Sultanate of Oman
Ministry of Education

Second Edition

Workbook

Grade 12B

Engage

With English

2016



His Majesty Sultan Qaboos Bin Said, Sultan of Oman

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

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	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 Outcomes for Grade 12B

Theme 1 News and the Media

- can read and listen for both gist and detail
- can use reported and direct speech
- can use vocabulary associated with news and the media
- can predict vocabulary in a news story from headlines
- can interrupt politely, allow and block interruptions
- can work with others to create and present a news story
- can sequence events in a narrative
- can write a narrative story based on a picture sequence

Theme 2 Work and Careers

- can improve reading speed through timed reading practice
- can use vocabulary associated with personality types and jobs
- can analyse and understand different job advertisements
- can use modals of obligation, desirability and necessity
- can use suffixes
- can use language for persuading, convincing and urging
- can write a CV and fill in a job application form
- can write a covering letter for a job application

Theme 3 Health and Safety

- can predict the content of a reading text
- can use vocabulary associated with different aspects of health and safety
- can collocate verbs with the appropriate infinitive or gerund
- can use vocabulary associated with natural disasters
- can use a richer variety of lexical items
- can express personal viewpoints
- can differentiate between facts and opinions
- can analyse and write an evaluative essay

Theme 4 Citizenship

- can read for gist and detail
- can talk about situations in the past that no longer happen now
- can use vocabulary associated with citizenship
- can collocate verbs and nouns to form phrases
- can make statements
- can give extended answers
- can identify and use cohesive devices
- can analyse and write an informative essay

Unit 1 Press Photography

1 **Read the text on pages 2 and 3 of your Coursebook again. Write short answers to the questions below (not more than FOUR words for each answer).**

1. Name three different kinds of celebrities.

_____

2. What was Paparazzo's profession?

_____

3. How do the paparazzi make celebrities come out of buildings?

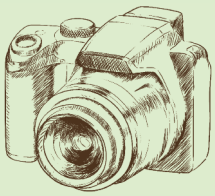
_____

4. Who did a lot of people blame for Diana's death?

_____

2 **Read the information below. Decide if the statements under the text are True (T), False (F) or there is no information given (NG). Write T, F or NG in each box.**

A Career in Press Photography



If you are interested in current affairs, are good at taking pictures and have the right technical ability, you could consider a career in press photography.

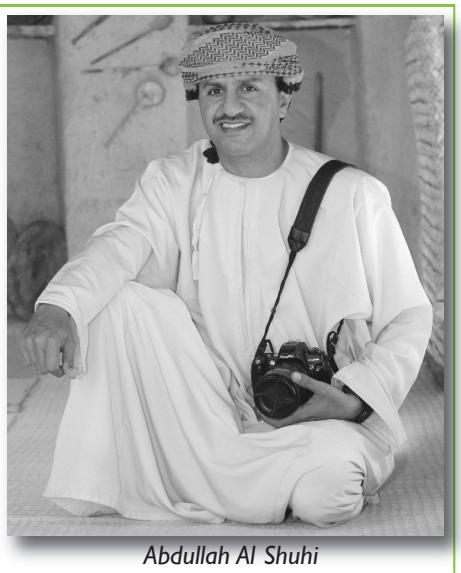
Press photographers take pictures to record news, current events and stories. Their aim is to capture the best images to show an event, tell a story or convey a message. The pictures are printed in newspapers, magazines or appear online. Press photographers can specialise in a number of different areas, including sport, war, current events and entertainment.

A press photographer's job can develop into photojournalism. Photojournalists must have a talent for investigating and telling a story, using pictures and words to convey the message. Photojournalists often work for magazines rather than newspapers, and can work on projects over a long period of time.

1. Press photographers only need to be able to take good pictures. ☐
2. Most press photographers specialise in entertainment. ☐
3. Press photography and photojournalism are the same thing. ☐
4. Photojournalists don't only use pictures. ☐



3 **Look at the picture on the right. Guess what Abdullah Al Shuhi's job is. Read the interview and answer the three questions underneath in your exercise book.**



Abdullah Al Shuhi

Interviewer: Do you work for newspapers or magazines, Abdullah?

Abdullah: I used to take pictures mostly for newspapers, but recently I've started doing magazine work as well.

Interviewer: How did you get into press photography?

Abdullah: After I left school, I got a job as a technician on a newspaper, developing photos. During this time, I learned a lot about photography. When the three photographers on the newspaper retired, I had the chance to become a press photographer myself.

Interviewer: What qualities does a good press photographer need?

Abdullah: You need to understand your camera, and know how it works, and keep yourself up to date with all the latest digital technology. You also need a passion for photography.

Interviewer: Why are photographs so important?

Abdullah: Most people today are very busy and don't have time for reading articles. They want a quick summary of an event. A picture can get the message across very quickly. That's why about 60% of a newspaper often consists of pictures.

Interviewer: What advice do you have for young people who want to be press photographers?

Abdullah: Press photography is a great job, but you have to work hard. You can take hundreds of pictures but maybe only one or two will be good. So you should learn to be very patient.

1. How did Abdullah first learn about photography?
2. Why are there so many pictures in a newspaper?
3. What two things does Abdullah advise young people to do?

4 **Read the text in Activity 3 again. For each item, shade in the bubble next to the correct answer.**

1. Abdullah takes pictures for _____.

◯ mostly newspapers ◯ only magazines ◯ newspapers and magazines

2. Abdullah's first job on a newspaper was _____.

◯ developing pictures ◯ helping photographers ◯ taking photographs

3. A press photographer must be passionate about _____.

◯ his camera ◯ digital technology ◯ photography

4. Pictures are important because people today _____.

◯ don't enjoy reading ◯ want to get news quickly ◯ are too lazy to read articles

Unit 2 The Skill of Interviewing

1 **Read the information below about TVC, a television company. Then read the questionnaire.**

TVC is planning some new programmes. They want to find out what kind of programmes would interest people. Laila, a TV researcher, has prepared a questionnaire for members of the public.



Questionnaire

TV @

1. **Age:** 21 and under ☐ 22 - 50 ☐ over 50 ☐
2. **Gender:** male ☐ female ☐
3. **Family Status:** single ☐ married ☐ married with children ☐
4. **Employment:** student ☐ full-time job ☐ part-time job ☐ unemployed ☐

5. **What do you like doing at weekends?**

shopping ☐ going to the cinema ☐ visiting family and friends ☐
eating out ☐ watching TV ☐ playing computer games ☐
playing sport ☐ going to the beach ☐ going to a health club ☐

6. **Do you have a pet? YES/NO If yes, what kind?**

cat ☐ dog ☐ fish ☐ rabbit ☐ bird ☐ hamster ☐ turtle ☐

7. **Do you do a sport? YES/NO If yes, what sports do you enjoy?**

running ☐ football ☐ swimming ☐ tennis ☐ basketball ☐ golf ☐

8. **How much TV do you watch every day?**

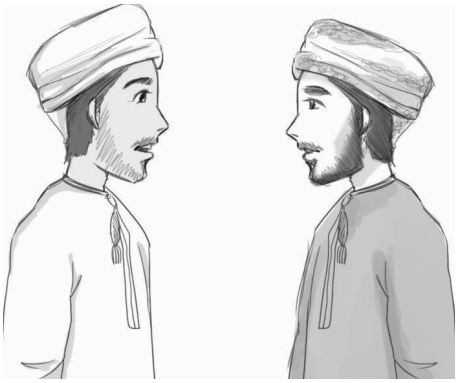
less than an hour ☐ 1 - 2 hours ☐ 3 - 4 hours ☐ more than 4 hours ☐

9. **What kind of TV programmes do you enjoy most?**

sport ☐ movies and drama ☐ news ☐ comedy ☐
soap operas ☐ documentaries ☐ cooking ☐ talk shows ☐

2 **Laila interviews a member of the public, Khalid. Listen to the conversation. As you listen, tick (✓) Khalid's answers in the boxes in the questionnaire above.**

3 **Read the conversation between Khalid and his friend, Nasser. Refer to Laila's questionnaire in Activity 1. Complete Khalid's answers in the dialogue below in reported speech. The first one has been done for you as an example.**



Khalid: Hey, guess what! yesterday I took part in some market research for TVC. The interviewer's name was Laila. She asked me a lot of questions.

Nasser: Really? What did she ask you?

Khalid: Well, first, she asked me how old I was, and if I was married. She wanted to know if I **(1) was employed** and if it was full-time. Then she asked me **(2)** _____ .

Nasser: What did you say?

Khalid: I said I liked visiting family and friends and going to the beach.

Nasser: What else did she ask you?

Khalid: She asked me if **(3)** _____. Then she wanted to know if I did any sports and if so, **(4)** _____. So I said I liked swimming and going to the gym.

Nasser: Didn't she ask you anything about television?

Khalid: Yes. She wanted to know **(5)** _____. And then she asked me **(6)** _____.

4 **Rewrite the sentences below in reported speech, using the verbs in brackets. The first one has been done for you as an example.**

a "You are always late." (complain)
He complained that I was always late.

b "You're absolutely right." (agree)
He _____

c "My name is David." (reply)
He _____

d "Swimming in the sea is good for you." (say)
He _____

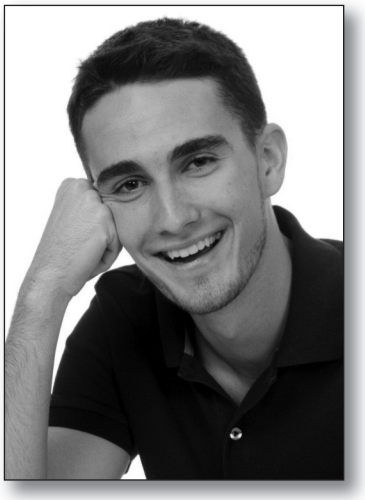
e "I'm late because of the traffic." (explain)
He _____

f "You can't park outside my shop." (insist)
He _____

5 **Turn to page 74 of your Workbook and complete the Grammar Practice Activites.**

Unit 3 News Stories

1 **Listen to the interview with Jack about news stories. Write short answers to the questions (not more than THREE words).**



1. How does Jack get news?

   _____

2. What does he like about newspaper headlines?

   _____

3. What kind of news stories does he enjoy most?

   _____

4. What doesn't he like reading about?

   _____

2 **Read the information about adjectives, and the pairs of adjectives in the box below. Then complete activities A and B in the box underneath.**

Adjectives ending in **–ed** describe how we feel about someone or something.

Adjectives ending in **–ing** describe someone or something that has an effect on us.

interested/interesting	excited/exciting	disappointed/disappointing
shocked/shocking	amused/amusing	surprised/surprising

A Circle the correct adjective in each of the following sentences. The first one has been done for you.

1. I am not very **interested/interesting** in the lives of celebrities.
2. I watched an **amused/amusing** film on TV last night. It was so funny that I couldn't stop laughing.
3. Maha has some **excited/exciting** plans for the future.
4. Ali was very **disappointed/disappointing** that his team lost the match.
5. Those statistics about traffic congestion are very **shocked/shocking**.
6. I was **surprised/surprising** to see Fatma in class today. I thought she had gone to Dubai.

B With a partner, think of similar pairs of adjectives. Make a list in your exercise book. Then write pairs of sentences to show the differences between the adjectives.

3 **A. Refer to Coursebook, page 7, Activity 4. Read the story below. Does it answer the questions you asked about the story?**

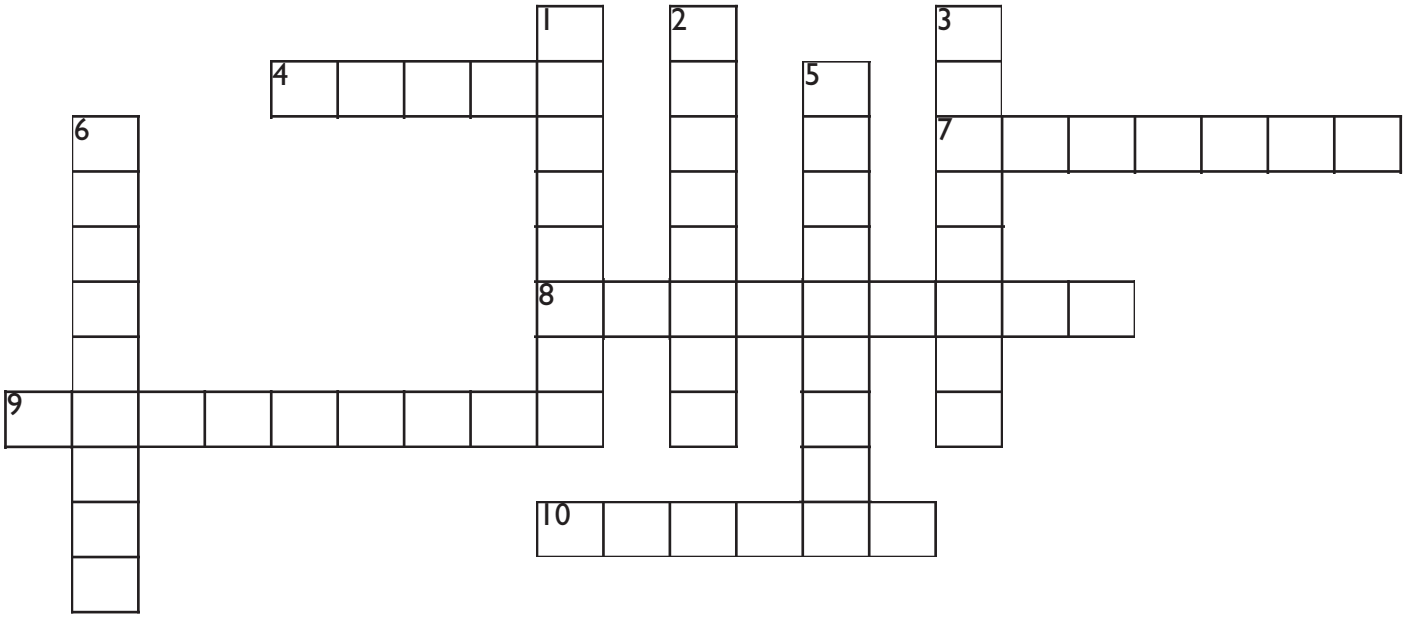
Omani boy saves tourist from drowning



A 17 year old Omani boy was walking on the beach at Sohar when he heard someone shouting for help. He saw a man waving to him from the sea. The boy rushed into the water and brought the man safely to the shore. Later, the man, a tourist from Germany, said, "This boy is very brave. He saved my life."

B. Choose one of the headlines in Coursebook, page 7, Activity 4. Write a short news story to go with the headline, using the vocabulary you predicted to help you.

4 **Complete the crossword. All the words are in Units 1 – 3 of this theme.**



Clues Across

4. newspapers, radio, TV etc
7. funny
8. formal meeting in which you ask someone questions
9. working independently for different companies
10. very sad

Clues Down

1. photojournalists often work for this
2. one of the jobs on a newspaper
3. heading at the top of a newspaper article
5. photographers who hunt famous people
6. famous star like an actor or sportsman

5 **Turn to Communication Activity 1 on page 64 of your Workbook and carry out a survey of how people get news. Write a short report about your findings.**

Unit 4 Working in the Media

1 ***Listen to Jon Turner, a TV director, talking about his job. First, read through the topics in the list below. Then, as you listen, number the topics he talks about in the order that you hear them.***

Note that TWO topics are not mentioned. Write the letters of these topics in the boxes.



Jon Turner filming on location

a	advice for others	_____	**e**	best thing about the job	_____
b	challenges	_____	**f**	regrets	_____
c	future plans	_____	**g**	memorable moments	_____
d	qualities needed for the job	_____	**h**	what the job involves	1

Topics not mentioned = ☐ ☐

2 **Match the vocabulary items in the list on the left with the meanings in the list on the right. Check the meanings in your dictionary, if necessary. Note that there is ONE extra word.**

a	documentary	☐ car race on public roads
b	expedition	☐ film or TV programme about a particular subject
c	location	☐ long journey to a faraway place
d	remote	☐ group of people working together on a film
e	credits	☐ place used for filming away from the studio
f	rally	☐ people or companies listed at the end of a film
g	film crew	

3 **Listen to Jon Turner's talk again. For each statement, shade in the bubble next to the correct answer.**

1. Jon has just returned from filming in _____.

◯ Mongolia ◯ Mexico ◯ London

2. The best thing about the job for Jon is meeting _____.

◯ tribesmen ◯ pop stars ◯ different types of people

3. The biggest challenges happen when _____.

◯ things go wrong ◯ going to faraway places ◯ there is bad weather

4. Jon's advice to someone who wants to work in television is to _____.

◯ learn to make films ◯ watch lots of TV ◯ contact TV companies

4 **Work in groups. Choose one of the headlines below. Write a news report about the event in the headline. Present your report to the class.**

The questions under each headline will help you write the news report. Add some details of your own. Write the news report with your group, then choose one person to be the news presenter.



