____

3. What phrases does the writer use in the essay to introduce his/her opinion? Circle each phrase.
Example: . . . but in my opinion…….. (Paragraph 1)

4. What three main reasons does the writer give to support his/her overall opinion about gyms?
a. _____
b. _____
c. _____

5. How does the writer make his/her reasons stronger? Choose one reason, and give an example.

_____

_____

top tip

Facts and Opinions

It is important not to confuse facts and opinions in writing. Facts are true and can be checked. Opinions are people's own ideas and beliefs. They are often introduced by a phrase such as 'I think that . . . '

FACT: Muscat has a larger population than Salalah.
OPINION: The most beautiful city in Oman is Salalah.

4 Read the statements below, and decide if each one is a fact (F) or an opinion (O). Write F or O in the boxes.

1. In June 2007, Oman was hit by Cyclone Gonu. ☐
2. Smartphones are more useful than laptops. ☐
3. A balanced diet is an important part of healthy living. ☐
4. Rich people are usually happier than poor people. ☐
5. Women are better drivers than men. ☐
6. Jogging is a form of exercise. ☐

5 In your exercise book, write down one fact and one opinion about each of the following. Compare your sentences with a partner's.



a. smartphones **b.** the Internet **c.** junk food
d. shopping malls **e.** road safety **f.** your school

Think of some other topics and make up statements of your own about them. Ask a partner if your statements are facts or opinions.

Across Cultures



Singapore



Official name:	Republic of Singapore
Location:	South-east Asia
Population:	5.54 million
Area:	660 km^2
Languages:	English, Malay, Mandarin, Tamil
Currency:	Singapore dollar

Location and Climate

Singapore is a city-state and island country at the tip of south-east Asia, situated one degree (137 km) north of the Equator. It consists of one large island shaped like a diamond, and over 60 smaller islands. It is separated from Malaysia by the Straits of Johar to the north, and from the islands of Indonesia by the Singapore Strait to the south. It is low lying, and has a tropical climate with two separate monsoon seasons – one from December to March, and the other from June to September.



The Merlion, symbol of Singapore

The People

Singapore is a vibrant city whose architecture is a mixture of modern skyscrapers and old colonial buildings. Similarly, its people are a fascinating mixture. The Chinese and Indian cultures are centred round Chinatown and Little India. The Muslim area of Kampong Glam is the focus of the Islamic community. The most famous street here is Arab Street, lined with shops selling colourful fabrics and restaurants offering delicious Arabic food. There is also a beautiful mosque with a golden dome, the Sultan Mosque, which was built in 1826. Leading off Arab Street, you can find Muscat Street.



Sultan Mosque



Muscat Street

Tourist Attractions

Before 1959, Singapore was a British colony, but in that year it became independent. The new government quickly recognised the importance of tourism development. Since the early 1960s, Singapore has become a major centre of tourism with wonderful attractions to suit everyone. The shopping malls of the main street, Orchard Road, are a shoppers' paradise. For families, there are the exciting attractions of Sentosa Island or breakfast at the

zoo with the orangutans. Those in search of a quieter experience can take a boat trip on the Singapore River or relax in the Botanic Gardens, especially the fabulous Orchid Gardens. Singapore's national flower is a lovely mauve orchid.



Orchids in the Botanic Gardens

Social and Business Progress

Singapore's progress both socially and in business has been tremendous. It leads Asia in education, healthcare, higher life expectancy and quality of life, and 90% of its citizens own their own homes. It is also a centre for global commerce, and for nine consecutive years won the 'Easiest Place to do Business' award from the World Bank. Singapore is also very proud of its national airline, Singapore Airlines, and its international airport, Chengi Airport, which have won many prestigious awards.



Tropical forest in the Botanic Gardens



Singapore at night

Clean and Green

Singapore has a very strong 'Clean and Green' policy. Visitors are impressed by how clean the streets are. This is because there are very strict laws. People who drop litter are fined $1000 dollars for the first conviction, and $5000 dollars for the second. They also have to do community service such as cleaning a public place. The import, selling and possession of chewing gum is banned. The government introduced these laws because it was very costly and difficult to remove chewing gum from public places. In addition, there are laws against smoking. It is not allowed in buses, taxis, cinemas, government offices and many other public places. It is also forbidden to write graffiti on buildings.



The Jewel of Muscat

Picture from the Singapore Maritime Heritage Link Collection

The Jewel of Muscat

In 2010, a special link was created between the people of Oman and the people of Singapore. The Jewel of Muscat, a replica of a ninth century Arab trading ship discovered off the coast of Indonesia, was sailed from Muscat to Singapore. The voyage, which took five months, used only traditional sailing methods and was difficult and at times, dangerous. In Singapore, the ship was presented to the government of Singapore as a gift from HM Sultan Qaboos. Today, visitors to Singapore can see the Jewel of Muscat in the Maritime Experiential Museum on Sentosa Island.