A. **NINE PEOPLE MISSING AFTER HELICOPTER CRASH**

- Where was the helicopter flying to?
- Who were the people on board?
- Where did the crash happen?
- When and how did the crash happen?



B. **THIEVES STEAL FAMOUS DIAMOND FROM MUSEUM**

- Where is the museum?
- When did the robbery take place?
- How did the thieves steal the diamond?
- What are the police doing now?



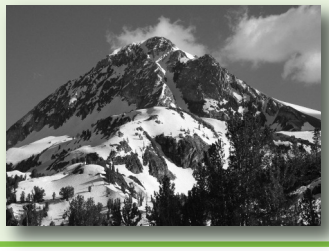
C. **MAN-EATING TIGER ESCAPES FROM ZOO**

- Where is the zoo?
- How did the tiger escape?
- Where is the tiger now?
- What advice are the police giving the public?



D. **INJURED CLIMBERS RESCUED FROM MOUNTAIN**

- Where is the mountain?
- Who were the climbers?
- When and how did they get injured?
- Who rescued them and how did they get rescued?



Unit 5 The Story of the Titanic

1 **Read the newspaper story below about the *Titanic*. Complete each gap with one of the verbs in the box. Write each verb in the simple past tense.**

hit	send	receive	belong	sink	can	come	rescue	survive	begin

April 15th, 1912

The New York Daily Star

Titanic sinks, 1500 dead

Yesterday evening, the *Titanic*, the biggest ship in the world, (1) _____ an iceberg in the Atlantic Ocean and (2) _____. The ship, which (3) _____ to the White Star Line Company, was sailing from Southampton to New York on her first voyage. She was carrying over 2,200 passengers but only about 700 (4) _____, mostly women and children.

When the *Titanic* (5) _____ to sink, the radio operators (6) _____ a message to other ships in the area. One ship, the *Carpathia*, was about 93 kilometres away. When she (7) _____ the *Titanic's* message, she turned around and (8) _____ to help. But she (9) _____ not get to the *Titanic* for four hours. The *Carpathia* (10) _____ the survivors from lifeboats in the water, and is bringing them to New York.



2 **Read the text in Activity 1 again. Write short answers to the questions below (not more than FOUR words).**

1. Who were the owners of the *Titanic*?

_____

2. Who were the main survivors of the accident?

_____

3. How did the *Carpathia* know that the *Titanic* was in trouble?

_____

4. Where were the survivors waiting?

_____

3 **Look at the words in the box below and the pictures. Discuss with a partner how you can create a story based on the words in the box and the pictures.**

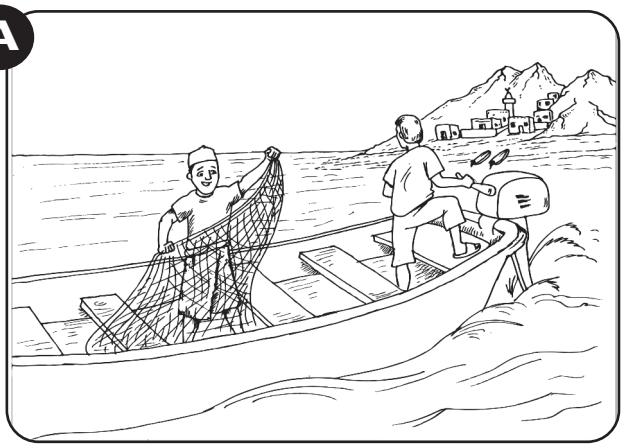
Think about:

1. How you can use the words in the box to give you ideas for the story.
2. What details you can add to make the story more interesting and lively (what the weather was like, how the boys felt).
3. The verbs you are going to use. (Remember to put them into a past tense).

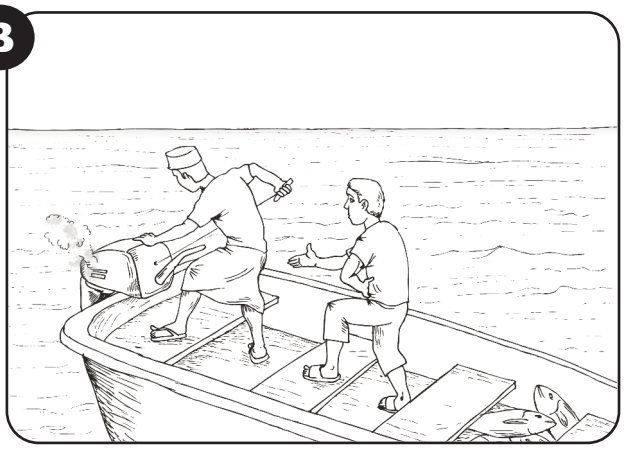
Rescue at Sea

broken engine	storm	drift	far from shore
binoculars	fishing boat	strong rope	in trouble

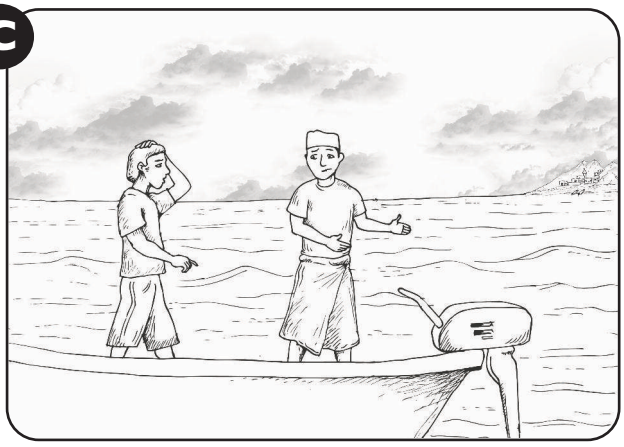
A



B



C



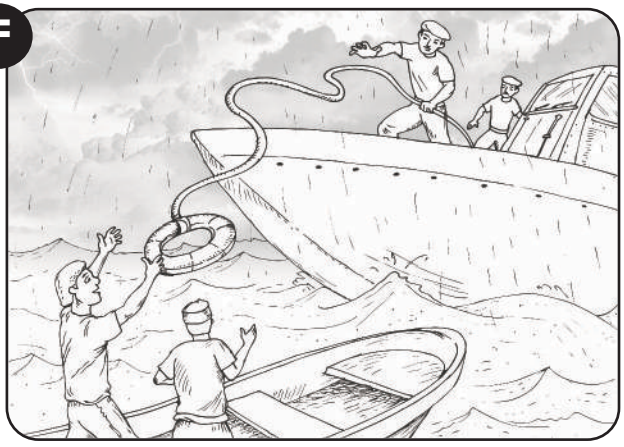
D



E



F



4 **Write a story of at least 100 words based on the pictures above and the words in the box. Refer to the Writing Guide on page 80 of your Workbook for help with layout and language.**

Across Cultures Jordan

1 **Read the text on pages 12 and 13 in the Coursebook. Read the phrases in the box below and write each one into the appropriate column. Then read the text again and check your answers. Note - There are two phrases that do not fit into any of the columns.**

huge desert	*lost for 300 years*	*unusual rock shapes*
home of the Royal Family	*scuba diving*	*5,000 year old road*
coral reefs	*relaxing and gentle*	*capital city*
old castles	*ancient city*	*black mud*

Amman	Petra	Dead Sea	Wadi Rum	Aqaba

2 **Answer these questions on the lines provided.**

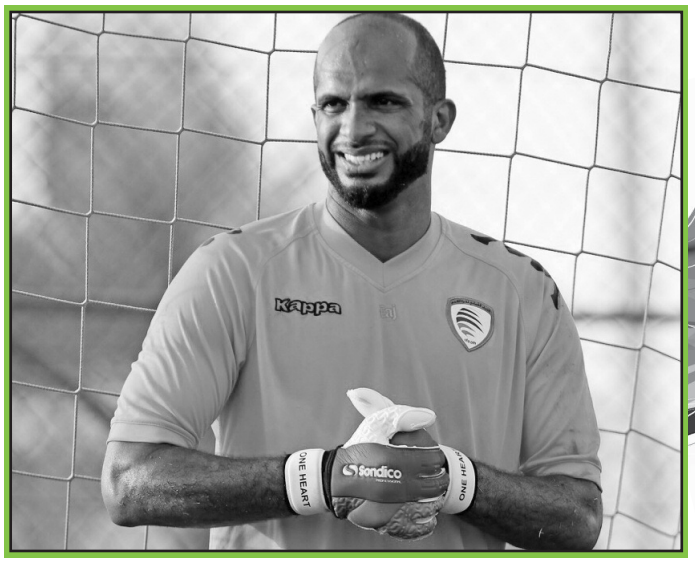
1. What is the currency of Jordan? _____
2. What colour are the Bedouin tents? _____
3. Who is the King of Jordan? _____
4. What is Petra sometimes called? _____
5. What film was made in Wadi Rum? _____
6. In which sea can you (a) float (b) scuba dive? _____

3 **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 box beside each one.**

1. English is widely spoken in Jordan. ☐
2. King Abdullah's father was King Hussein. ☐
3. You can't find Bedouin in Jordan today. ☐
4. Lawrence of Arabia was filmed at Petra. ☐
5. Dead Sea mud is good for your skin. ☐
6. The climate in Aqaba is pleasant all year round. ☐

Genre: Sports Celebrity Interview

Ali Al Habsi





1. Was it hard to learn English?
Yes, it was quite hard. When I first left Oman, I didn't speak English at all. I've never taken any formal courses – I've just learned from the people around me. I think I'm OK at communicating in English now, but it was difficult at first.

2. If you hadn't become a professional footballer, what career would you have chosen?
Before I became a footballer, I was a fireman at Seeb International Airport. That was a good job and I enjoyed it. It taught me patience and how to work hard. I'd be happy to be a fireman again.

3. What's been the best moment of your career so far?
I've had many amazing moments. One wonderful moment was when Oman won the Gulf Cup in 2009. Also when I received a medal from His Majesty. And all the awards I've won for football over the years, such as the Best Goalkeeper of the Gulf Cup for four consecutive years.

4. You're a role model for so many young people. Who is your role model?
My dad. He worked really hard for his family and taught us so many things. The most important thing I learned from him is that there's no easy way or short cut to achieve your aims. The only way is through hard work.

5. What are your plans for the future?
I'd like to set up a school in Oman where kids can train to be goalkeepers.

6. What message do you have for the youth of Oman?
Focus on studying first, and think about football later. Everybody wants to be a footballer because they think it's glamorous and exciting. But the truth is that it's a lot of hard work. You can't become a top football player immediately; you have to start at the bottom and give it everything you've got. That's the only way to succeed!

Review and Reference

1 How well can you do these things?

	Now I can:	Very well	OK	Not very well
a	use language associated with news and the media			
b	differentiate between the usage of direct and reported speech			
c	carry out interviews with a partner			
d	use a greater variety of adjectives			
e	write stories based on newspaper headlines			
f	practise interrupting, allowing and blocking interruptions			
g	write a narrative based on pictures			
h	make a narrative more interesting by adding details			

GRAMMAR RECALL

Use direct speech:

a. when it is important to convey the exact words that someone has said
b. when we want to bring an event to life, or create a sense of drama
c. in fiction and oral narratives

Use reported speech:

a. in reports and newspaper reports
b. when reporting conversations, questions and statements

2 Write the exact words that were spoken by the reporter.

The reporter asked me:	*Example:*
a what my name was	*"What's your name?"*
b where I worked	_____
c what my hobbies were	_____
d if I liked football	_____
e who my favourite celebrity was	_____
f if I had visited Dubai	_____
g what advice I could give to students	_____

3 **Copy this chart into your exercise book. Complete it with 18 words from the theme you would like to remember.**

Verb	Noun	Adjective

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

a I don't like working for one employer; I prefer to work _____.
b Did you see that interesting _____ about dinosaurs last night?
c My sister has an _____ with shoes. She has over 100 pairs.
d Don't swim far from the shore. The current is strong and you can easily _____.
e The story of the *Titanic* is very sad. It is _____ that so many people died.
f That newspaper report was not _____. It contained many errors.
g Cats hunt birds and mice as their _____.
h Human beings cannot _____ very long without water.
i Do you think that testing cosmetics on animals is _____?
j My sister has dyed her hair pink. It looks _____!
k The *Titanic* hit an _____ which was much higher than the ship.
l The lion tried to _____ the deer, but the deer could run fast and escaped.
m In the old days, some villages had no _____ facilities such as electricity.

PERSONALISE IT

Write down:

• the two most interesting things you learnt in this theme

_____

• two things you didn't know before

_____

• two things you want to find out more about

_____

Unit 1 Which Career?

1 **Read the information about Ali Abdullah, then read the chart below. In groups, discuss what Ali is good at and what his weak areas are.**



Ali Abdullah, a Grade 12 student, recently did some aptitude and personality tests. The tests were designed by psychologists to find out what careers a person is best suited to. Ali's results are shown in the chart below.

Ali Abdullah's Aptitude and Personality Chart

	Low	Average	High	Very High
1 Reasoning (solving difficult problems)				
2 Verbal ability (being good with words)				
3 Numerical ability (being good with numbers)				
4 Perceptual ability (being good with diagrams and pictures)				
5 Mechanical ability (knowing how things work)				
6 Manual skills (working well with your hands)				
7 Self-confidence (belief in your own abilities, desire to succeed)				
8 Leadership (making decisions, taking the initiative)				

2 **Read the report below about the result of Ali's tests. Fill in the gaps with the words in the box. Write ONE word in each gap. Note: There is one extra word.**

leadership bored ability average communication dull challenge personality

Your high score in reasoning shows that you understand new ideas quickly. You need a career that provides (1) _____; you are likely to find routine work very (2) _____. Your high verbal and perceptual scores show that you would be excellent at jobs which require strong (3) _____ skills. You are not so strong with numbers or in mechanical ability. Although you have an (4) _____ score in working well with your hands, your other abilities are stronger. For this reason, you might become (5) _____ with work that is mostly hands-on and practical.

The results of your (6) _____ tests show that you are confident, and have good (7) _____ skills. You are not afraid of making decisions. When you aim for something, you keep trying until you succeed.

3 **Read the text below as quickly as possible. When you have finished, turn to the Reading Section on page 60 of your Workbook and answer the comprehension questions. Calculate your reading score.**

Careers of the Future



Oman is investing heavily in education and training to create the next generation of leaders in both the business and public sectors. In September 2015, the government organisation Ithraa ran a series of seminars in Muscat called 'Oman at Work'. The focus was on how the work environment in Oman is changing, and the challenges which these changes are bringing. The impact of digital technology on the workplace has been huge. Ithraa's Director General for Marketing and Media, said, "We are living in a world few could have imagined even 20 years ago – a world powered by technology, fuelled by information and driven by knowledge."

The 'Millennials'

The second seminar was called 'Millennials: A Different Work Perspective.' 'Millennials' is a name coined for the generation born between 1980 and 2000. It is estimated that by 2025, Millennials will make up 75% of the global workforce. Millennials in Oman are better educated and more diverse than any previous generation. However, they are also more demanding.

These young workers want a different kind of working life to their grandparents and parents. They want a job to be fulfilling, not just bring a salary. In the past, many people had one job and one employer all their lives. But Millennials will probably not stay with one employer. They will have shorter careers, but more careers. Research suggests a typical Millennial will have had ten jobs by the age of 38.

Entrepreneurs

In the future, more people in Oman will work in small businesses and more women will work from home. Many workers are attracted to the idea of becoming an entrepreneur and starting their own business. This is partly because of the huge success of companies such as Facebook, Apple and Google, and partly because global recession has left some people with no other choice. In 2013, 18% of all adults worldwide, or 29% of the global workforce, were self-employed.

STEM: Jobs of the Future

The fourth seminar focused on STEM jobs (Science, Technology, Engineering and Mathematics) for Oman's future. It was recognised that not everyone has an aptitude for science. However, it is important for more young people to pursue careers in these fields. Oman needs to encourage students to study STEM subjects in order to ensure the Sultanate's future economic success. **(386 words)**

Source: www.ithraa.com

4 **Work with a partner. Turn to Communication Activity 2 on page 65 of your Workbook. Interview your partner and fill in their Aptitude and Personality Chart. Ask them what job they think they are suited to, and why, and record their answers on the lines provided.**

Unit 2 Job Interviews

1 **Read the advertisement below for a marketing assistant for a media and publishing company. As you read, underline the modal verbs and indicate what kind they are (obligation, desirability, necessity). Write the appropriate letter above each verb (O, D, N).**

Marketing Assistant Required

Employer: Ace Media and Publishing
Qualifications: Undergraduate degree
Hours: Full time
Location: Central London
Contract: Permanent
Salary: £20,000 per year

We are a leading media and publishing company, and we have an exciting opportunity for a marketing assistant to join our team. This highly desirable position is a great chance to establish a career in the marketing industry.

You don't need to have a degree in marketing, but you must have a relevant degree and a high standard of written English. As Marketing Assistant, your responsibilities will include campaign analysis, copywriting and proofreading. You will also be responsible for database management.

You should have excellent written and verbal communication skills to make you stand out from the crowd. You also need to have outstanding organisational skills, and be able to work under pressure and adhere to deadlines.

If you think you fit the criteria above, and you would enjoy this challenging job, then send us your CV and a brief covering letter.

Adapted from http://jobs.guardian.co.uk

2 **Answer the following questions about the advertisement. Write your answers on the lines.**

a What kind of company is offering the job?

_____

b Where is the company based?

_____

c What essential requirements must candidates have?

_____

d What responsibilities does the position involve?

_____

e What word in the advertisement means 'excellent, unusually good'?

_____

f What word means 'standards used to judge something'?

_____

g What should interested applicants do?

_____

3 **In groups, read and discuss the following tips from a careers manual on how to perform well at interviews.**

a. Which are the most important useful tips?

b. Can you think of any other interview tips?



Interview Tips

Before the interview

- Before going for the interview, look up the company's website. Find out as much as you can about the company and the job which you're applying for.
- Plan your journey to the interview carefully. If the company is local and you haven't been there before, do a practice run a few days in advance so that you feel confident about getting there.
- Think about your own strengths and weaknesses, and how you are best suited for the job.
- Dress smartly for the interview and be clean and neat.
- Arrive well before the time of your interview to give yourself time to relax.

During the interview

- Smile and look pleasant. Appear motivated and enthusiastic about the job.
- Sit up straight and make eye contact with the interviewers.
- Listen to the questions carefully. Answer them as carefully and as fully as possible.
- Do not lie about what you can do.
- Talk about your strengths but do not exaggerate them.
- Speak clearly.
- Do not speak about your personal life unless asked.
- If you are not sure that you heard or understood something correctly, ask the interviewers politely to repeat what they have said.

After the interview

- The interviewers may ask you if you have any questions about the job. Prepare one or two questions in advance to ask them.
- Wait for the interviewers to tell you when you may leave. Thank them politely for the interview.

4 **Listen to the extracts from five different job interviews. After listening to each interview, make notes in your exercise book to answer these questions:**

a. What did each applicant say that was wrong?

b. What advice would you give them for the future?

5 **Turn to page 75 of your Workbook and complete the Grammar Practice Activities.**

Unit 3 More About Jobs

1 **Read the words in the box below. Circle the words that refer to personality types. One example has been done for you. When you have finished, check your answers with Unit 1, Activity 2 on page 18 of your Coursebook.**

sales director	artistic	technician	scriptwriter	conventional	nurse
detective	politician	realistic	data processor	accountant	paramedic
enterprising	teacher	social	web designer	journalist	investigative

2 **Complete the table below. Put the personality types and jobs from the box in Activity 1 into the correct columns.**

	A **Personality Type**	B **Qualities/Skills**	C **Related Jobs**
1	realistic	Very practical and 'hands on.' Enjoys jobs that involve action and doing things.	a. paramedic b. _____
2		Curious and observant. Good at asking questions, and keen on research and discovery	a. _____ b. _____
3		Imaginative with a strong sense of vision. Enjoys working on creative projects.	a. _____ b. _____
4	conventional	Very good at dealing with data and paying attention to detail. Well organised.	a. accountant b. _____
5		Caring and supportive. Enjoys working with and communicating with people.	a. teacher b. _____
6		Very persuasive and good at influencing people. Not afraid to make decisions or take risks.	a. _____ b. _____

3 **Add a suffix to each of the words in the box to complete the sentences. Note: There is one extra word.**

engine	**direct**	**sail**	**photograph**	**reception**	**detect**	**account**

1 A press _____ takes photos of interesting events for newspapers or magazines.

2 My brother studied maths at university, then he trained as an _____.

3 Sindbad was a very famous _____ .

4 On arrival, hotel guests should go to the front desk and check in with the _____.

5 My sister wants to be an_____. Her goal is to design bridges and roads.

6 The _____ solved the crime quickly.

4 **Read the phrases in the speech bubbles. Match each phrase to one of the professional areas in the box underneath. The first one has been done for you.**



1
Professor Harris will now present his paper on osteoporosis.

2
Attention all vessels! Here is the shipping forecast.

3
Nurse, pass me the scalpel, please!

4
Attention all crews! Fire has broken out on Runway D.

5
On the US stock market today, the Dow Jones fell sharply.

6
Oman Air 123 requesting clearance for take-off.

____ airport safety services	____ operating theatre	____ financial news
1 medical conference	____ maritime services	____ air traffic control

Unit 4 Working in a Team

1 **Read the six statements to the left of the chart under the picture. Decide if they are True or False and write T or F in Column A. Ask a partner for their views, and write T or F in Column B. Finally, listen to the talk and record the speaker's views as T or F in Column C.**



		A. Your views	B. Your partner's views	C. The speaker's views
1	The cleverest person on the team must be the team leader.			
2	Successful projects don't always have to be carried out by teams.			
3	The best teams consist of lots of creative people.			
4	Team members should have the same kind of personalities.			
5	Not everyone is good at teamwork.			
6	People who don't work well on a team can't be successful at their jobs.			

Adapted from Business Benchmark Cambridge: Cambridge University Press

2 **Read the tips below about giving presentations. As you read, underline the most important words and phrases in each tip.**

Ten Tips for Giving Successful Presentations

1 Prepare your presentation carefully. The better you know your material, the better your presentation will be.

2 Practise your presentation as much as possible. This will help you gain confidence. Practise to yourself in front of a mirror, or give your presentation to friends.

3 Give your presentation a clear introduction. Remember – first impressions are very important.

4 Organise your ideas well so that everything is clear and flows smoothly.

5 Speak clearly and at a good pace – not too fast or slow.

6 Have eye contact with your audience, and use gestures and body movement to make your presentation more interesting.

7 Try and guess what questions your audience will ask about your presentation. Have answers ready.

8 If you use visual aids – e.g. Powerpoint or Prezi – make sure they are clear and easy to read.

9 If you make mistakes, don't worry. Try and stay calm and relaxed.

10 Smile and look pleasant. If you look as if you are enjoying your presentation, your audience will enjoy it too! At the end, thank your audience for listening.

3 **In groups, choose a local or international company or business, large or small, that interests you. Find out as much information about it as you can and make notes in your exercise book.**

Divide the different sections of the research among the members of your group.

1. You can find out information about the company or business from:

- the Internet
- company brochure or other literature
- visiting the company or business
- talking to people who work there

2. You should include information about:

- a brief history of the company or business
- the different sections and jobs
- what kinds of products it makes or sells
- why it is successful

4 **Give a group presentation about the company or business to the class. Try to use your own words as much as possible, and not just read from your notes. If you like, you can use pictures or other visual aids to make your presentation more interesting.**

Unit 5 Applying for a Job

1 **Read the letter below from a student to the Human Resources Director of a national newspaper. As you read, look for the answer to this question - What two things is the student enquiring about?**



Dear Sir / Madam,

I am a 21 year old student who will be graduating this summer from London University with a BA Honours degree in English. I am writing to ask you about opportunities for employment with your newspaper.

I have always been interested in news. At school, I was the editor of my class magazine. During my three years at university, I worked on the student newspaper. In the holidays, I did temporary jobs in the offices of a local newspaper.

I would very much like to make journalism my career, and I am especially interested in travel and current events. I would like to work as an overseas news correspondent one day, based in the Middle East.

I have also heard that your newspaper runs training courses for graduates. If so, I would be most grateful if you could tell me how to apply for such a course.

I look forward to hearing from you soon.

Yours faithfully,

Salma Al Jabri

2 **Read the letter from Salma Al Jabri again. Then look at the list of things below. In what order do they appear in her letter? Write the appropriate number in the box beside each item. The first one has been done for you.**

a. her goals for the future ☐

b. brief information about who she is 1

c. her background ☐

d. asking how she can apply for a training course ☐

e. her signature ☐

f. her reason for writing ☐

3 **Read Tariq Al Sawafi's letter of application for the job of tour guide with Go Middle East! (See Advertisement C on page 26 of your Coursebook). Fill in the gaps with the words in the box. Put ONE word in each gap. Note that there is an extra word in the box.**

interpersonal	currently	advertisement
expand	referees	enclose
knowledge	challenging	qualifications

Way No 7036
Building No 2598, Flat 12
Qurum
Muscat, Oman
14 February 2016

The Human Resources Director
Go Middle East!
62 Abdul Hamid Street
Amman
Jordan

Dear Sir / Madam,

I was very interested in your **(1)** _____ for tour guides in yesterday's Times newspaper, and believe I have many of the necessary **(2)** _____.

I very much enjoy working with people, and have excellent **(3)**_____ skills. I love travelling, and enjoy helping foreign visitors learn more about the Middle East. I find such work both interesting and **(4)** _____.

I graduated from the Oman Tourism College in Muscat two years ago, and am **(5)** _____ working for an Omani travel company. Although I enjoy my job very much, I would now like to **(6)**_____ my experience to outside Oman.

I have excellent oral and written English, and also a good **(7)** _____ of spoken French. I hold a clean driving licence.

I attach a copy of my CV, together with the names of two **(8)** _____. You can either contact me by email, or on my mobile which is +968 105135747.

I look forward to hearing from you soon.

Yours faithfully
Tariq Al Sawafi

4 **Turn to the Writing Activities on page 70 of your Workbook and write your CV. Refer to the guidelines for writing a CV in Coursebook, page 27, Activity 3, and Tariq Al Sawafi's CV in Activity 4 on the same page. Make sure you include ONLY true information about yourself in your CV.**

5 **Choose ONE job from the Activate Your English section in Unit 2, page 21 of your Coursebook. Choose a job that is suited to your own skills and personality.**

A. Turn to the Writing Activities section on page 71 of your Workbook and fill out a job application form for this job.

B. Write a covering letter of application to a company about this job. Refer to the Writing Guide on page 81 of your Workbook for help with layout and language.

Across Cultures Germany

1 Match each word in the list on the left with a definition on the right.

1 plain (n)	☐	**a** different varieties of the same language
2 bank (n)	☐	**b** relating to the skills needed to do a particular job
3 shrink (v)	☐	**c** about, approximately
4 dialects (n)	☐	**d** side of a river
5 roughly (adv)	☐	**e** very strong
6 vocational (adj)	☐	**f** someone who writes music
7 powerful (adj)	☐	**g** large area of flat, dry land
8 composer (n)	☐	**h** grow smaller

2 Fill in each blank in the sentences below with one of the words from Activity 1.

1 People living in different parts of a country often speak different _____.

2 If it rains a lot, rivers can overflow their _____s.

3 There are _____ 3.5 million people living in Berlin.

4 BMW cars have very _____ engines.

5 Our local College of Technology offers a number of _____ courses.

6 Mozart was a famous Austrian _____ . He wrote some wonderful music.

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

1 Germany has four main geographic areas. ☐

2 The German population is getting smaller. ☐

3 Many immigrants work in the German automobile industry. ☐

4 Most foreign students in Germany study business. ☐

5 The automobile industry is the biggest employer in Germany. ☐

6 The story of Cinderella was published by the Brothers Grimm. ☐

Sharifa Al Barami: Businesswoman and Entrepreneur



Sharifa Al Barami gives advice to Grade 12 students

According to Sharifa Al Barami, the best piece of advice she ever received was from a teacher in Grade 12 who told her, "Know one thing about everything, and know everything about one thing." So what advice does she herself have for students in their last year at school? "You have to find out what ignites your passion, and what you're good at. If you don't know what you're good at, then find out from your family, teachers and peers, and work on your skills and abilities to become even better."

A Journey, not a Destination

She strongly believes that young people should be prepared to be flexible and open to change. "Learning is a journey, not a destination. What you study at school and university only gives you the tools to carve a path. You have to put in the effort and work to carve that path yourself. Make learning a lifelong quest. The most valuable learning happens without getting a certificate at the end. Don't restrict yourself to your degree subject, but keep yourself open to new fields as well."

Hobbies and Interests

Sharifa believes that hobbies and interests can sometimes turn into a career. One of her own passions, her love of reading, has inspired her to read around many work related subjects. "Think about which of your hobbies it would be possible to turn into a career or business. Then you will be blessed, because you will be able to do what you love, and love what you do. That is how innovation and creativity are bred, and where Oman as a nation needs to forge ahead."

Future Plans

Sharifa is a keen user of social media such as Facebook and Twitter. But although social media is good, she feels it is more important to focus on the things you have control of and can build on yourself. She is a role model for many people, but she herself has many role models. She admires different people for different qualities such as innovation and leadership. As to the future, she has many projects in mind. She is keen to support the Omani economy, and her greatest aim is to carry on giving in order to get something back. "If you want things to come to you, you've got to give," she says.

Review and Reference

1 How well can you do these things?

	Now I can:	Very well	OK	Not very well
a	take into account my personality and skills when choosing a career			
b	use modal verbs of obligation, desirability and necessity			
c	prepare for a job interview			
d	expand my knowledge and use of suffixes			
e	give a presentation about a new product			
f	analyse a letter of enquiry about work opportunities			
g	fill in an application form for a job			
h	write a CV and a covering letter of application			

GRAMMAR RECALL

Modal verbs of obligation:

- are used for indicating that an action is obligatory – that it has to be carried out

Modal verbs of desirability:

- are used for indicating that an action is desirable or acceptable

Modal verbs of necessity:

- are used for indicating that an action is necessary or unnecessary

2 Circle the correct verbs in the sentences below.

a Try and get more exercise. You **must/shouldn't/have to** spend so much time watching DVDs.

b Students with weak English **needn't/mustn't/have to** take a year's foundation course before they can start their degree course.

c If you have a problem, you **shouldn't/need to/mustn't** ask your teacher to help you.

d You **must/needn't/shouldn't** hand in an essay to your teacher without checking it first.

e We have many computers here at the College. So you **must/needn't/ought to** bring your own laptop.

f The speed limit on this road is 100 kilometres per hour. So you **mustn't/ought to/shouldn't** drive faster than that.

3 **Copy this chart into your exercise book and write 18 words from the theme you would like to remember.**

Verb	Noun	Adjective

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

a At first I found my new job very _____, but now I don't worry about it so much.

b The first _____ for the job arrived ten minutes late for his interview.

c She has a very strong _____ ability; she's very good with words.

d My dad works as a _____ in business management.

e The scientists will first _____ the results of their research, then write a report.

f The company directors met to decide how they were going to _____ their new product.

g "I've seen a great job advertised online." "Really? Are you going to _____ for it?"

h Salim wrote a business_____ about how to market the new brand of chocolate.

i "How can I _____ you not to leave our organisation?"

j The workers in this factory have an eight hour _____.

k "Could I please put your name down as my _____ for this job application?"

l My brother is Sales and _____ Director of a Japanese car company.

m I'm highly _____ to learn English, because I want to get a job in air traffic control.

PERSONALISE IT

Write down:

the two most interesting things you learnt in this theme

_____

two things you didn't know before

_____

two things you want to find out more about

_____

Unit 1 Healthy Living

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



a. What are some of the benefits of exercise?

b. Why do many people do little or no exercise?

c. What fitness activities are popular in Oman?

2 **Check the meanings of the words in the column on the left below and match each word to a meaning on the right. All the words will appear in the reading text in Activity 4.**

1	saunter	☐	a gas found in air
2	sedentary	☐	b relating to the way your mind works
3	cholesterol	☐	c increase quickly to a high level
4	psychological	☐	d walk in a slow and relaxed way
5	oxygen	☐	e substance found in the blood
6	soar	☐	f stick firmly to something
7	adhere	☐	g spending a lot of time sitting down

3 **Write out sentences of your own containing the words in Activity 2 on the lines below. Note: You can change the forms of the verbs.**

1. My friend and I **sauntered** slowly along the beach.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

4 **Read the text below as quickly as possible. When you have finished, turn to the Reading Section on page 61 of your Workbook and answer the comprehension questions. Calculate your reading score.**

The Benefits of Exercise



Many people today have physically inactive lives. They saunter out to their cars every morning, drive to work, then sit or stand in one place for most of the day. After work, they drive home, then settle down in a comfortable chair to watch TV. But this way of life is not healthy. Research shows that people who lead sedentary lives without doing much exercise are at greater risk from heart disease and other illnesses than active people.

Exercise and health

Studies have shown that men and women who keep themselves physically fit are less likely to develop high blood pressure, a condition which often paves the way to heart disease. Exercise can reduce the risk of heart disease and other illnesses in several ways. Firstly, it can help with lowering cholesterol in the blood. Secondly, it can help improve the health of overweight people by helping them lose weight. Thirdly, it often has psychological benefits, helping to relieve depression and increasing people's general sense of well-being. So more and more people are jogging, swimming, cycling and doing other forms of aerobic exercise – in other words, exercise that requires a constant flow of oxygen.