Cultural Comparison **Tourism development in Oman**



- How would you encourage tourists to visit Oman?
- What impresses visitors most about Oman?
- How could a 'clean and green' policy work in Oman?
- What laws could be made to help keep Oman clean?

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

Reading for Pleasure



Genre: Interview

Michael Kelly:
Responsible for the Safety of Millions

Michael Kelly is a top safety professional. For several years, he worked as a senior trainer in fire safety in Oman. The valuable experience he gained in Oman helped him to obtain his current job, Director of Fire and Safety at the Emaar Shopping Group's complex in Dubai, where he is responsible for visitor safety. Michael's background is fire rescue in the UK. Over the years, he attended thousands of incidents and saved many lives. "My job gave me many opportunities to save people and rescue families," he says. "You see people close to death and you give them back a future. You can't put a price on that."

1. How did your career start?

My first job was as a fire rescue officer. I joined the Manchester Fire Rescue Service in the UK at the age of 21. I had also applied to join the Navy, but the Fire Rescue Service offered me a job first.

2. What was the training like?

The training was excellent because it was very disciplined. You had to learn to work as a team, and trust your colleagues and protect each other. We learned leadership skills, and how to give support to each other in the face of danger. Our training officers were very strict, but after we passed our basic training, they were very pleased and took us out for celebrations. The training also instilled in us a great sense of 'camaraderie' – a strong feeling of friendship among people who work together.



3. What was your first experience in fire fighting like?

It didn't go very well! Fire was blazing out of the front window of a building. I was told to get a water jet and get the fire under control. I was very nervous, and I forgot everything I'd learned in my basic training. I

directed the water straight onto the fire. The intense heat immediately converted the water into steam which covered my ears. It was so painful! But it was my own fault. I should have been lying low on the ground which was what I had been trained to do.



4. Have you worked in other countries apart from the UK?

Yes, I worked in Romania. About six years before I was due to retire, the Manchester Fire Sevice gave one of their fire engines to a town in Romania called Tirgue jiu. I volunteered to go to Romania in my free time and show the Romanian Fire Service how to use it. After that, the Romanian Army asked me if I would give them some training about RTAs (Road Traffic Accidents). I did a display for the town which went out on national TV.



5. How did you come to the Middle East?

A British colleague in Romania had a link with the Fire Safety Engineering College (FSEC) in Oman (as it was called at that time). He asked me if I would like to come to Oman and work there. I said yes immediately, as I thought it would be very interesting. When I arrived in Oman, my first job was training a number of senior Omani Fire and Safety Officers on a four week course. From 2006, I delivered training courses not only in Oman, but also in Qatar and other Gulf countries.



You can read more about Michael Kelly on page 41 of your Workbook

Review and Reference

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

- use language associated with health and safety
- differentiate between the usage of infinitives and gerunds
- use language associated with natural disasters
- predict vocabulary in a talk
- express personal viewpoints
- carry out a survey about sport in your class
- differentiate between facts and opinions
- analyse and write an evaluative essay

2 **You have discussed:**

- personal eating habits and national diet in Oman
- healthy behaviours
- potential hazards in and around the home
- natural disasters and how to prepare for them
- sports and games
- whether children today are more unhealthy than in the past
- gyms and the best ways of getting exercise

3 **Glossary of selected words and phrases from the theme:**

- **destruction (n)** – result of something having been destroyed
- **earthquake (n)** – sudden shaking movement of the ground
- **emergency (n)** – unexpected and dangerous situation
- **garbage (n)** – waste or rubbish that is to be thrown away
- **hurricane (n)** – violent storm with extremely strong winds and heavy rain
- **jogging (n)** – activity of running at a slow and steady speed
- **lifeguard (n)** – person whose job it is to save swimmers who are in danger
- **litter (n)** – rubbish left lying in a place; (v) leave rubbish lying in a place
- **posture (n)** – position of your body when you sit, stand or walk
- **prone to (adj)** – likely to have or be affected by something
- **restore (v)** – return something to its former situation
- **sore (adj)** – painful
- **torrential (adj)** – pouring down in a very fast strong way

Theme 4

Citizenship



1 **Look at the title of the theme and the pictures. What topics do you think will be covered in this theme?**

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

Being a **citizen** of a country means that we have the **right** to live, work and **vote** in elections in that country. As citizens we have **legal responsibilities** such as obeying the **law** or paying taxes, and **ethical responsibilities** such as **Civil Participation**, respecting other people, or volunteering for a charity or **NGO** (non-governmental organisation). A person might be considered a responsible or model citizen when they actively **participate** in their **community** to improve it in some way. Citizenship used to mean being a citizen of a particular country, but nowadays many people view themselves as **global** citizens with responsibilities to global as well as local communities.