Keeping healthy in Oman

During the winter months in Oman, it is possible to exercise outdoors, and there are many people who enjoy running and cycling during this time. There are also sports clubs with team sports that you can join, such as football and volleyball, and outdoor activities such as kite surfing and rock climbing. It is also possible to run during some of the summer months, in the very early mornings, but this may still be unbearably hot for some and so become a health risk.

Once temperatures begin to soar, many people prefer to go to indoor exercise areas. Oman has many different health clubs and gyms which are well equipped for different types of exercise. You can do cardio or weights with or without the help of a personal trainer. Many gyms also offer different types of fitness classes, ranging from aerobic workouts to yoga classes.

Fitness programmes

Sometimes people begin fitness programmes but then they lose interest and drop out. So how can this be prevented? Studies have shown that people are more likely to continue exercising when they are in a group. In addition, they are more likely to adhere to a fitness programme if they can incorporate exercise into their daily routine – for example, by walking short distances instead of driving, or walking up the stairs instead of taking the lift. These small changes need no special equipment and can make all the difference to a person's health. **(438 words)**

Source: Academic Encounters (2007), Cambridge University Press

5 **Turn to Communication Activity 3 on page 66 of your Workbook. Work with a partner and complete the quiz. Record your partner's answers. Work out their score and find out if they are healthy or unhealthy.**

Unit 2 Safety in and around the Home

1 **Read the verbs in the box. Write each verb into the correct column. Think of two more examples of each type of verb, and add them into the appropriate column.**

begin	practise	promise	give up	imagine	hope
decide	start	finish	hesitate	like	continue

Verbs that collocate only with infinitives	Verbs that collocate only with gerunds	Verbs that can collocate with infinitives or gerunds
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

2 **Read the text below. Fill in each blank with the correct preposition from the box above the text. The number of times each preposition is used is specified as shown.**

by (x1)	**for (x1)**	**from (x1)**	**in (x4)**	**of (x2)**
on (x2)	**onto (x1)**	**out of (x2)**	**with (x4)**	

Preventing Accidents in the Home

Unfortunately, your home is the place where most accidents are likely to happen. You should be aware (1) _____ the dangers so that accidents can be avoided.

Fire Safety

Fires can start suddenly and spread quickly. Make sure that smoke alarms are fitted (2) _____ each floor (3) _____ your house. Choose a smoke alarm (4) _____ a long life battery.



Electrical Safety

Many accidents in the home involve electricity. Never use electrical appliances (5) _____ damaged flexes. Have your electrical wiring checked regularly (6) _____ a trained electrician. Keep electrical applicances (7) _____ the bathroom.



Kitchen Safety

Some of the most serious accidents occur (8) _____ the kitchen. Do not keep heavy items (9) _____ high shelves where they can fall. Be very careful (10) _____ hot water and other liquids. Keep young children away (11) _____ the cooker. Keep knives (12)_____ reach of children.



Medicine Safety

Store medicines (13) _____ a safe place where children can't reach them. It's a good idea to have a special cupboard (14) _____ storing medicines.



Garden Safety

Take extra care (15) _____ sharp tools. Make sure your tools are (16) _____ good working order, and store them (17) _____ a shed when you are not using them. Never pour petrol (18) _____ a barbecue!



3 **Complete the text below. For each item, circle the correct preposition from the four choices given.**

Food Safety



Food safety starts (1) _____ the supermarket. When doing your weekly shopping, be careful to check the expiration dates (2) _____ the labels on food packages. Never buy food if it has passed its 'sell by' date. Place all meats (3) _____ plastic bags so that juices do not leak (4) _____ other foods in your shopping trolley. Keep raw meat, fish and poultry separate (5) _____ vegetables and fruit. Check eggs too, and make sure that none (6) _____ them are cracked before you buy them.

1.	**a.** on	**b.** from	**c.** at	**d.** beside
2.	**a.** in	**b.** on	**c.** by	**d.** onto
3.	**a.** inside	**b.** outside	**c.** from	**d.** under
4.	**a.** in	**b.** onto	**c.** to	**d.** out of
5.	**a.** for	**b.** from	**c.** away	**d.** among
6.	**a.** with	**b.** to	**c.** from	**d.** of

4 **Turn to page 76 of your Workbook and complete the Grammar Practice Activities.**

Unit 3 Be Prepared!

1 **Read the words and phrases in the box below. Decide if it is (a) likely (b) unlikely (c) possible that you would hear these words and phrases in a talk about water safety. Write each word or phrase into the appropriate column underneath**

speed camera	overflowing	traffic	driving instructor
lifeguard	accident	flash floods	dangerous
weather conditions	seatbelt	rescue	drown

a. Likely to be in the talk	b. Unlikely to be in the talk	c. Possible to be in the talk
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

2 **Listen to a talk by a safety expert about water safety in Oman. Complete the summary below.**

It's (1) _____ for children to learn to swim from an early age, because accidents happen very fast and it takes only minutes to (2) _____. There are three areas in Oman where accidents happen – the sea, swimming pools and wadis. Schools can help (3) _____ children about water safety, and swimming lessons should be part of the school curriculum. When you're at a swimming pool, always follow the instructions of the (4) _____. People often get into trouble because they don't realise that the pool (5) _____ quickly from shallow to deep water. When you're out and about in Oman, keep a close eye on weather conditions because they can change (6) _____. If you see (7) _____ clouds gathering, be very careful. Most importantly, never (8) _____ to cross a wadi which is (9) _____ after heavy rain.



Look at the words and phrases in the box in Activity 1. Listen to the talk again, and tick (√) the ones you hear.

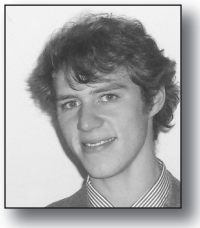
3 **Read the views of the four people below. Discuss them with your group, and say why you agree/don't agree with each person's opinion.**

A.



It's really worrying how many natural disasters happen these days. Every time you watch the news, there's something about floods or an earthquake. I'm sure there are more natural disasters today than in the past.

B. All the hurricanes and tsunamis that happen show how unprepared we are for natural disasters. We need to spend more money on research to develop better warning systems.



C.



We see so many natural disasters on the news that unfortunately we've become immune to them. They always seem so far away and there's not very much we can do to help. We think, "Oh, it's just another flood."

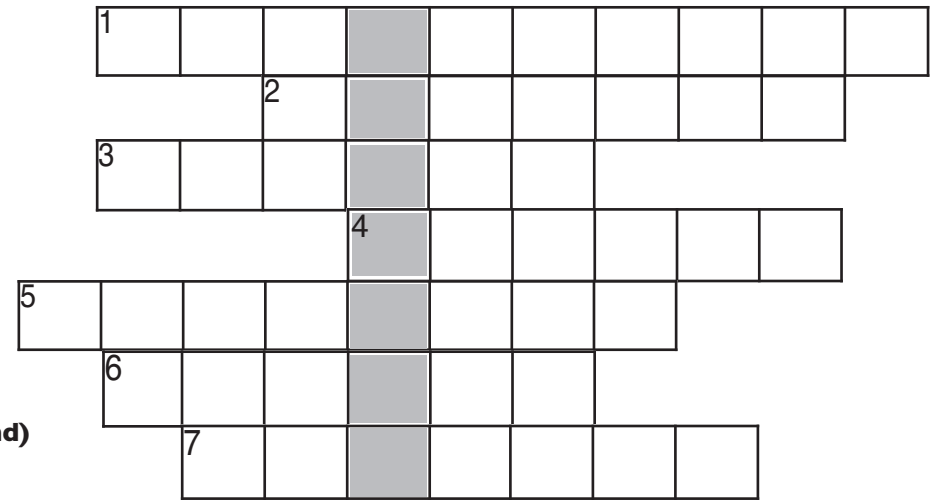
D. You can't prevent natural disasters because nobody knows when they are going to happen. In any case, they aren't as scary as man-made disasters like plane crashes. We should focus more on preventing those.



4 **Complete the words in the puzzle. All the words can be found in Units 1 – 3 of this theme.**

Across

1 shaking of the earth
2 an aerobic sport
3 blows up, like a volcano
4 danger, risk
5 returned to its former state
6 heavy rain can cause these
7 advantage



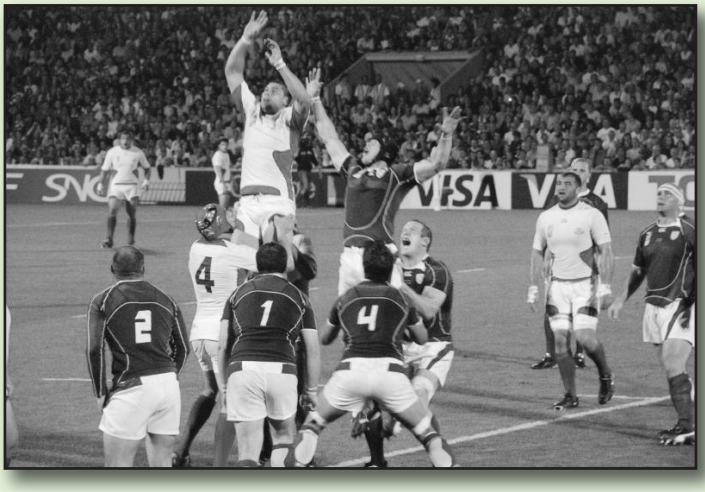
Down (word with grey background)

A natural disaster

Unit 4 Sport and Health

1 Read the information below about the game of rugby.

In 1845, three boys at Rugby School in England published the rules of a game that had been played at their school for over a hundred years. They called this game 'rugby football'. All modern forms of rugby have developed from this game, as well as other games such as American and Canadian football. The best known rugby game is called rugby union. The most important tournament of this game is the Rugby World Cup. This takes place every four years and is one of the biggest sporting events in the world. Only football's World Cup and the Olympic Games are watched by more people than the Rugby World Cup.



Source: https://www.englishclub.com/vocabulary/sports-rugby.htm

2 Listen to Nasser talking with Ahmed. Circle the correct answers.

1. Rugby and football are _____.
   a. very similar b. completely different c. similar but also different

2. A rugby team has _____ a football team.
   a. fewer players than b. more players than c. as many players as

3. In a rugby team, _____ of the players can handle the ball.
   a. all b. none c. one

4. The aim of a rugby match is to score _____.
   a. points b. goals c. points and goals

5. A rugby match is divided into two halves with a break of _____.
   a. at least 10 minutes b. 15 minutes c. no more than 10 minutes

6. A rugby ball is _____.
   a. round b. oval c. easy to bounce

7. Rugby is _____ football.
   a. more popular than b. as popular as c. less popular than

3 **Work with a partner. One student takes Topic A (Basketball) and the other Topic B (Volleyball). Read the information in the relevant fact file and prepare a short talk. You may add to or expand on the information given below.**

Take time to practise by yourself first. Make sure that you speak in complete sentences, use facial expressions and maintain eye contact with your partner.



FACT FILE

A. Basketball

- Two teams of five players per side
- Invented in 1891 in Massachusetts, USA, by Dr James Naismith
- Aim is to shoot a ball through the other team's hoop or 'basket'
- Equipment needed – a court, hoops or 'baskets' and a ball
- Players can bounce the ball or throw it to a team mate



FACT FILE

B. Volleyball

- Two teams of six players per side
- Invented in 1895 in Massachusetts, USA, by William G. Morgan
- Aim is to send the ball over a net so that the other team cannot return it
- Equipment needed – a court, a high net and a ball
- Can be played in a gym, at the beach or on grass

4 **Prepare a short presentation about a sport or game of your choice. Make notes about your sport or game first, then tell your group about it.**

Here are some suggestions (but you may choose another sport or game if you prefer):

tennis badminton bowling golf

Your presentation should be about 5 minutes long and could include information about:

- where the sport is popular
- what the rules are
- what equipment you need to play the sport
- famous people connected to the sport

5 **Turn to Communication Activity 4 on page 67 of your Workbook and carry out a survey about sport in your class. Write a short report about your findings.**

Unit 5 What Do You Think?

1 **Read the introduction below to an evaluative essay about the best ways to make Oman clean and healthy. When you have finished, answer questions a, b and c underneath.**

The best ways to make Oman clean and healthy

Oman is a beautiful country which is very active in the protection of its environment. The Ministry of the Environment and Climate Affairs carries out many environmental projects. In addition, there is the Environment Society of Oman (ESO). This is a non-governmental organisation (NGO) which was established in 2004. Its aim is to help educate people and raise awareness about environmental issues. However, in my view, we should not rely on organisations. I believe there are things that all of us can do in our everyday lives to make our country a cleaner and healthier place.



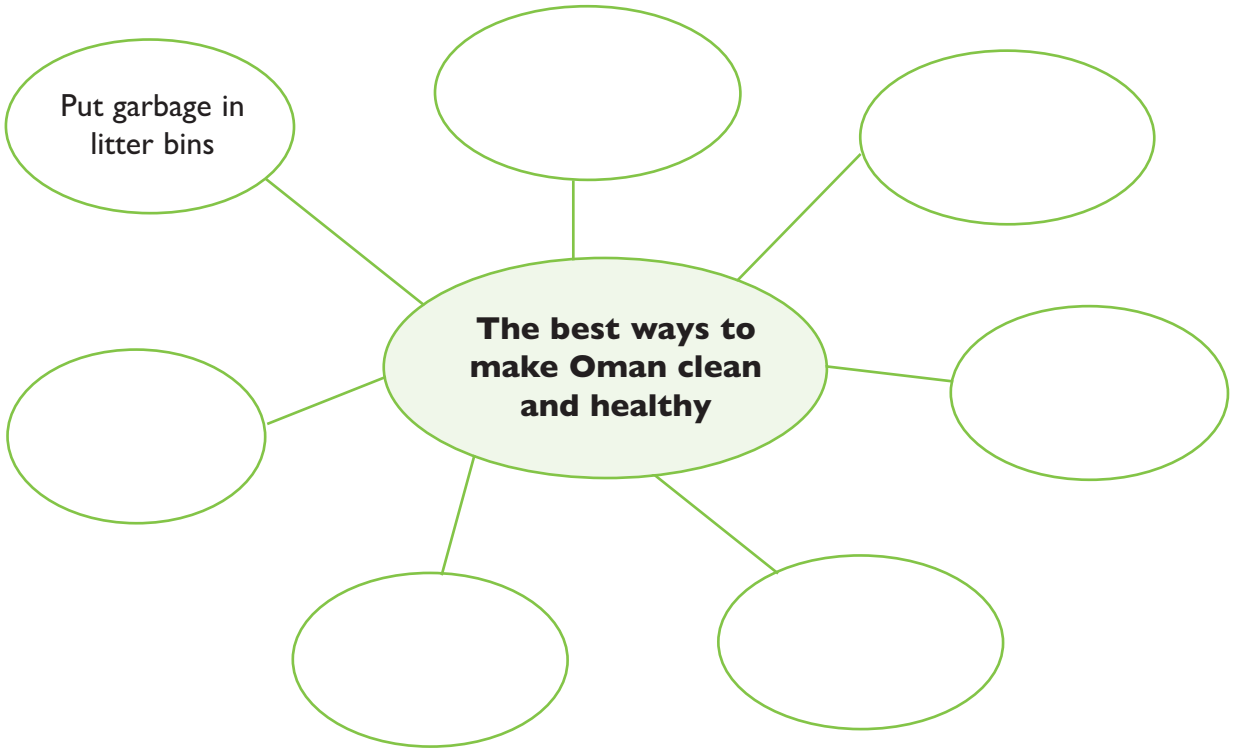
Beach clean-up at the Damaniyat Islands

a. How many sentences in the introduction relate to facts? _____

b. How many sentences relate to the writer's opinion? _____

c. Circle the phrases that the writer uses to introduce his/her opinion.

2 **Work in groups. Discuss the title of the essay in Activity 1. Write your ideas about what should be included in the essay in the circles below. One idea has been written for you.**



3 **Work with a partner. Choose the three ideas from Activity 2 which you think are the most important. Write them into Column A below. In Column B, give reasons and evidence to support your ideas. Write notes, not complete sentences.**

A Best ways to make Oman clean and healthy	B Supporting reasons and evidence
1 Put garbage in litter bins.	• garbage makes places ugly and dirty • smells bad • health hazard - attracts rats, flies and cockroaches
2	
3	

4 **Use the notes you made in Activity 3 to write three sentences expressing your opinion (one sentence for each reason). Use different ways to introduce your opinion. Include one opinion phrase introduced by a negative.**

Examples: **I think we** should put garbage in litter bins because it makes places ugly and dirty.
I don't think we should use plastic bags because plastic pollutes the environment.

1. _____
2. _____
3. _____

5 **Write an evaluative essay with the title, 'The Best Ways to Improve Road Safety in Oman.' Follow the same steps in Activities 2, 3 and 4 of this unit, then write your first draft. Refer to the Writing Guide on pages 82-83 of your Workbook for help with layout and language.**

Across Cultures Singapore

1 **Read the text on pages 44 and 45 of the Coursebook. Read the phrases in the box below and write each one into the appropriate column. Then read the text again and check your answers.**

business	chewing gum	Botanic Gardens	littering	south-east Asia	tropical
Sultan Mosque	Orchard Road	gift to Singapore	Arabic food	replica of ship	education

Location and climate	Kampong Glam	Visitor attractions	Areas of progress	'Clean and Green' laws	The Jewel of Muscat

2 **Match each of the words in the list on the left to one of the meanings a, b or c. Circle the correct letter.**

1 **monsoon**	**a** cold wet weather	**b** season of heavy rain	**c** storm at sea
2 **vibrant**	**a** modern	**b** lively	**c** beautiful
3 **mauve**	**a** delicate	**b** sweet smelling	**c** pale purple
4 **tremendous**	**a** surprising	**b** great	**c** very fast
5 **banned**	**a** not allowed	**b** prevented	**c** discouraged
6 **replica**	**a** kind of ship	**b** model	**c** exact copy

3 **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 The Singapore Strait lies between Singapore and Malaysia. ☐

2 Arab Street is in the Kampong Glam area of Singapore. ☐

3 The orangutan is the national animal of Singapore. ☐

4 People in Singapore live longer than in other Asian countries. ☐

5 The fine for selling chewing gum is $1000. ☐

6 The Jewel of Muscat was a ninth century ship. ☐



Genre: Interview

Michael Kelly: Responsible for the Safety of Millions



Michael Kelly, Director of Fire and Safety at the Emaar Shopping Group complex in Dubai, talks about his job

1. How did you get your job?

When I retired from the Fire Rescue Service in the UK, the Emaar Malls group were recruiting for a Director of Fire and Safety. I had good qualifications - a Bachelor of Science (BSc) in Fire Engineering, and an Master of Business Administration (MBA) specialising in fire and safety measures for large projects. I also had excellent experience. I've been responsible for fire safety at several large and prestigious projects in Manchester. So I decided to apply to the Emaar Malls group, and my CV was forwarded to the Chief Executive Officer (CEO). I had two telephone interviews, then I was invited to Dubai and offered the job.

2. What are your responsibilities?

I'm responsible for all aspects of fire and safety around all the Emaar Group's malls and buildings including Burj Khalifa. I have to continually assess potential risks. I attend incidents, liaise with Dubai Civil Defence and with contractors and designers doing any alterations which could cause hazards.

3. How do you feel about your job?

It's very exciting, but it's also a huge challenge. Every time I see the size of the Mall and Burj Khalifa, I can't believe that I'm responsible for safety there and protecting the public and preventing incidents. I've never been responsible for the safety of so many people before.

4. What have been your most challenging moments?

There are many events at Burj Khalifa which pose a challenge, such as the New Year firework displays, which are attended by about 1.5 million people, exhibitions and shows. There's been a jet pack pilot who flew 300 metres in the air. We've also had some film stars dropping in, such as Tom Cruise.

5. How do you enjoy living in the Middle East?

I love it! I'm very happy here. Living in a different culture keeps your mind alert and interested. I also believe that it's good to take the chance to try new experiences. I enjoyed my job in the Fire Rescue Service, but this job has offered me a wonderful possibility for change. Some people are afraid of trying something new, and that's very sad. I think it's much better to try and fail, than not try at all.

Review and Reference

1 How well can you do these things?

Now I can:	Very well	OK	Not very well
(a) use language associated with health and safety			
(b) differentiate between the usage of infinitives and gerunds			
(c) use language associated with natural disasters			
(d) predict vocabulary in a talk			
(e) express personal viewpoints			
(f) carry out a survey about sport in your class			
(g) differentiate between facts and opinions			
(h) analyse and write an evaluative essay			

GRAMMAR RECALL

Collocations with infinitves 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.

Changes in Meaning

The meanings of some verbs can change depending on whether they are followed by an infinitive or gerund. Example: He **forgets** to lock the door. (It's a habit.)

He **hasn't forgotten** seeing the accident. (He can't lose the memory).

2 Circle the correct verbs in the sentences below.

(a) Will you promise **to help/helping** me?

(b) You shouldn't put off **to write/writing** your essay any longer.

(c) I don't remember **to meet/meeting** that lady before.

(d) My brother enjoys **to play/playing** football on the beach.

(e) Never attempt **to cross/crossing** a wadi after heavy rain.

(f) I regret **to waste/wasting** so much time watching TV.

(g) If you have any questions, please don't hesitate **to contact/contacting** me.

3 **Copy this chart into your exercise book. Complete it with 18 words from the theme you would like to remember.**

Verb	Noun	Adjective

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

a Some parts of the world are more _____ natural disasters than others.

b Over 9000 people were killed in the terrible _____ in Nepal in April 2015.

c "Why are you crying, Ahmed?" "I fell down and hurt my knee. It's very _____."

d The volunteers picked up all the _____ from the beach and took it away in sacks.

e The _____ rain of the last few days has caused serious flooding in many areas.

f If you see a fire, you must call the _____ services.

g My favourite form of exercise is _____. I love being outside, running along the beach.

h In August 2005, _____ Katrina hit the east coast of the US.

i Sitting in front of a computer is very bad for your _____.

j The government is planning to _____ this old building to the way it was before.

k The _____ at the hotel pool is excellent and has saved many lives.

l Although Cyclone Gonu caused terrible _____ in Oman, it was quickly repaired.

PERSONALISE IT

Write down:

the two most interesting things you learnt in this theme

_____

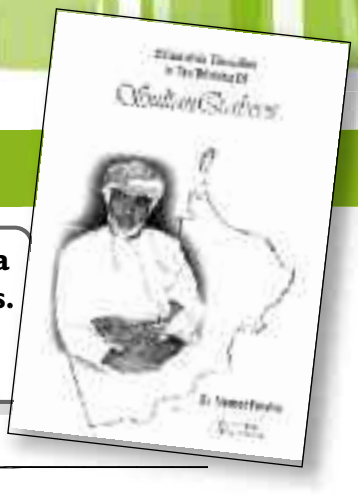
two things you didn't know before

_____

two things you want to find out more about

_____

Unit 1 Being a Citizen



1 **Dr Nemer Frayha is an expert in Citizenship Education. He wrote a book called Citizenship Education in the Thinking of Sultan Qaboos. Think of two questions you would like to ask Dr Nemer about his book.**

1. _____

2. _____

2 **Read the interview with Dr Nemer below. Can you find answers to any of your questions in the interview?**



Interviewer: Can you tell me about yourself?

Dr Nemer: Yes, my name is Dr Nemer Frayha. I first came to Oman in 2004, to work for the Ministry of Education. I currently work as an educational expert.

Interviewer: Why did you decide to write the book Citizenship Education and the Thinking of Sultan Qaboos?

Dr Nemer: When I first came to Oman, I was doing some research for my job. I had a book of His Majesty's speeches. I noticed that themes related to education and citizenship often occurred in his speeches. This gave me the idea to study Sultan Qaboos' words in speeches, meetings and interviews and write a book, which was published in 2006.

Interviewer: What were the main findings of your research?

Dr Nemer: I discovered that Sultan Qaboos' speeches often contained elements of citizenship, even if they were not directly about citizenship.

Interviewer: What is the significance of this?

Dr Nemer: These findings highlight the importance of citizenship and education in the development of Oman.

Interviewer: How has citizenship education in Oman changed?

Dr Nemer: People have a much greater awareness of citizenship education. It is now considered very important.

Interviewer: Can you give me an example of citizenship education in Oman?

Dr Nemer: Citizenship education is integrated throughout the curriculum. But my colleagues and I also design projects to develop citizenship skills and values. One project was called 'For the sake of my country'. It aimed to involve students more in local communities. They had to research and analyse a problem in their community (e.g. smoking, environmental issues, using phones in lessons). Then they had to make and implement a plan to solve the problem. The project was very successful.

Interviewer: How would you personally define citizenship?

Dr Nemer: Citizenship is something that should be developed through education. It expresses the legal belonging of a person to a country, and a person's emotional attachment to their country, people and history.

3 **Read the interview again and answer the questions below.**

1. What did Dr Nemer find when he analysed Sultan Qaboos' speeches?

   _____

2. How is citizenship education in Oman taught?

   _____

3. How is Dr Nemer's definition of citizenship different to the definition given in the text on page 50 of the Coursebook?

   _____

4 **Read the information about the suffix –ship. Then fill in the gaps with the words from the list. Use a dictionary if necessary. There are two extra answer choices.**

-ship is a <u>noun</u> suffix that has four basic meanings:

1. that something or someone has a certain quality, character or condition (e.g. *friendship*)
2. a status, office or rank (e.g. *citizenship, chairmanship*)
3. an art or skill (*craftsmanship*)
4. connections to a group or pair (*membership, partnership, relationship*)

championship	**membership**	**relationship**	**scholarship**
citizenship	**friendship**	**leadership**	**sponsorship**

1. Those two people don't get along very well. They have a bad _____.
2. Good _____ skills include the ability to motivate people.
3. The team that wins the final match also wins the _____.
4. Because of her high marks, she was given a _____ for university.
5. Some countries allow foreign residents to have _____ after they have lived in a country for a certain number of years.
6. Without _____ from large companies, it would be difficult to pay for major sporting events like the World Cup.

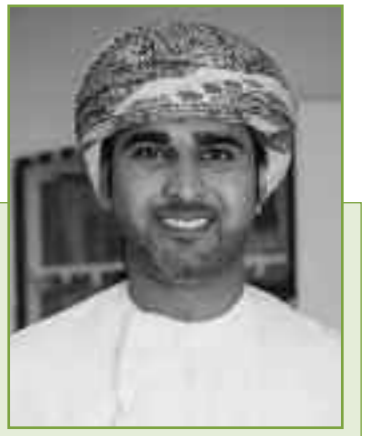
5 **Read the scenarios below. Role play the situations with a partner.**

Student A: *You do not really care about the environment and drop some litter on the street.*
Student B: *You see a stranger dropping litter on the street. You decide to speak to them about their actions and explain why it is important to take care of the environment.*

Student A: *You regularly volunteer for a charity. Try to persuade your friend to join you.*
Student B: *You are not interested in volunteering for a charity because you do not see any benefit for yourself.*

Unit 2 NGOs

1 **Listen to Younis talking about how life in Oman was different when he was young. Decide if the following statements are True (T) or False (F). Write the letters T or F in the box beside each statement.**



1. Younis's family used to live in a small mountain village. ☐
2. There was no school in Younis's village. ☐
3. Younis and his brother used to watch TV after school. ☐
4. Younis used to go fishing with his father at the weekend. ☐
5. Life used to be simpler when Younisb was young. ☐

2 **Circle the correct options in the sentences below.**

I **(1) use to / used to** go to school in Salalah when I was young. My brother and I **(2) used to /never used to** walk to school together because my family **(3) didn't use to/ didn't used to** have a car. My school **(4) never used to / used to** be quite small, but now it is much bigger. Maths **(5) use to /used to** be my favourite subject, and we **(6) didn't / never** used to study English. I didn't **(7) use to / used to** enjoy reading books when I was at school, but now I really **(8) used to love / love** to read.

3 **Rewrite the sentences and questions below with the words in the correct order.**

1. ago / be / Oman / different / forty-five / very / to / years / used /.

_____

2. Did / less / there / use / be / past / the / to / traffic / in / ?

_____

3. didn't / children / in/ There / to / specialist /use / be / for / disabled / care / Oman /.

_____

4. use / live / Where / you / to / did /?

_____

5. to / road / Salalah / There / used / be / Muscat / never / from / a / to /.

_____

4 **Preview and read the text below. Then follow the example and write some sentences about the text using 'used to' or 'didn't use to'.**

The Arabian Peninsula in Prehistory

Millions of years ago, the Arabian Peninsula was very different from how it is today. There was much more rainfall. Rivers flowed all year round, not just during the rainy season. The Peninsula was much greener. There wasn't as much desert. Grasslands and forests grew. There was a much wider range of wildlife. There were ostriches and there is even evidence that dinosaurs lived here.

Sources: *www.livescience.com*
www.newscientist.com



300 millions years ago

1. *The Arabian Peninsula used to be very different from how it is today.*
2. _____
3. _____
4. _____
5. _____
6. _____

5 **Write 5 sentences about your life using 'used to' and 'didn't use to'. Discuss your sentences in groups.**

Example *I used to live in Muscat, but now I live in Sohar.*

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

6 **Turn to page 77 of your Workbook and complete the Grammar Practice Activities.**

Unit 3 Model Citizens

1 **Match the nouns to the verbs below to create phrases.**

• hunger • ~~your life~~ • change • clothes

• your time • ~~money~~ • poverty • people

1. **to dedicate** → your life
2. **to donate** → money
3. **to eradicate** → _____
4. **to inspire** → _____

2 **Work in pairs to discuss the actions of responsible and irresponsible citizens and complete the table below. You can use your own ideas and ideas from previous units.**

Responsible Citizens	Irresponsible Citizens





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

1. Do you do any of the actions that you classified as actions of responsible citizens?
2. What about the actions of irresponsible citizens?

4 **Work in groups. Complete the vocabulary wheel about Citizenship. Use the words and phrases from the box below and any other relevant words or phrases from this theme.**

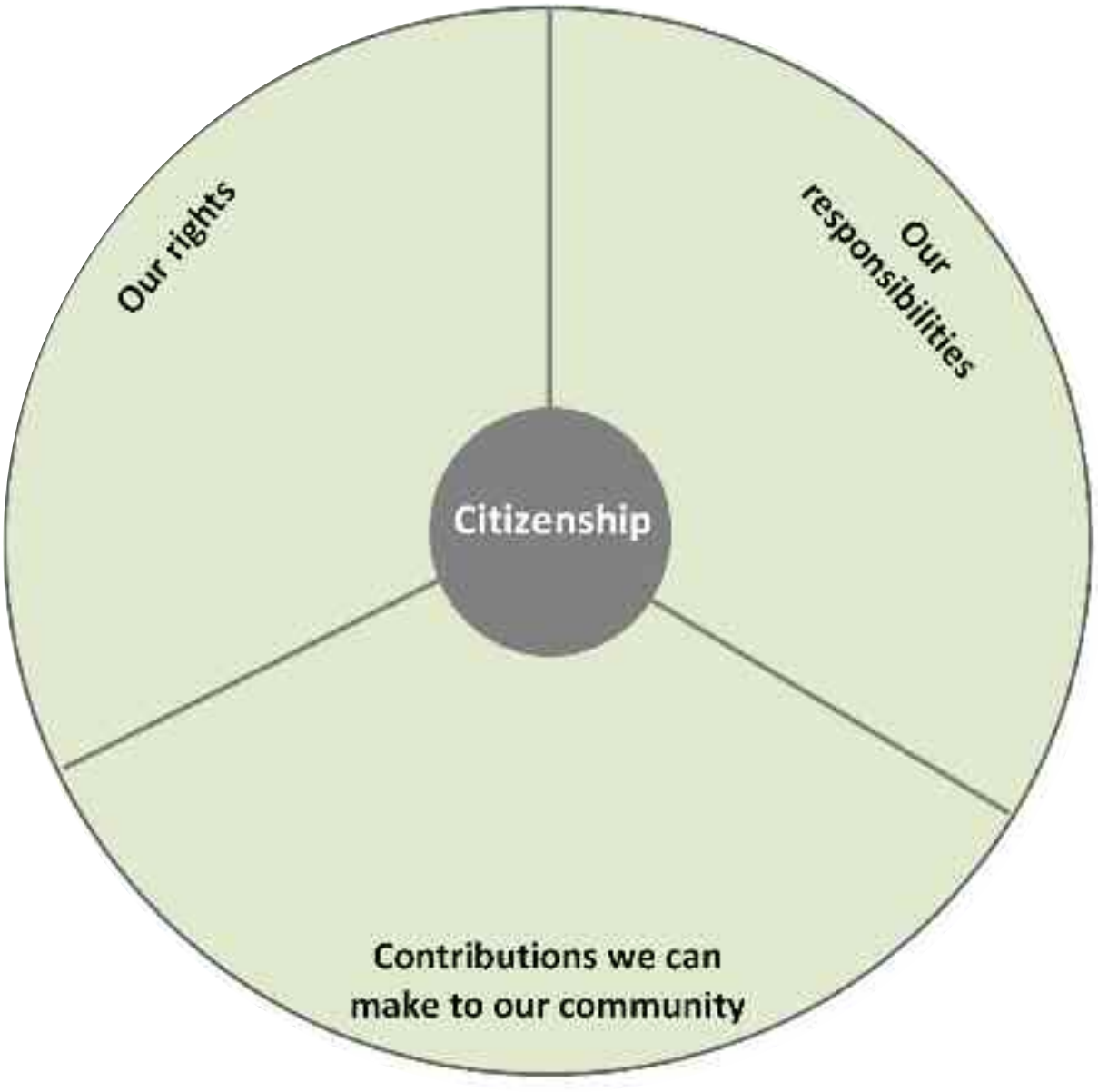
volunteering | respecting other people | right to residence

legal | helping people in need | obeying the law

protecting the environment | ethical | campaigning for important issues

paying taxes | upholding our country's values | right to vote

being informed about important issues | donating money/time



Unit 4 Being an Omani Citizen

1 **The three people below were asked the question 'What does being an Omani citizen mean to you?' Read their answers and predict the missing words or phrases. Then listen and check your predictions.**



1. Basil

"To me, being an Omani citizen means that we should **(1)** _____ everyone, regardless of their race, tribe, colour or gender. It is our duty to **(2)** _____ tolerance and live in peace. It is also our duty to represent Oman and create a good **(3)** _____ of our country and people."