Unit 1 Being a Citizen

1 **Discuss these questions in groups.**

1. How do people become citizens?
2. How is the concept of citizenship changing?



2 **Scan the text below to find the answers to the questions from Activity 1.**

Citizenship



Definition

The words 'citizen' and 'citizenship' come from the word city. A 'citizen' is a person who legally lives in a country and has the rights and protection of that country. A person can be a citizen of a particular country if they were born in that country, or if they have moved to a country and are granted citizenship by legal process. Being a citizen also means having the rights, privileges and duties of a particular society.

Citizenship can also extend beyond the level of a country. For example, people who are citizens of the Gulf Cooperation Council (GCC) can freely travel and live in GCC countries.

Being a responsible citizen

Being a citizen involves both rights and responsibilities. Citizen rights include the right to live in a country and the right to participate in political process. Citizens also have a duty to be responsible citizens, and contribute to their communities and country. Being a responsible citizen includes both legal and ethical obligations.

Legal and ethical obligations

Depending on the country, legal responsibilities can include paying taxes, serving in the military and obeying laws. To be responsible citizens, people must follow and obey these laws. Ethical responsibilities include respecting the rights of others and making an effort to improve the community. Volunteer work or other types of public service are examples of this. Another duty is to be informed about and be actively involved in Civil Participation. This means being informed about major issues and voting in elections. Finally protecting common resources such as the environment is the responsibility of everyone so that all people can live comfortably.

Global citizenship

Another form of citizenship that is developing is global or world citizenship. Growing numbers of people who travel, live, work and think internationally consider themselves global citizens with rights and responsibilities that involve the whole planet.

3 **Read the text in Activity 2 again and answer the questions below.**

1. What are two rights that citizens have? _____

_____

2. Give two examples of legal responsibilities that citizens have. _____

_____

3. Give two examples of ethical responsibilities that citizens have. _____

_____

4 **Find the words below in the text in Activity 2. Match the words with their definitions.**

1 obligation	☐	**a** doing something without payment
2 volunteer	☐	**b** to follow a law or rule
3 informed	☐	**c** people living together in organized groups
4 obey	☐	**d** something that is morally good
5 ethical	☐	**e** something that must be done for legal or ethical reasons
6 society	☐	**f** having knowledge about something

5 **Write (S) on the line if the words are similar in meaning and (D) if they are different.**

1. __S___ ethical – honest
2. _____ citizen – foreigner
3. _____ society – community
4. _____ obligation – responsibility
5. _____ ethical – unethical
6. _____ participate – take part in

TIME TO TALK

Think of three ways in which you are a responsible citizen.

Share your answers with your group. Then decide who is the most responsible citizen in your group and why.

Unit 2 NGOs

1 **Look at the three logos and discuss the questions below.**

1. Look at the logos of these Omani NGOs. What kind of work do these NGOs do?
2. Do you think that NGOs are important? Why?

1.



2.



3.



2 **Read the texts below and check your answers to question 1 from Activity 1.**

Dar al Atta'a

This Omani charity was established in 2002. It runs a range of programmes to help disadvantaged people in Oman. As part of the 2015 programme, 1,200 Iftar packets were distributed every day at mosques in Muscat. Speaking about the initiative, the marketing director said, 'Previously, we used to set up tents across several places in Oman but since last year we have been distributing Iftar packets instead. This is more organised and faster.'

Source: http://daralatta.org/en/

Association of Early Intervention for Children with Disabilities (AEICD)

AEICD provides a specialist day care centre for disabled children aged 0-6 years in Oman. The centre was set up in 2000. At that time there used to be just 15 children and 6 teachers. Now the organisation helps several hundred children and their families. Before the centre was established, there didn't use to be day care of this kind for disabled children in Oman.

Source: http://aei.org.om/index.php/early-intervention/

Environmental Society Oman (ESO)

ESO was founded in 2004 to protect and to raise awareness about the environment in Oman. It works with government organisations to research, monitor and protect a number of different species including turtles, whales, Wa'al and falcons. Its turtle conservation project is very important. Numbers of turtles worldwide used to be much higher than they are now. Although turtle populations worldwide have decreased, significant numbers still nest in Oman, making it one of the world's most important locations for turtle survival. ESO works to tag, protect and educate people about turtles in Oman.