2. Eman

"To me, being an Omani citizen is about being **(4)** _____ of our country and heritage. It's our responsibility to uphold Omani **(5)** _____ and traditions. We wear traditional dress because this is big part of our **(6)**_____ . It is also very important to us to be **(7)** _____ and welcome visitors and guests to our country. This is very old tradition."



3. Mazen

"Although Omanis all come from different tribes we are **(8)** _____ as one country. It is our **(9)** _____ as citizens to work for the progress of the country. Oman **(10)** _____ to be very different in the past, it has changed a lot. Our lives have changed a lot but we still maintain our traditional values and customs. That is what makes us Omani."

2 **Underline the statements the speakers gave in Activity 1. One example has been done for you.**

3 **Practise making statements with a partner. Change the underlined words for the words in the boxes underneath to make statements about different topics.**

1. To me <u>being a responsible citizen</u> means……

being a good student	**citizen rights**	**road safety**

2. I want to contribute to <u>my community</u> by ……

my school	**my country**	**protecting the environment**

3. I think it's my responsibility as a <u>student</u> to ……

brother/sister	**friend**	**Muslim**

4. I love <u>living in Oman</u> because .....

(subject)	**(food)**	**(sport)**

4 **Use your ideas from Activity 3 to complete the statements instructing people how to be responsible citizens. Discuss your sentences with a partner.**

1. Being a responsible citizen means _____

_____.

2. The term 'ethical responsibilities' means _____

_____.

3. You can contribute to your community by _____

_____.

4. It is your responsibility as a citizen to _____

_____.

5. You can contribute to protecting the environment by_____

_____.

Unit 5 Global Citizenship

1 **Skim the informative essay below and suggest an appropriate title.**



A global citizen can be defined as someone who is aware of the wider world, and actively participates in both local and global communities. This essay explains

_____

_____.

What does promoting peace involve?

Promoting peace locally involves developing tolerance and respect for diversity, so that people from different backgrounds can live together peacefully.
The principles of tolerance and respect also apply at a global level. In addition, a country's approach when dealing with other countries is also important.

How has Sultan Qaboos promoted peace locally and globally?

Sultan Qaboos has promoted peace locally and globally in several ways. At a local level he has fostered an attitude of cultural and religious tolerance in Oman. ~~The focus on cultural and religious tolerance in Oman~~ ***(1) This attitude*** has led to openness to and acceptance of different cultures and religions. This means that many foreigners coexist peacefully with local people in Oman.

At a global level, His Majesty implements a policy of peaceful negotiations when he deals with other countries. Implementing a policy of peaceful negotiations ***(2)*** _____ has enabled him to build good relationships both with other countries in the Gulf Region and with Western countries like the US and UK. As a result of Sultan Qaboos's good relationships with Gulf countries and Western countries ***(3)*** _____ , Oman was able to play a pivotal role in hosting talks between the US and Iran. The talks between the US and Iran ***(4)*** _____ led to a historic agreement on Iran's nuclear programme.

Why is promoting peace important?

One reason that Sultan Qaboos strives to promote peace is because he believes that it is essential for Oman's long term security and prosperity. Another reason is that Sultan Qaboos believes that peaceful resolutions must be adopted to create stability in the Middle East. His work to promote peace and his willingness to host the Iran US talks has cemented Oman's reputation as a peaceful nation that works to create peace both in the region and the world.

2 **Read the essay again in more detail. After you have read it, complete the final sentence in the introduction paragraph to explain the structure of the essay.**

3 **Analyse the cohesion in the essay by completing the tasks in the box below.**

a. Look at the example in the essay where the phrase ***"The focus on cultural and religious tolerance in Oman"*** has been replaced with ***"This attitude"***.

This helps avoid repetition and create cohesion.

Replace the other phrases that have been underlined in the essay with **this** or **these** and the words provided below.

good relationships ***policy*** ***talks***

b. Can you identify any other words or phrases that link sentences together in the text?

4 **Think about how you and your classmates can be more active as global citizens. Choose a topic from below to focus on in your essay.**

• the environment • poverty • trade • health • peace

Before you write your essay, brainstorm some ideas in the table below about what it involves, how you can contribute and why it is important. An example has been given below to help you.

Example: Environment		
What does contributing to the environment as a global citizen involve?	*How can students contribute to improving the environment?*	*Why is this important?*
- developing environmentally friendly habits - raising awareness - participating in events	- stop dropping litter - join an environmental organisation	- only have one planet - protect the earth for future generations

Topic:		
What does contributing to (topic) as a global citizen involve?	*How can students contribute to (topic)?*	*Why is this important?*

5 **Make a plan for your informative essay. Use your ideas from Activity 4. You can use your definition of a global citizen (from Activity 5 in the Coursebook) in your introduction.**

In your plan decide:
- how you will organize your essay
- the number of paragraphs in your essay
- the topic of each paragraph, and the supporting details

6 **Write the first draft of your essay into your exercise book. Refer to the Writing Guide on page 83 of the Workbook for help with layout and language. Give your essay a suitable title. Remember to use cohesive devices to link your ideas together. Show your first draft to a partner and correct any mistakes. Write a second draft.**

Across Cultures Morocco

1 **Read the text on pages 60 and 61 in the Coursebook. Write short answers to the questions below (not more than FOUR words for each answer).**

1. What is the highest mountain range in Morocco?

_____

2. Who makes up almost 100% of the Moroccan population?

_____

3. What are two of Morocco's major industries?

_____

4. What are the main instruments in Moroccan music?

_____

5. How many films are made in Morocco every year?

_____

2 **Find the words on the left in the text on pages 60 and 61 of the Coursebook. Match them with the definitions on the right.**

1 fertile	☐	**a** depends
2 dialects	☐	**b** admired as one of the best
3 compulsory	☐	**c** relating to towns and cities
4 prestigious	☐	**d** form of a language
5 urban	☐	**e** must be done by law
6 relies	☐	**f** place where an event happens
7 venue	☐	**g** able to produce good crops

3 **Use the words from Activity 2 in the sentences below. Note: There is one word that will not be used.**

1 The Royal Opera House, Muscat, is an important _____ for concerts.

2 The law states that it is _____ to wear a seatbelt when driving.

3 In the UK, there are different _____ of English.

4 The universities of Oxford and Cambridge are very _____.

5 The land between the sea and the mountains is rich and _____.

6 Many people have moved from the rural to the _____ area of the country.

Genre: The Battle for Equal Rights (continued)

Nelson Mandela



Nelson Mandela



Mandela with President F.W. de Clerk

Free at Last!

In 1989, a new President, F.W. de Klerk, came to power in South Africa. President de Klerk gave orders for Mandela and other political prisoners to be released. Mandela was set free on 11 February 1990. His release was watched on TV by millions of people all over the world. Mandela was finally free, and people felt great joy about that. But they also felt sad and shocked that he had been imprisoned for 27 years.

President Mandela

In 1991, Mandela became leader of the ANC. In 1993, Mandela and President de Klerk were jointly given the Nobel Peace Prize for their work for peace in South Africa. On 27 April 1994, elections in South Africa took place, and black people were allowed to vote for the first time. The ANC won the election and in May 1994, Nelson Mandela became South Africa's first black president.

Mandela worked very hard to build a new South Africa, and did many things to help the poor. He built new houses, and brought water and electricity to every house. In 1995, he started the Children's Fund to help the children of South Africa.

The Rugby World Cup

In 1995, South Africa hosted the Rugby World Cup. President Mandela wore a Springbok rugby shirt. The springbok antelope is South Africa's national animal. In the past, South Africa's rugby team, the Springboks, had been all-white. Mandela wore the shirt to help bring white and black together through sport.

Mandela as World Statesman

Mandela was welcomed around the world as a great leader, and given many honours. He wrote a book about his life called ***Long Walk to Freedom.***

In 1999, Nelson Mandela retired as President, and from 2004, he gave up politics to enjoy a quiet life with his family. He died on 5 December 2013 at the age of 95 after a lung illness.

Source: http://www.bbc.co.uk/schools/history/famouspeople/nelson_mandela

Review and Reference

1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a use vocabulary related to citizenship			
b correctly form and use 'used to + infinitive'			
c use language to describe Oman and Omani people			
d make statements and give extended answers			
e identify key words to listen for in listening texts			
f analyse cohesion in an informative essay			
g plan and write an informative essay			

GRAMMAR RECALL

Use + Infinitive

a 'Used + infinitive' refers to a past habit or condition which has stopped or changed.

b 'Used + infinitive' always refers to the past, never the present or future. (Simple present tense is used to talk about present habits.)

c 'Used + infinitive' shows a contrast between the past and present.

d 'A specific date is not mentioned in the same clause.

e 'The negative can be formed by adding 'didn't' or 'never' before 'used to + verb'. (Note that 'used' becomes 'use' after 'did' and 'did not'.)

f 'Used + infinitive' can be used in Wh-questions or questions can be formed using just the auxiliary.

2 Complete these sentences with the correct form of 'used to' and the words in brackets.

a I _____ (not like) coffee, but now I drink it everyday.

b Who _____ (own) this car?

c There _____ (be) a date farm here before they built the school.

d She _____ (ride) a bicycle, but now she has a car.

e There never _____ (be) many tourists here, but now many people come to see the old fort.

f Did they _____ (live) in Nizwa?

3 **Copy this chart into your exercise book. Complete it with 18 words from the theme you would like to remember.**

Verb	Noun	Adjective

4 **Complete each sentence with a word from the Glossary on page 64of your Coursebook. Put ONE word in each gap.**

a It is our responsibility as citizens to _____ the cultural and moral values of Oman.
b. Oman's landscape is very _____. It includes beaches, mountains, deserts and wadis.
c. Being a citizen means you have a right to _____ in the country of your citizenship.
d. It is important that you _____ your classmates and treat them kindly.
e. Volunteering for a _____ is one way to contribute to your local community.
f. A model citizen may _____ other people to be more active in their communities.
g. Omanis are known for being very _____ to visitors to their country.
h. Dar al Atta'a have collection boxes around Muscat where you can _____ old clothes that you no longer want.
i. Sultan Qaboos promotes _____ towards people from other countries and cultures.
j. It is the legal _____ of citizens to obey the law.
k. Citizens should feel _____ of their country and heritage.
l. One way charities and NGO _____ is by holding events for the local community.

PERSONALISE IT

Write down:

• the two most interesting things you learnt in this theme

_____

• two things you didn't know before

_____

• two things you want to find out more about

_____

Reading Section

Theme 2
Workbook, Unit 1, Activity 3, page 17
Workbook, page 60

Theme 3
Workbook, Unit 1, Activity 4, page 31
Workbook, page 61

Reading Section

1 **Read the text about Careers of the Future on page 17 of your Workbook. Circle the best answer for each question below.**

1 Oman is investing heavily in:
- **a.** seminars about work
- **b.** education and training
- **c.** the business sectors
- **d.** digital technology

2 The focus of the four seminars was:
- **a.** the global work environment
- **b.** digital technology
- **c.** the changing work environment in Oman
- **d.** marketing and media

3 'Millennials' is a name given to:
- **a.** the years between 1980 and 2000
- **b.** people born in 1980 and 2000
- **c.** people who will still be working in 2025
- **d.** people born between 1980 and 2000

4 Millennials want:
- **a.** a job that is fulfilling and well paid
- **b.** the same kind of job as their parents
- **c.** ten different careers
- **d.** to stop working by the age of 38

5 In Oman in the future, more people will:
- **a.** become female entrepreneurs
- **b.** join Facebook
- **c.** work from home
- **d.** work in small businesses

6 In 2013, 18% of all adults:
- **a.** were self-employed in Oman
- **b.** were self-employed globally
- **c.** worked from home
- **d.** became entrepreneurs

7 STEM subjects are very important for:
- **a.** businesses and companies
- **b.** people with an aptitude for science
- **c.** Oman's economic success
- **d.** government seminars

8 In future, Oman needs to focus on:
- **a.** people with an aptitude for science
- **b.** organising seminars
- **c.** careers in STEM
- **d.** encouraging students to study STEM subjects

Calculate your reading score and write the number of words per minute (WPM) into the box below. Check your answers to the comprehension questions with the text on page 17. Write your score into the box below.

Reading Speed (WPM)	
Score (out of 8)	

2 **Read the text about The Benefits of Exercise on page 31 of your Workbook. Circle the best answer for each question below.**

1 Many people today:
- **a.** don't do enough physical exercise
- **b.** spend too much time in their cars
- **c.** watch TV all day
- **d.** die from heart disease

2 Heart disease:
- **a.** can be prevented by exercise
- **b.** is often a result of high blood pressure
- **c.** is only caused by a sedentary lifestyle
- **d.** always happens to physically inactive people

3 Exercise can help to:
- **a.** lower cholesterol in the blood
- **b.** reduce weight
- **c.** increase a sense of well-being
- **d.** all of the above

4 More and more people are:
- **a.** going on a diet
- **b.** developing high blood pressure
- **c.** doing some kind of aerobic exercise
- **d.** becoming less depressed

5 Aerobic exercise:
- **a.** is mostly for overweight people
- **b.** stops heart disease
- **c.** refers only to jogging, swimming and cycling
- **d.** needs a lot of oxygen

6 During winter in Oman, many people:
- **a.** only exercise outdoors
- **b.** like going running and cycling
- **c.** join a sports club
- **d.** learn to kite surf

7 During the summer in Oman, running:
- **a.** can be dangerous to health
- **b.** is only possible in the evenings
- **c.** should only be done in a gym
- **d.** should never be attempted

8 Many gyms in Oman:
- **a.** are part of health clubs
- **b.** have only the best equipment
- **c.** insist that you use a personal trainer
- **d.** offer a variety of fitness classes

9 People are more likely to continue exercising when:
- **a.** they exercise by themselves
- **b.** they are part of a group
- **c.** they make big changes to their life
- **d.** they walk instead of drive

10 To change your daily routine, you should:
- **a.** join a gym
- **b.** always walk everywhere
- **c.** find small ways of including exercise
- **d.** never use a lift

Calculate your reading score and write the number of words per minute (WPM) into the box below. Check your answers to the comprehension questions with the text on page 31. Write your score into the box below.

Reading Speed (WPM)	
Score (out of 10)	

Communication Activities

Activity 1

Theme 1, Unit 3
Workbook, page 7, Activity 5
Workbook, page 64

Activity 2

Theme 2, Unit 1
Workbook, page 17, Activity 4
Workbook, page 65

Activity 3

Theme 3, Unit 1
Workbook, page 31, Activity 5
Workbook, page 66

Activity 4

Theme 3, Unit 4
Workbook, page 37, Activity 5
Workbook, page 67

Communication Activities

1 **Refer to Unit 3, Activity 5 on page 7 of your Workbook. In groups, design a survey of how people get news. Make up two more questions to include in your survey and write them in the column on the left. Then interview four people. Choose two younger and two older people.**

How People Get News

	Person A	Person B	Person C	Person D
1 How do you prefer to get news?				
2 Why do you like this method?				
3 Which newspapers or magazines do you read?				
4 _____ _____ _____ _____				
5 _____ _____ _____ _____				

Write a short report about the findings of your survey. In your report, focus on the similarities and differences between the younger and older people.

2 **Refer to Theme 2, Unit 1, Activity 4 on page 17 of your Workbook. Interview a partner and complete an aptitude and personality chart for him/her. Draw lines for each ability in a similar way to Ali Abdullah's chart. Write your partner's name at the top of the chart, for example, 'Salim's Aptitude and Personality Chart.'**

Ask your partner questions, such as:

- *How good are you at reasoning? (Are you good at solving difficult problems?)*
- *Do you have a strong verbal ability? (Are you good with words?)*
- *What about your numerical ability? (Are you good with numbers?)*

_____ Aptitude and Personality Chart

	Low	Average	High	Very High
1 Reasoning (solving difficult problems)				
2 Verbal ability (being good with words)				
3 Numerical ability (being good with numbers)				
4 Perceptual ability (being good with diagrams and pictures)				
5 Mechanical ability (knowing how things work)				
6 Manual skills (working well with your hands)				
7 Awareness (noticing people and things around you)				
8 Self-confidence (belief in your abilities, desire to succeed)				
9 Decision making (leading others, taking the initiative)				

Ask your partner what job they would like to do, and why they think they are suited to this job. Write their answers on the lines provided. For example, 'Salim would like to be a pilot.'