Source: http://www.eso.org.om/

GRAMMAR RECALL

Used to + Infinitive

'Used to + infinitive' refers to habits or situations in the past that no longer happen now.

a. Read the sentences below and match them to the options on the right

1. Before 1970 there only **used to be** 3 formal schools in Oman.
2. I **used to dislike** learning English, but now I really enjoy it.
3. I **never used to** eat spicy food.
4. There **didn't use to be** as much traffic in Muscat.
5. Who **used to live** here?
6. Did you **use to live** in Nizwa?

a. negative (did not)
b. question (did)
c. affirmative
d. question (wh- words)
e. negative (never)
f. comparison between past and present

Note: The negative with 'didn't' is formed with 'use to + infinitive, not 'used to'.

b. Underline examples of 'used to + infinitive' in the three texts about NGOs in Activity 2.

3 **Use the prompts below and ideas of your own to write five sentences about your past habits. Then read your sentences to your group.**

live in	drink coffee, tea…	study
have (long hair, a phone…)	spend money on…	dream about
enjoy	play (football, tennis…)	be (lazy, shy…)

Examples:



top tip

Extended Answers

When you speak, try to avoid giving one word or short answers. Extend your answers by giving reasons, examples and personal opinions.

ACTIVATE YOUR ENGLISH

Work in a group to complete and discuss the following tasks.

1. Make a list of any other NGOs that you know.
2. Share your list with your group.
3. Choose one NGO from the list that you would most like to volunteer for.
4. Explain why you would like to volunteer for that NGO and how you think you could help.

NGOs

- Dar al Atta'a
- AEICD
- ESO
- .....
- .....
- .....

Unit 3 Model Citizens

1 **Look at the pictures below. Use the pictures to make some predictions about what the texts below might be about.**





2 **Read the texts and check your predictions from Activity 1.**

A



Um Hood, Al Rahma Charity Team

Sheikhah Al Mahrooqi, known as Um Hood, dedicated 20 years of her life to charity work. She started by working independently in her community to promote volunteer work and support people in need. Um Hood and her friend Um Sarah decided to concentrate on the Seeb, in the Muscat Governorate. They gathered statistics of families in need and coordinated volunteers to help. When Cyclone Gonu hit in 2007, they were able to provide extensive and immediate help to people in Seeb affected by the cyclone.

As a result of this work, the government asked them to form an official organisation. In 2008, they started 'Al Rahma Charity Team', which was originally called 'Oman Al-Khair Team'. The organisation supports people through a range of different activities, such as sponsoring families, providing food, furniture and clothes, assisting people in finding work, and improving houses and living conditions. In 2012, the government asked Um Hood to start a similar organisation for the Bausher area of Muscat. So she started Al Nidaa Charity Team.

Sadly, Um Hood passed away in 2014. However, her good work continues. The Al Rahma and Al Nidaa charity teams now have more than 8,000 members across Oman.

B

Pat Shepherd, Founder of the One Percent Collective



Pat Shepherd, founder of the One Percent Collective, had a little idea that inspired a lot of people. In 2010, he came across the philosophy of Peter Singer who suggests that if the world's wealthiest people donated just a fraction of their wealth, huge steps to eradicate poverty could be taken.

Pat decided that reaching the wealthiest people in the world might be challenging. Instead he decided to ask lots of people to donate a small amount to charity. This is the central concept of the One Percent Collective, which asks people to donate 1% of their salary. Through the charity, Pat works to bring communities together around the concept of collective generosity. He wants to inspire people to donate to charity and change the way in which people donate.

Since it was founded, the One Percent Collective has raised more than $150,000. Six charities, including a shelter for homeless people, a food education charity, a charity that supports young entrepreneurs and a healthcare technology charity currently benefit from these funds. Raising money for these charities means that they can focus on the important work they do, rather than fundraising.

3 **Read the texts from Activity 2 again and find the verbs that match the definitions given below. Write the verbs in the infinitive form. One example has been done for you.**

A
1. (to) dedicate — to give your time or energy to something
2. _____ — to give money to support an event or activity
3. _____ — to give something, mainly money, to a person or organisation

B
4. _____ — to get rid of something completely
5. _____ — to make someone feel that they really want to do something
6. _____ — to collect money for a purpose, especially for a charity

4 **Complete the sentences below. Shade in the bubble next to the correct option.**

1. Um Hood is an example of a model citizen because she _____ her life to helping people in need.

○ donated ○ promoted ○ dedicated

2. Pat Shepherd was inspired by the idea that if the world's wealthiest people donated a fraction of their wealth, it would be possible to _____ poverty.

○ eradicate ○ promote ○ sponsor

3. The Al Rahma Charity Team supports people by _____ families, helping people find work, and providing food, furniture and clothes.

○ fundraising ○ sponsoring ○ inspiring

4. Pat Shepherd aims to _____ people and communities to donate a small percent of their salaries to charities.

○ promote ○ fundraise ○ inspire

5. The One Percent Collective has _____ money to a range of organisations including a charity for young business people and a homeless shelter.

○ donated ○ supported ○ dedicated

6. A key aim of the One Percent Collective is to _____ so that charities can focus on the work they do.

○ sponsor events ○ eradicate poverty ○ help with fundraising

5 **Discuss the questions below in groups.**

1. What does the term 'model citizen' mean to you?
2. Do you think that Um Hood and Pat Shepherd are good examples of model citizens? Why?
3. Can you think of anyone from your town or city who is a model citizen?
4. What could you do to be a model citizen?

Unit 4 Being an Omani Citizen

1 **What does being an Omani citizen mean to you?**

2 **Read the information about Elayne below. Underline key words or phrases to listen for. Then listen to the interview with Elayne and answer the multiple choice questions.**

top tip

Listening for Key Words

Indentifying key words or phrases in a listening activity is helpful. It is more efficient to listen for key words and phrases than trying to understand everything a speaker says.

"Hi. I'm Elayne. I'm thirty years old and I work as a marine biologist. I was born in England but I've lived in Oman since I was 6 weeks old. In 2008, I officially became an Omani citizen."



1. How does Elayne define citizenship?
   a) Living in a country
   b) How a person acts in their community
   c) Having a passport for a country

2. Why did Elayne decide to become an Omani citizen?
   a) Because she feels more Omani than British after spending most of her life in Oman
   b) Because she looks and speaks like an Omani
   c) Because Omani people are very friendly and welcoming



3. Which **four** words does Elayne use to describe Oman? (Select all the relevant answers)
   a) peaceful b) traditional c) hospitable
   d) beautiful e) family orientated f) diverse

4. How does Elayne think she is similar to Omanis born in Oman?
   a) She dresses like an Omani
   b) She speaks fluent Arabic
   c) She is proud of the country

3 **Listen to the interview again and complete the activity below.**

What two things does Elayne mention when asked about her responsibilities as an Omani citizen? Make some notes.

1. _____

2. _____

SOUND BITES

Making Statements

To me citizenship means how you act in your community.
I love Oman because it's my home.
I think it's my responsibility as a citizen to uphold Oman's strong moral and cultural values.
I want to contribute to Oman by helping educate people about marine life here.
I feel it's my duty to spread awareness about an issue I'm passionate about.
I'm very proud of the country because of what it has achieved.
Omanis are hospitable, proud and generous.

4 **Listen to the phrases in the Soundbites box and practise saying them. Then do the activity below.**

Look at the underlined words in the Soundbites box.
Elayne uses these words to describe Oman and Omani people.

1. Look back at Activity 2. Underline other useful words for describing Oman and Omani people.
2. List 5 more words you would use to describe Oman and Omani people. Share them with a partner. Add any new words your partner suggests to your list.

_____

_____

5 **The questions below are from the interview with Elayne. Make some notes about your own answers to these questions.**

1. What does citizenship mean to you?
2. What do you love about Oman?
3. What do you think your responsibilities as an Omani citizen are?
4. In what ways are you similar or different to Elayne?



6 **Interview a partner about what being an Omani citizen means to them. Ask the questions from Activity 5, and use the phrases from the Soundbites box and the vocabulary from Activity 4 in your answers.**



Unit 5 Global Citizenship

1 **Discuss in groups, what you think the term 'global citizen' means. Add any ideas you have to the table below.**

What?	Who?	Where?	How?	Why?

2 **Read the short informative essay below. Complete the table with information from the text.**

Global Citizenship



As the world has become more connected through globalisation, the concept of 'global citizenship' has developed and is becoming increasingly more important.

This essay outlines what is meant by the term global citizen, who can be a global citizen, how people can be global citizens and why global citizenship is important.

What is a global citizen?

In many ways, being a global citizen is similar to being a responsible citizen in your own community. However, it is different to national citizenship because becoming a global citizen is a choice rather than a result of where a person is born. Anyone can be a global citizen, and it does not matter where you live or which countries you have travelled to. Global citizens are aware of the wider world, understand how the world works and they have a sense of their role in the world. They also learn about, respect and value other people and cultures.

How can we be global citizens?

A useful phrase to explain how we can be global citizens is "think globally, act locally". Global citizens believe that they have responsibilities to both local and global communities. There are many different types of communities, from the local to the global, from religious to political groups. Global citizens are connected to these communities and actively participate in them. Participation can include making responsible personal choices such as saving energy, voting and volunteering.

Why is global citizenship important?

Issues that are important to global citizens may include the environment, poverty, trade, health, peace and human rights. Taking action to address these issues is important because this generation will face some of the world's greatest challenges. They will need to find ways of supplying food, water and energy to more than 7 billion people as the natural resources available become fewer and fewer. Therefore, it is essential for people from different countries to work together as a global community to address these challenges.

top tip

Creating Cohesion

It is very important to create cohesion in your writing. Cohesive devices help link ideas in your writing together. You can do this by using cohesive devices such as repetition of key words, using conjunctions (and, but, moreover) and using pronouns (it, they, this, that) to link back to nouns.