_____ would like to be a _____.
He/she thinks he/she is suited to this job because _____
_____
_____

3 **Refer to Theme 3, Unit 1, Activity 5 on page 31 of your Workbook. Work with a partner and complete the quiz below. Record your partner's answers in the appropriate boxes. Work out their score and find out if they are healthy or unhealthy.**

How healthy are you?

1. How many big meals do you eat every day?



a. two ☐
b. one ☐
c. three ☐
d. more than three ☐

2. How often do you eat junk food?



a. never ☐
b. not often ☐
c. three times a week ☐
d. every day ☐

3. How many portions of fresh fruit or vegetables do you eat every day?



a. five ☐
b. three or four ☐
c. one or two ☐
d. none ☐

4. How often do you play sports?



a. every day ☐
b. two or three times a week ☐
c. once a week ☐
d. never ☐

5. How far do you walk every week?



a. more than 10 km ☐
b. six to nine km ☐
c. between two and five km ☐
d. less than two km ☐

6. How many hours do you sleep every day?



a. eight or nine ☐
b. less than seven ☐
c. between nine and twelve ☐
d. more than twelve ☐

Scores: **a=5** **b=3** **c=1** **d=0**

25-30=very healthy
18-24=healthy
10-17=not very healthy, you should make some changes
less than 10=very unhealthy - you must change!

4 **Refer to Unit 4, Activity 5 on page 37 of your Workbook. Read the questions in the chart below. Make up a question of your own and add it into the chart as question 6. Then interview four other students in your class and complete the survey with their information.**

Sport in my Class

	Student A	Student B	Student C	Student D
1 Do you think sport is important? Why/why not?				
2 Do you enjoy sport? Why/why not?				
3 What is your favourite sport to play or watch?				
4 How often do you play or watch this sport?				
5 Who is your favourite sportsman or sportswoman?				
6 _____ _____ _____ _____				

Write a short report about the findings of your survey.

Writing Activites

Activity 1

Theme 2, Unit 5
Workbook, page 25, Activity 4
Workbook, page 70

Activity 2

Theme 2, Unit 5
Workbook, page 25, Activity 5
Workbook, page 71

Writing Activities

1 **Refer to the advice in Theme 2, Unit 5, Activity 3 on page 27 of your Coursebook about writing a CV. Read through the example of Tariq Al Sawafi's CV in Activity 4 on the same page. Write your own CV, following the same format as Tariq's. If you have no work experience, leave that section blank. Be sure to include ONLY true information in your CV.**

CURRICULUM VITAE

Name: _____

Date of Birth: _____

Address: _____

Email address: _____

Tel nos - Home _____ **GSM** _____

Nationality: _____

Education and Qualifications:

_____

_____

_____

_____

Skills and Languages:

_____

_____

_____

_____

Work Experience:

_____

_____

_____

_____

Interests and Hobbies:

_____

_____

_____

_____

Referees:

_____

_____

_____

2 **Read through the tips below for completing a job application form. Underline the most important phrases in each instruction. Choose ONE of the jobs in the box in the 'Activate Your English' section on page 21 of your Coursebook. Choose a job that will suit your own personality. Fill in the name of the job in the heading at the top of the form. Then fill in the form.**

Tips for Completing a Job Application Form

- Read the instructions carefully before you start filling in the form. For example, some forms ask you to use black ink. Some forms ask you to complete them in BLOCK LETTERS, in which case you must do that.
- Take your time filling in the form – don't rush.
- It is a good idea to make a photocopy of the form and practise filling the form in first on the copy. That way, if you make a mistake, it doesn't matter.
- If you cannot make a photocopy, fill the form out in light pencil first. If you make a mistake, you can rub it out.
- Get someone else to check the completed form for spelling errors before you complete it using a pen.
- Most important – WRITE NEATLY AND CLEARLY.

APPLICATION FORM FOR THE JOB OF _____

Please complete the form in BLOCK LETTERS.

Surname: _____

First names: _____

Date of birth: _____

Gender: **Male/Female**

Nationality: _____

Address: _____

Tel no (home): _____ **GSM:** _____

Email: _____

Educational qualifications:

_____

_____

_____

_____

Previous work experience:

_____

_____

Referees (two names):

_____

_____

Signature: _____ **Date:** _____

Grammar Practice

	Page
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Theme 2, Unit 2 Workbook, page 19, Activity 5	**75**
Theme 3, Unit 2 Workbook, page 33, Activity 5	**76**
Theme 4, Unit 2 Workbook, page 47, Activity 6	**77**

1 Change the direct questions below into reported speech.

Example: "Where is he?" She asked me where he was.

1. "What are you doing?" She asked me _____.
2. "Who did you visit in Nizwa?" He asked me _____.
3. "Have you been to Paris?" They asked him _____.
4. "What time will you leave?" She asked us _____.
5. "Do you like coffee?" They asked her _____.

2 Choose the correct forms of the verbs in the text below.

The journalist asked the famous Turkish actress some questions about her life. She told him that she (1) _____ **(was born/had been born)** in a village in the east of Turkey. However, later her family (2) _____ **(moved/had moved)** to Istanbul where her father (3) _____ **(found/had found)** work as a mechanic. After several years, she (4) _____ **(had offered/had been offered)** a place at drama school, and after that, she (5) _____ **(started/had started)** getting small parts in films. When the journalist asked her what her ambitions were, she (6) _____ **(replied/had replied)** that she (7) _____ **(will like/would like)** to write a book.

3 Choose the correct option from the four choices given to complete each sentence.

1. "Where do you live?" asked the teacher.
   The teacher asked me where _____.

   a. do I live **b.** am I living **c.** I lived **d.** I had lived

2. "Don't stay there too long!" said my mum.
   My mum told me _____ there too long.

   a. not stay **b.** not to stay **c.** don't stay **d.** not staying

3. "Let's buy that car," said my brother.
   My brother and I agreed that _____the car.

   a. to buy **b.** buying **c.** we will buy **d.** we would buy

4. "Are you feeling nervous?" Fatma asked her friend.
   Fatma asked her friend if _____ feeling nervous.

   a. I am **b.** she is **c.** she was **d.** was she

5. "I'll come early," said Ahmed.
   Ahmed promised that he _____ early.

   a. to come **b.** will come **c.** comes **d.** would come

1 Read the information below for hotel guests. Complete each statement with a modal verb or phrase of obligation, desirability or necessity.

Example: *If guests have a complaint, they **should (ought to)** inform the hotel manager. (desirability)*
*Guests **must (have to)** check out of their rooms by 12.00. (obligation)*
*Guests **needn't (don't have to)** take their own towels to the swimming pool. (necessity)*

1. On arrival, guests _____ check in at reception. *(obligation)*
2. Guests _____ eat in the restaurant. They can call room service. *(necessity)*
3. Guests _____ keep their valuable items in the safe in their room. *(desirability)*
4. Guests _____ go swimming in the sea when they see the red flag. *(obligation)*
5. Guests _____ park in the front car park. They can use the back one instead. *(necessity)*
6. Guests _____ make a noise and disturb other guests. *(desirability)*

2 Choose the correct option from the four choices given to complete each sentence.

1. Passengers _____ check in two hours before the flight.
   a. must to **b.** has to **c.** have to **d.** must have
2. Yesterday I lost my watch. I'll _____ buy a new one.
   a. need **b.** not need **c.** should **d.** need to
3. You _____ worry so much. Everything will be all right.
   a. must **b.** shouldn't **c.** should to **d.** needn't to
4. I haven't seen Nawal for ages. I _____call her.
   a. don't have to **b.** shouldn't **c.** should **d.** ought
5. You _____ come with me if you are too busy. I can go alone.
   a. needn't to **b.** don't **c.** should **d.** needn't

3 Rewrite the exam rules below with the words in the correct order.

Example: minutes / You / the / ten / arrive / before / must / exam / minutes
You must arrive ten minutes before the exam.

1. the / register / before / You / must / exam _____.
2. must / mobile / switch / your / off / phone / You _____.
3. at / mustn't / work / another / You / student's / look _____.
4. questions / You / all / answer / must / the _____.
5. mustn't / the / You / during / exam/ talk _____.
6. the / leave / is / mustn't / until / You / exam / over _____.

1 Complete each sentence with the correct form of the verb in brackets. Note: Some sentences have TWO correct answers.

1. The electrician began _____ all the electrical appliances. (check)
2. She expects _____ the work soon. (finish)
3. He prefers _____ alone. (work)
4. Can you imagine _____ around the world? (sail)
5. I'm going to the UK to practise _____ English. (speak)
6. I've decided _____ a barbecue tomorrow. (have)
7. Would you mind _____ me with this problem? (help)

2 Correct the mistakes in the sentences below. Rewrite each sentence on the line underneath. Note: Each sentence has more than one mistake.

1. If you decide working as a chef, you'll need to learn from food hygiene.

   _____

2. Avoid to place a barbecue near anything that can to catch fire.

   _____

3. We have to leave to the airport now. It's time for catching our flight.

   _____

4. Please don't hesitate contacting me. I'll help you by any way I can.

   _____

5. Unfortunately I forgot bringing my phone. I left it in home.

   _____

3 Complete the text below. For each item, shade in the bubble next to the correct preposition.

Food Safety in the Kitchen

When preparing food, it's very important to keep your kitchen clean. To prevent the spread (1) _____ harmful bacteria, here are some simple tips. Always wash your hands (2) _____ warm water and soap before preparing food. Keep raw meats separate (3) _____ other foods in the fridge. Never put cooked food (4) _____ a plate that was holding raw meat, chicken or fish. Use a separate cutting board (5) _____ chopping raw meat, chicken and fish. After using the cutting board, wash it in hot water, then dry it (6) _____ a paper towel.

1	by	from	with	of
2	by	with	through	into
3	away	with	from	between
4	onto	in	under	above
5	to	by	for	from
6	by	without	through	with

1 Use the phrases below to write the sentences about the past with 'used to + infinitive.'

Example: travel everywhere by foot- In the past, people used to travel everywhere by foot.

1 not have laptop computers

_____

2 communicate by letters

_____

3 never eat fast food

_____

4 not shop in big shopping malls

_____

2 Correct the mistake in the sentences below.

1 There use to be more turtles in the world.

_____

2 There didn't used to be shopping malls in Oman.

_____

3 Dar al Atta'a used setting up tents during Ramadhan in Muscat.

_____

4 Naseeb never used to watchin TV.

_____

5 We used to live in a small village, but now we used to live in Muscat.

_____

3 Complete the sentences with 'used to' and the verb in brackets. Then match the sentence halves.

1 When we were young my family _____ (live) in an apartment,
2 In the past Oman _____ (not have) many expatriates,
3 I _____ (never play) sports,
4 Students _____ (walk) to school,
5 Shark populations _____ (be) much higher,

a but nowadays, many students go to school by car or bus.
b but nowadays many species are endangered.
c but now I am very active.
d but now we live in a big villa.
e but these days there are almost as many expatriates as Omanis.

Reference Section

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Writing Guide

Theme 1

News and the Media

A Narrative Essay

In a narrative essay, you need to sequence your ideas in a clear and logical way. Before you write your essay, it is very important to plan and organise it. Always write your ideas down on paper rather than planning the essay in your head.

When writing a narrative essay based on a picture story, follow the pictures carefully to make the order of events clear.

a. Layout

Introduction
Use the first picture to set the scene. Ask yourself questions about it, e.g.

Who is in the picture? (two boys)
Where are they? (in a boat)
What are they doing? (fishing)
Two boys were in a boat, fishing.

Now think of some details to make the story more interesting, e.g.

Yesterday Ahmed and his friend Saif went fishing in a boat in the sea near Sur. It was a beautiful afternoon and the boys felt relaxed and happy.

Main body
Work through the rest of the pictures, connecting the events together so that they tell the story in a logical sequence.

Conclusion
Use the last picture as a conclusion to your story. Introduce your conclusion with a word such as *Finally…..At last….In the end,* e.g.

Finally the boys were pulled to safety.

b. Language

1. Use the words and phrases in the box above the pictures to give you ideas for the story. You may have to change the form of the words to be grammatically correct.

2. Remember that because you are telling a story, the verbs should be in the past tense.

3. Use connecting words such as *First…..next….then….after that….finally* to link the different sections of the story together.

4. Use other adverbs to give variety to the story and make it more interesting, e.g.

   Unfortunately, *the engine was broken.*

   Suddenly, *the boys saw dark clouds over the mountains.*

   Quickly, *the policeman threw a strong rope to the boys.*

Editing your essay
Check the following things in your essay.

Grammar:
Check to see that:
- every sentence has a subject and verb
- your verb tenses are correct
- you have used pronouns and prepositions correctly

Spelling:
Check your spelling. Use a dictionary to help you. Look up any words you are not sure about.

Punctuation:
Check that you have used the following correctly:
- capital letters
- full stops and commas
- apostrophes

Correct any mistakes, then write a second draft of your essay.

Theme 2
Work and Careers
A Covering Letter for a Job Application

a. Layout

Put your address in the top right-hand corner of your letter with the date underneath. Put the name of the person and the address of the company you are writing to on the left hand side of the page.

Write the main body of your letter. Divide it into short paragraphs and include the following information:

Paragraph 1

- state the purpose of your letter
- where you saw the job advertised
- why you want to apply for it

Paragraph 2 and 3

- your background and qualifications
- any relevant work experience

Paragraph 4

- any additional details such as skills and languages

Paragraph 5

- say that you are attaching your CV to your letter of application.
- Give the names and contact details of referees.

b. Language

1. Use formal language in your letter.

2. Begin your letter with:

   Dear Mr Smith

   If you don't know the name of the person you are writing to, put:

   Dear Sir or Madam

3. End your letter with a sentence such as:

   - *I look forward (I am looking forward) to hearing from you soon.*
   - *I look forward (I am looking forward) to hearing from you in the near future.*

   If you know the name of the person you are writing to, end your letter with the phrase Yours sincerely.

   Yours sincerely
   Saleh Al Barwani

   If you don't know the name of the person, end it with the phrase Yours faithfully.

   Yours faithfully
   Saleh Al Barwani

Editing your letter
Check the following things in your letter.

Grammar:
Check to see that:
- every sentence has a subject and verb
- your verb tenses are correct
- you have used pronouns and prepositions correctly

Spelling:
Check your spelling. Use a dictionary to help you. Look up any words you are not sure about.

Punctuation:
Check that you have used the following correctly:
- capital letters
- full stops and commas
- apostrophes

Correct any mistakes, then write a second draft of your letter.

Theme 3
Health and Safety
An Evaluative Essay

In an evaluative essay, you express your opinion about something, and support it with reasons and evidence to make your argument stronger. As with a narrative essay, it is very important to plan and organise an evaluative essay. Always write your ideas down on paper rather than planning the essay in your head.

a. Layout

Introduction
In the introduction, you should give background information to the topic and state your opinion about it.

Title – Ways of improving water safety in Oman

Although people in Oman are becoming more aware of water safety, ***I believe that*** *there are several things we can do to improve it more.*

Main body
State three or four reasons as to why you have formed your opinion, and make each reason the subject of a separate paragraph.

In my view, *we should raise awareness among parents about water safety.*

I think that *schools can greatly help in promoting water safety.*

I don't believe that *people are sufficiently aware of the dangers of wadis after heavy rain.*

For each reason, add supporting evidence and examples to make your argument stronger.

Parents must not allow their young children to play in the sea or swimming pools unsupervised.

For example, schools can arrange talks about water safety. They should also make swimming lessons part of the school curriculum.

Heavy rain causes flash floods, which can carry people and cars away. You should never try to cross an overflowing wadi as you can easily drown in the strong current.

Conclusion
In the conclusion, summarise your overall opinion.

In conclusion, ***I think that*** *all the ways mentioned above would be effective in improving water safety in Oman.*

b. Language

There are several phrases that can be used to introduce your opinion:

- *I think that…….*
- *I believe that …….*
- *I feel that…….*
- *In my view, ……*
- *In my opinion, ……..*

You can also use negative phrases to introduce your opinion.

- *I don't think that…….*
- *I don't believe that …….*
- *I don't feel that…….*

If you want to refer to someone else's opinion you can use the phrase 'According to.'

- *According to Ali, English is easier to learn than French.*

Editing your essay
Check the following things in your essay.

Grammar:
Check to see that:
- every sentence has a subject and verb
- your verb tenses are correct
- you have used pronouns and prepositions correctly

Spelling:
Check your spelling. Use a dictionary to help you. Look up any words you are not sure about.

Punctuation:
Check that you have used the following correctly:

- capital letters
- full stops and commas
- apostrophes

Correct any mistakes, then write a second draft of your essay.

Theme 4
Citizenship
An Informative Essay

a. Layout
The structure of an informative essay has three parts and consists of several paragraphs. The main idea for each paragraph focuses on one aspect (part) of the whole subject of the essay.