3 **Read the information about the different types of cohesive devices in the text about Global Citizenship. Then follow the instructions to find examples of the cohesive devices.**

The text moves from general to more specific

1. Look at the subheadings for paragraphs 2, 3 and 4. Write the question word used in each subheading.

_____ → _____ → _____

Repetition of key words/ phrases
The key phrases '*global citizen*', '*global citizenship*' and '*being a global citizen*' are repeated through the text.

2. Circle these phrases in the text.

Pronouns (it, they, this, that) that link back to nouns
Pronouns can be used to refer back to words and phrases in a text. One useful way to use pronouns is to use this/these + noun to link back to a previous idea or issue.

3. Look at the underlined example <u>*these communities*</u> which links back to the sentence '*There are many different types of communities, from the local to the global, from religious to political groups.*' Find 2 more examples of *these* + *noun* and identify the information they link to.

these + noun	**information referred to**
these _____	_____
these _____	_____

4 **Decide if you agree or disagree with the statements below.**
Discuss your opinions in groups and give reasons and examples to support your answers.

1. Participating as a global citizen is important.
2. I am an active global citizen.

5 **Use the information from the text and your ideas from Activity 4 to write your own definition of a global citizen. Write your definition into your exercise book.**

Across Cultures

Morocco



Official Name: Kingdom of Morocco
Location: Northwest Africa
Capital: Rabat
Population: 33 million
Languages: Arabic (official), Berber and French
Religions: Islam (about 99 percent of the population)
Currency: Moroccan Dirham



The Land

Morocco, about twice the size of Oman, is the westernmost country of North Africa. It is bounded in the north by the Mediterranean Sea, in the west by the Atlantic Ocean, in the east by Algeria and in the south by Mauritania. The country has two major mountain ranges. The Rif Mountains, reaching as high as 2,200 metres, follow the Mediterranean coast in the north. The Atlas Mountains with peaks of over 3,300 metres stretch from the south to the Algerian border in the northeast. Between the Atlantic coast and the Atlas Mountains is a fertile plain. The Sahara Desert lies to the east and southeast of the Atlas Mountains.

The People

Moroccan culture is a mix of Arab, Berber, European and African influences. Arabs and Berbers, the native inhabitants of Morocco, make up over 99 per cent of the population. Despite centuries of contact with Arabic and Western culture, Berbers living in the country's mountainous areas have preserved their language and culture. Arabic is the official language and is spoken by two-thirds of the population. About a third of the people can speak one of the three main Berber dialects which are now being taught in some schools. French is important in business, government and education. Spanish and English are also spoken.

Education

The first nine years of education are free and compulsory. The literacy rate is just over 50 per cent, about 66 per cent for males and 40 per cent for females. There are 14 state-funded universities and more than 50 other institutes of higher education. Mohammed V University in Rabat is the largest and one of the most prestigious universities. Al Karaouine University in Fès, founded in 859, is a centre of Islamic studies and the oldest university in the Maghreb. A private English-medium university, Al Akhawayn, was founded in 1993.

The Economy

The Moroccan economy has been relatively stable for years, but has not grown fast enough to provide full employment. The unemployment rate in urban areas is about 20 per cent despite government efforts to expand the economy. Many Moroccans have gone to European Union countries to find jobs. Money sent home by people working abroad is a significant part of national income. About half of the working population are employed in agriculture. Service



The main square, Jamaa El-Fna, Marrakech

industries, including a large tourism sector, employ another 35 per cent of the population, and the other 15 per cent are employed in manufacturing.

Agriculture is the most important economic sector. Products include barley, wheat, citrus fruits, olives, vegetables and livestock. Important industries are phosphate mining and processing, food processing, leather goods, textiles, construction and tourism.

Culture

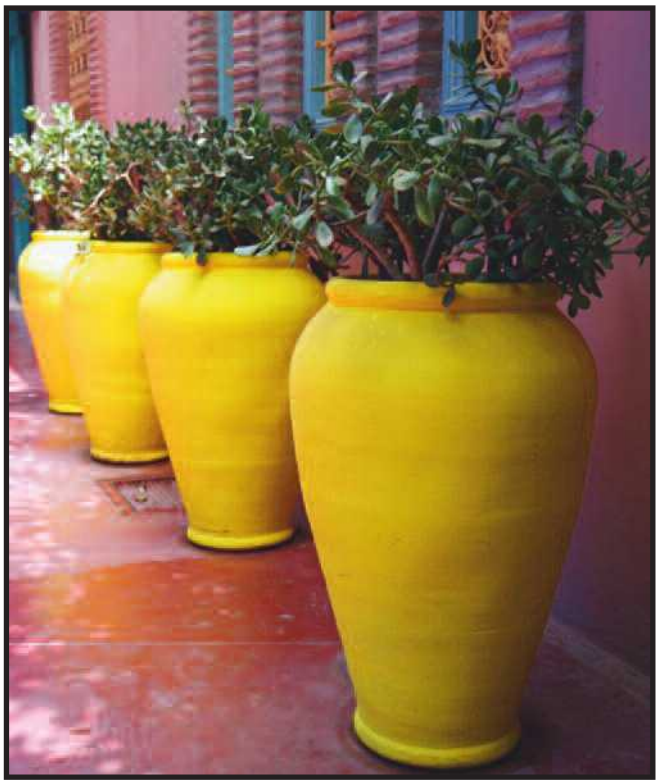
Morocco has a strong oral literary tradition. Stories passed down from generation to generation (oral literature), both Arabic and Berber, are important parts of Moroccan culture. UNESCO has recognised the main square in Marrakech, the Jamaa El-Fna, as the first World Heritage Site for Oral Tradition.

Moroccan literature, influenced by Middle Eastern and Western literary styles, is written in Arabic, Berber and French. In the 1950s and 1960s, Morocco attracted expatriate writers such as Pierre Loti of France who have brought international attention to Morocco and also to Moroccan writers. Moroccan music has benefited from Arab, Berber, African, and Spanish influences. It relies on traditional drums and wind instruments. Rai, a type of Algerian music that combines traditional music with rock, reggae, and Moroccan pop, is popular with many young Moroccans.

Morocco has close connections to international cinema. The Marrakech International Film Festival is an important venue for films hoping to attract international audiences. Morocco's beautiful landscapes and ancient cities have made it a major site for film production. More than a thousand international film productions are shot there every year.



Berber folk singers



Traditional Moroccan pottery brightens up the streets of Rabat

Sources:

www.countryreports.org
www.maroc.ma
www.freedigitalphotos.net

Cultural Comparison
Art and Culture

- What traditional folktales are there in Oman?
- What traditional Omani handicrafts are there?
- What are some traditional Omani musical instruments?
- What other art forms exist in Omani culture?

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

Reading for Pleasure

Genre: Biography

Nelson Mandela:
The Battle for Equal Rights





Nelson Mandela was the first black President of South Africa. He is famous for his long fight against racial prejudice. He spent 27 years in prison for trying to overthrow a government in favour of apartheid – a system by which white people and non-white people are kept separate. As President, he was respected for his courage, humanity and wisdom in bringing people together to live in peace.

Early Career

Nelson Mandela was born on 18 July 1918 in the Transkei province, a beautiful area in South Africa. When he was a young man, he went to Johannesburg and studied law. However, he quickly became aware of the injustices caused by the apartheid laws. There were black people and white people in South Africa, but the government consisted only of white people. Most black people were poor, and worked on farms, in factories or gold mines.

White and non-white people were separated in all areas of life. Non-white people did not have the same rights as white people. (Non-white people meant black people, people from Asia and people of mixed race). Black and white people were not allowed to marry, and black and white children went to different schools. Sports teams were all-white or all-black, but never mixed. From 1948, there were even 'Whites Only' signs in taxis, buses, restaurants and hotels.



The young Nelson Mandela

The African National Congress (ANC)

Mandela and his friend, Oliver Tambo, set up South Africa's first black law firm. Many poor black people started coming to them for help. In 1944, Mandela joined an organisation called the African National Congress (ANC) and became an active member. The ANC wanted black South Africans to have the same political rights as white South Africans. But speaking out against the government was dangerous. In

1956, Mandela and 155 other people were arrested. After a trial lasting five years, he was set free in 1961.

Robben Island

In 1962, Mandela and several other members of the ANC were arrested again. This time, Mandela was charged with sabotage – the crime of trying to overthrow the government. This was a very serious accusation which carried the death sentence. However, the judge sentenced Mandela and his friends to imprisonment for life.

Mandela was sent to prison on Robben Island, a small island about 11 kilometres from the mainland. Life on Robben Island was extremely hard. Mandela had to do 'hard labour' – breaking rocks and stones. The prisoners could only write and receive one letter every six months, and have one visitor every six months. Mandela's wife, Winnie, came to see him with their two daughters, but she was only allowed to stay for 30 minutes. He did not see her again for two years.



Free Nelson Mandela!

Nelson Mandela was in prison, but that did not mean he was forgotten. Many people around the world had heard about him. They thought it was very unjust that Mandela should be in prison for speaking out against the South African government, and they campaigned to free him. Mandela became very famous. After 18 years in prison in Robben Island, he was transferred to other prisons on the mainland, where prison life was not as hard.