The essay consists of:

- the introduction (one paragraph)
- the main body
  - What? (one paragraph)
  - How? (one paragraph)
  - Why? (one paragraph)
- the conclusion (in the sample essay, the 'Why' paragraph is the final paragraph, but includes a concluding sentence).

Each main body paragraph should consist of:
- A topic sentence which expresses the main idea of that paragraph.
- Supporting details such as reasons, examples or opinions.

Introduction
- Give your definition of a global citizen (Coursebook, Unit 5, Activity 5 page *).
- Introduce the topic you have chosen.
- Write a sentence outlining the organization of your essay.

Paragraph 1- What?
- Explain what contributing to your chosen topic as a global citizen involves.

Paragraph 2- How?
- Explain how your classmates/ local students can contribute to your chosen topic as global citizens.

Paragraph 3- Why?
- Explain why it is important to contribute to and be active in the global community in the area you have chosen.

Conclusion
- You can add a concluding paragraph or you can write a concluding sentence at the end of Paragraph 3.

b. Language
1. Try and repeat key terms related to your topic (e.g. global citizen, protecting the environment) to create cohesion.

2. Use 'this/these + noun' to refer back to previous information to create cohesion.

3. Use language for making statements, for example:
   - *One issue that is important to global citizens is….*
   - *Protecting the environment/ promoting peace/ eradicating poverty involves….*
   - *Students can contribute to protecting the environment / promoting peace / eradicating poverty by…*
   - *It is important we protect the environment/ promote peace/ eradicate poverty because…*
   - *It is our responsibility to….*

Editing your essay
Check the following things in your essay:

- Does your essay move from general to specific? (What – How – Why)
- Have you included a sentence to outline the organisation of the essay?
- Does each paragraph have one main idea?
- Have you written strong clear topic sentences?
- Have you used suitable phrases for making statements?
- Will the reader be able to read and understand your text easily?
- Have you given your essay a suitable title?

Grammar:
Check to see that:
- Every sentence has a subject and verb
- Your tenses are correct
- You have used pronouns and prepositions correctly

Cohesion: Check that you have used cohesive devices to clearly link ideas in your essay together.

Spelling: Check your spelling. Use a dictionary to help you. Look up words you are not sure about.

Punctuation: Check you have used the following correctly:
- capital letters
- full stops and commas
- apostrophes

Correct any mistakes. Then write a second draft of your essay.

Grammar Reference

Theme 1

News and the Media

Reported speech

Reported speech, or indirect speech, is a way of reporting what someone said without using their actual words.

Reported statements

The verb in the reporting clause is usually one tense back from the reporting verb which introduces it.

Direct speech	Reported speech
Present simple "I live in Muscat."	*Past simple* He said he **lived** in Muscat.
Present continuous "You're driving too fast."	*Past continuous* She said I **was driving** too fast.
Present perfect "I've eaten too much."	*Past perfect* He said he **had eaten** too much.
Past simple "We went to London last year."	*Past perfect* They said they **had gone** to London last year.
Past continuous "She was laughing."	*Past perfect continuous* He said she **had been laughing**.
Future "We'll visit you."	*Future* They said they **would visit** me.

Reported questions

Reported questions which require yes/no type answers are ommonly introduced by 'if' or 'whether'. Some examples of common verbs used to introduce reported questions are *ask, want to know* and *enquire*.

If the reporting verb is in the past, we change the verb tense to one tense back, in the same way as for reported statements.

Direct speech	Reported speech
"Do you like football?"	He asked me **if I liked football.**
"What's your sister's favourite colour?"	She wanted to know **what my sister's favourite colour was.**
"Where's the station?"	He enquired **where the station was.**
"Were you talking?" the teacher asked the children.	The teacher asked the children **if they had been talking.**
"Why did you say that?" my friend asked me.	My friend asked me **why I had said that.**

Reported commands

Reported commands, requests, promises and advice are formed with a verb + person + to + infinitive.

In the negative form, we put *not* before *to*.

Affirmative	Negative
The policeman told him to stop.	The policeman told him **not** to stop.
The teacher instructed the students to come early.	The teacher instructed the students **not** to come early.
She asked me to speak loudly.	She asked me **not** to speak loudly.
I promised to do it again.	I promised **not** to do it again.
My sister persuaded me to buy new shoes.	My sister persuaded me **not** to buy new shoes.

Changes in time

Some time and place expressions change when used in reported speech. Some examples are given in the table below.

Direct speech	Reported speech
now	then, at that time
today	that day
yesterday	the day before
tomorrow	the next day, the following day
last week, last month, last year	the week before, the month before, the year before
here	there

Theme 2

Work and Careers

Modal verbs

Modal verbs are types of auxiliary verbs - verbs which 'help' other verbs. They are used to express ideas such as:

- ability (I can swim)
- permission (May I leave the room?)
- certainty (The population of the world will increase)
- possibility (Unfortunately, the panda may become extinct)
- requests (Could I have some water please?)
- obligation (Students must answer all four exam questions)
- desirability (You should try and eat less)
- necessity (You need to wear warm clothes in winter)
- lack of necessity (You needn't arrive before eight o'clock)

Expressing obligation and desirability

Affirmative

I You We They	must have to should ought to	go to the doctor.
He She	must has to should ought to	

Negative

I You We They He She	mustn't shouldn't oughtn't to	behave like that!

Expressing necessity

Affirmative

I You We They	need to	be more careful.
He She	needs to	

Negative (lack of necessity)

I You We They	don't need to don't have to	buy a new car.
He She	doesn't need to doesn't have to	

Conjunctions

Conjunctions are linking words or phrases which join parts of a sentence or two sentences together. There are seven main types of conjunctions as follows:

- addition
- reason
- result
- similarity
- contrast
- time
- example

addition	and, also, in addition, moreover, furthermore
contrast	but, however, on the other hand, in contrast
reason	because, for this reason, due to
time	firstly, secondly, thirdly, next, then, finally
result	therefore, so consequently, as a result, thus
example	for instance, for example,
similarity	in the same way, similarly, likewise

Some examples of conjunctions in sentences

- I would like to visit you this weekend **but** I'm afraid I'm busy. (contrast)
- Many houses were destroyed **due to** Cyclone Gonu. (reason)
- **First**, students should write a draft of their essay, **then** they should check it for errors. (time)
- John worked very hard all year **so** he did very well in his exams. (result)
- Many wild animals live in Pakistan, **for instance**, leopards and bears. (example)
- The Internet has made communication easier; **similarly** so have mobile phones. (similarity)

Theme 3

Health and Safety

Infinitives and Gerunds

Some verbs, adjectives and nouns collocate (go with) the infinitive forms of other verbs ('to' + verb stem). Some collocate with the gerund forms (verb + -ing) of other verbs. Some can collocate with either infinitive or gerund forms.

Examples:

Verb + infinitive only
She agreed to do the work.

Verb + gerund only
He enjoys playing football.

Verb + infinitive or gerund
They like to walk on the beach.
They like walking on the beach.

Some verbs that collocate only with infinitive forms of other verbs:

agree	expect	learn	pretend
attempt	hesitate	neglect	promise
decide	hope	plan	want

Some verbs that collocate only with gerund forms of other verbs:

appreciate	deny	give up	put off
avoid	enjoy	mind	quit
consider	finish	practise	suggest

Some verbs that can collocate with either infinitive or gerund forms of other verbs:

begin	like	regret	start
continue	prefer	remember	try

Changes in meaning
The meanings of some verbs change according to whether they collocate with an infinitive or a gerund.

Examples:

1. He always **forgets** to switch off the light. (It's a habit).
   He can't **forget** living in Italy. (He is unable to lose the memory).
2. She **remembered** to get petrol before the trip. (She didn't forget to do it).
   She **remembered** leaving her purse on the table. (She has a memory of doing it).
3. He **stopped** to buy a newspaper. (Buying a newspaper was the reason that he stopped).
   He has **stopped** going to the gym. (He doesn't go to the gym any more).

Prepositions

Prepositions indicate a relationship between nouns or pronouns in a sentence with other things in the sentence. Many prepositions are very short, less than six letters. Others are phrases, consisting of a combination of words. The two most common types of prepositions are prepositions of time, and prepositions of place.

1. Prepositions of Time
The most common prepositions of time are **at, in** and **on**.

We use **at** to pinpoint a time:
- at six o'clock; at 10.30; at night; at sunset

We use **in** for months, years, centuries and long periods:

- in October; in 2015; in the nineteenth century; in the summer

We use **on** for days of the week, dates and specific days:

- on Sunday; on 2 March; on National Day

Examples:

- The meeting is **at** 9 a.m.
- My birthday is **in** June.
- Do you work **on** Saturdays?

Some other examples of prepositions of time:

after	during	since
before	for	until

2. Prepositions of Place

These are used to show the location or position of one thing in relation to another. Generally speaking:

We use **at** to indicate a point:

- at the bus stop; at the corner; at the beginning

We use **in** to indicate an enclosed space:

- in the garden; in my pocket; in Oman

We use **on** to indicate a surface:

- on the wall; on the floor; on page 25

Examples:

- The shop is **at** the end of my road.
- Salalah is **in** the south of Oman.
- The author's name is **on** the cover of the book.

Some other examples of prepositions of place:

above	beside	near	over
around	between	next to	through
behind	down	opposite	under

3. More prepositions

Here are examples of more prepositions. Note that prepositions can be phrases rather than one word:

about	by	instead of
according to	concerning	with
apart from	except (for)	without

Theme 4

Citizenship

Used to + infinitive

'Used to + infinitive' refers to past habits or situations which have stopped or changed in some way. It always refers to the past, not the present or future. (Simple present tense is used to talk about present habits). Negatives can be formed with 'did not', 'didn't' or 'never'. Questions can be formed with 'did', or 'used to' can be used with Wh- questions.

Affirmative

I You We They	must have to should ought to	go to the doctor.
He She	must has to should ought to	

Negative

I You We They He She	mustn't shouldn't oughtn't to	behave like that!

1. 'Used to + infinitive' refers to a past habit or condition that has stopped or changed.

   I used to live in Sohar. (but now I live in Muscat)

2. 'Used to + infinitive' refers to the past, never the present or future. (Simple present tense is used to talk about present habits).

3. A clause in the present simple tense to a sentence with 'used to + infinitive' shows a contrast between past and present.

   I used to play football, but now I play tennis.

4. The negative can be formed by adding 'didn't' or 'never' before 'use to + infinitive'. Note: in the negative 'used to' with didn't becomes 'use to'.

   Oman didn't use to have many schools or hospitals.

   We never used to watch TV.

5. 'Used to + infinitive' can be used with Wh-questions or questions can be formed with 'did'.
   What used to be here?
   Where did you use to go to school?
   Did you use to like chocolate when you were young?

Word List

Theme 1
News and the Media

accurate	(adj)	/ˈækjərət/
basic	(adj)	/ˈbeɪsɪk/
bizarre	(adj)	/bɪˈzɑː(r)/
documentary	(n)	/ˌdɒkjuˈmentri/
drown	(v)	/draʊn/
ethical	(adj)	/ˈeθɪkl/
freelance	(adj)	/ˈfriːlɑːns/
iceberg	(n)	/ˈaɪsbɜːg/
obsession	(n)	/əbˈseʃn/
prey	(n)	/preɪ/
pursue	(v)	/pəˈsjuː/
survive	(v)	/səˈvaɪv/
tragic	(adj)	/ˈtrædʒɪk/

Theme 2
Work and Careers

analyse	(v)	/ˈænəlaɪz/
apply (for)	(v)	/əˈplaɪ/
candidate	(n)	/ˈkændɪdət/
consultant	(n)	/kənˈsʌltənt/
convince	(v)	/kənˈvɪns/
marketing	(n)	/ˈmɑːkɪtɪŋ/
motivated	(adj)	/ˈməʊtɪveɪtɪd/
promote	(v)	/prəˈməʊt/
proposal	(n)	/prəˈpəʊzl/
referee	(n)	/ˌrefəˈriː/
shift	(n)	/ʃɪft/
stressful	(adj)	/ˈstresfl/
verbal	(adj)	/ˈvɜːbl/

Theme 3
Health and Safety

destruction	(n)	/dɪˈstrʌkʃn/
earthquake	(n)	/ˈɜːθkweɪk/
emergency	(n)	/iˈmɜːdʒənsi/
garbage	(n)	/ˈgɑːbɪdʒ/
hurricane	(n)	/ˈhʌrɪkən/
jogging	(n)	/ˈdʒɒgɪŋ/
lifeguard	(n)	/ˈlaɪfgɑːd/
litter	(n)	/ˈlɪtə(r)/
posture	(n)	/ˈpɒstʃə(r)/
prone to	(adj)	/prəʊn/
restore	(v)	/rɪˈstɔː(r)/
sore	(adj)	/sɔː(r)/
torrential	(adj)	/təˈrenʃl/

Theme 4
Citizenship

charity	(n)	/ˈtʃærəti/
diverse	(adj)	/daɪˈvɜːs/
donate	(v)	/dəʊˈneɪt/
fundraise	(v)	/ˈfʌndreɪz/
hospitable	(adj)	/hɒˈspɪtəbl/
inspire	(v)	/ɪnˈspaɪə(r)/
proud	(adj)	/praʊd/
residence	(n)	/ˈrezɪdəns/
respect	(v)	/rɪˈspekt/
responsibility	(n)	/rɪˌspɒnsəˈbɪləti/
tolerance	(n)	/ˈtɒlərəns/
uphold	(v)	/ʌpˈhəʊld/

Functional Language Review

Theme 1

Interrupting, Allowing and Blocking Interruptions

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.

Theme 2

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.

Theme 3

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, . . .

Theme 4

Making Statements

To me citizenship means...

I love Oman because...

I think it's my responsibility as a citizen to...

I want to contribute to Oman by...

I feel it's my duty to...

I'm very proud of the country because...

Omanis are...

Answers

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Answers

Answers
Across Cultures

Theme 1
News and the Media
Jordan

Activity 1

Amman
home of the Royal Family
capital city

Petra
lost for 300 years
ancient city

Dead Sea
relaxing and gentle
black mud

Wadi Rum
huge desert
unusual rock shapes

Aqaba
coral reefs
scuba diving

Extra phrases
old castles
5,000 year old road

Activity 2
1 Jordanian dinar
2 black
3 King Abdullah II
4 the 'Rose City'
5 (a) the Dead Sea (b) the Red Sea
6 d Lawrence of Arabia

Activity 3
1 NG
2 T
3 F
4 F
5 T
6 NG

Theme 2
Work and Careers
Germany

Activity 1
1 g
2 d
3 h
4 a
5 c
6 b
7 e
8 f

Activity 2
1 dialects
2 bank
3 roughly
4 powerful
5 vocational
6 composer

Activity 3
1 F
2 T
3 NG
4 NG
5 F
6 T

Theme 3
Health and Safety
Singapore

Activity 1

Location and climate
south-east Asia
tropical

Kampong Glam
Sultan Mosque
Arabic food

Visitor attractions
Orchard Road
Botanic Gardens

Areas of progress
business
education

'Clean and Green' laws
chewing gum
littering

The Jewel of Muscat
gift to Singapore
replica of ship

Activity 2
1 b
2 b
3 c
4 b
5 a
6 c

Activity 3
1 F
2 T
3 NG
4 T
5 NG
6 F

Theme 4
Citizenship

Activity 1
1. (the) Atlas Mountains
2. Arabs and Berbers
3. Any two of the following, provided the answer is not more than four words: phosphate mining and processing; food processing; leather goods; textiles; construction; tourism
4. traditional drums, wind instruments
5. more than a thousand

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

Activity 3
1. venue
2. compulsory
3. dialects
4. prestigious
5. fertile
6. urban

Word not used - **relies**

Review and Reference

Theme 1
News and the Media

Activity 2
a "What's your name?"
b "Where do you work?"
c "What are your hobbies?"
d "Do you like football?"
e "Who's your favourite celebrity?"
f "Have you visited Dubai?"
g "What advice can you give to students?"

Activity 4
a freelance
b documentary
c obsession
d drown
e tragic
f accurate
g prey
h survive
i ethical
j bizarre
k iceberg
l pursue
m basic

Answers

Theme 2
Work and Careers

Activity 2
a shouldn't
b have to
c need to
d shouldn't
e needn't
f mustn't

Activity 4
a stressful
b candidate
c verbal
d consultant
e analyse
f promote
g apply
h proposal
i convince
j shift
k referee
l Marketing
m motivated

Theme 3
Health and Safety

Activity 2
a to help
b writing
c meeting
d playing
e to cross
f wasting
g to contact

Activity 4
a prone to
b earthquake
c sore
d garbage
e torrential
f emergency
g jogging
h hurricane
i posture
j restore
k lifeguard
l destruction

Theme 4
Citizenship

Activity 2
a didn't use to like
b used to own
c used to be
d used to ride
e used to be
f use to live

Activity 4
a uphold
b diverse
c residence
d respect
e charity
f inspire
g hospitable
h donate
i tolerance
j responsibility
k proud
l fundraise