You can read more about Nelson Mandela on page 55 of your Workbook

Review and Reference

1

In this theme you have learned how to:

- use vocabulary related to citizenship
- correctly form and use 'used to + infinitive' to talk about habits or situations that happened in the past but no longer happen now
- use language to describe Oman and Omani people
- make statements and give extended answers
- identify key words to listen for in listening texts
- analyse cohesion in an informative essay
- plan and write an informative essay

2

You have discussed:

- what being a responsible citizen involves
- an NGO that you would like to volunteer for
- how your life has changed from the past to now
- differences between responsible and irresponsible citizens
- what it means to be a model citizen
- your views about being an Omani citizen
- global citizenship

3

Glossary of selected words from this text:

• **charity (n)**	an organisation that helps people in need
• **diverse (adj)**	having many different things
• **donate (v)**	give something, often money, to a person or organisation
• **fundraise (v)**	collect money for a purpose, especially for a charity
• **hospitable (adj)**	generous towards strangers or guests
• **inspire (v)**	make someone feel like they really want to do something
• **proud (adj)**	feeling happy about your achievements or people you are connected with
• **residence (n)**	living in a place
• **respect (v)**	treat someone in a polite and kind way
• **responsibility (n)**	something that is your job or your legal or ethical obligation to do
• **tolerance (n)**	accepting someone's beliefs without criticising or disagreeing with them
• **uphold (v)**	support an idea by what you say and do

Communication Activities

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Communication Activity 1

Work with a partner. Follow the instructions below and carry out an interview after the disaster on the *Titanic*. Before you start, make notes about yourself (Student A) and the questions you are going to ask (Student B). When you have finished the interview, change roles. Act out your interview in front of the class. If possible, make a recording of your interview.

Student A

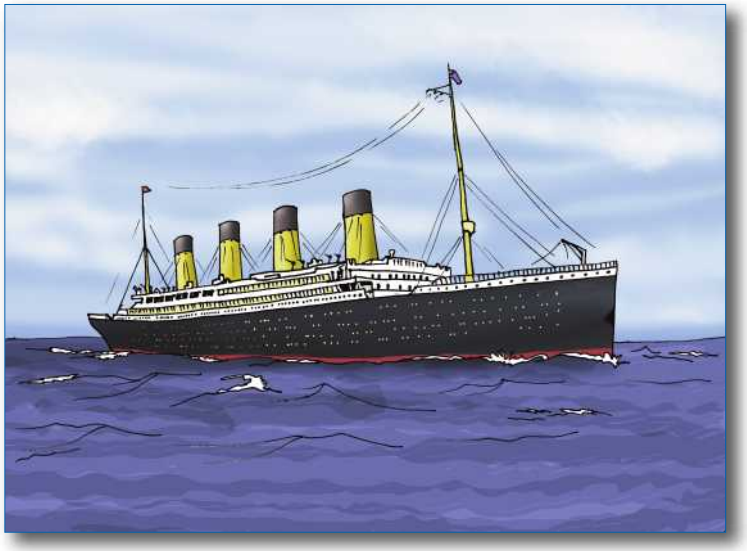
Imagine that you are a passenger who has survived the disaster on the *Titanic*. Decide what happened to you on the ship. Think about these questions, then add some more information of your own.

- Why were you travelling to America?
- Which class were you travelling in? (first, second, third)
- Were you travelling alone, or with family or friends?
- What were you doing when the ship hit the iceberg?
- What did you do when you knew the ship was in trouble?
- Did you get into a lifeboat or did you jump into the water?
- What happened to you when you arrived in New York?

Student B

Imagine that you are a reporter working for the *New York Daily Star* newspaper. You are going to interview a survivor of the disaster on the *Titanic*. Ask the questions below and add some others. Make notes of the answers in your exercise book.

- What happened on the ship?
- How do you feel about the disaster?
- How has your life changed?
- What are you going to do now?



Communication Activity 2

Psychologists have associated some characteristics of people with certain characteristics of animals. In pairs, look at the pictures of the animals. Read descriptions 1-8 and match each animal to the most appropriate description. Do you agree with the descriptions? Discuss.

A parrot



B lion



C giraffe



D monkey



E tortoise



F cat



G rhino



H owl



1 I love to wear bright colours to work. ☐

2 I look down on everyone else. ☐

3 I'm very sociable. I like playing tricks on my colleagues. ☐

4 I have excellent leadership skills. ☐

5 I'm very wise. I know a lot of things. ☐

6 I'm a very slow and careful worker. ☐

7 I like working independently. I like sleeping too. ☐

8 I'm thick-skinned and not very sensitive to people's feelings. ☐

Source: www.bigfoto.com