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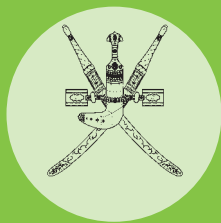
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Sultanate of Oman  
Ministry of Education

Second Edition

# Workbook

## Grade 12A

# Engage

## With English

2015





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 A.

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

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

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

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

In addition to the Coursebook and the Workbook you will need an exercise book to make notes and to record new vocabulary.

Have a great semester!

**Ministry of Education  
Sultanate of Oman**

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**Second edition 2015**

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## Theme

## Unit 1

## Unit 2

1

### Retail Therapy

practise skimming skills with different types of reading texts

identify the main ideas in a reading text

review the different usages of the past simple and past simple passive

ask and answer questions to complete a task

2

### Starting University

calculate reading speed and practise strategies to improve it

develop and use language associated with further study

review the usage of the past perfect tense

consider how university study is different from school

3

### Tourism and Hospitality

practise reading for specific information

develop and use language associated with tourism and hospitality

review the usage of the first conditional

consider some job opportunities in tourism and hospitality

4

### Travel and Transport

improve reading fluency through timed reading practice

identify pronouns as essential cohesive devices in a reading text

review the different usages of the present perfect and present perfect continuous

understand the differentiation between 'for' and 'since'



# Map

## Unit 3

develop and use vocabulary associated with aspects of shopping

recognise and use word variables and collocations

## Unit 4

predict information in a listening text

carry out a survey of class shopping habits

## Unit 5

develop and use vocabulary associated with advertisements

write an evaluation of an advertisement

develop strategies for dealing with new words

group together words with associated meanings

listen for specific information in a listening text

ask and answer questions about future plans

proofread and edit a partner's work

write a letter to a teacher

practise matching words with meanings

identify what parts of speech words are in order to understand meaning

review and practise prediction skills

develop oral fluency through role play

analyse the structure of a narrative essay

write a narrative essay

use language associated with road safety

focus on the language used to describe trends

listen for specific information in a talk

ask for and give explanations about how things work

practise using conjunctions in an essay

write an informative essay





# Learning Outcomes for Grade 12A

## Theme 1 Retail Therapy

- can find the gist of a reading text through skimming
- can differentiate between the use of the past simple and past simple passive
- can use vocabulary associated with shopping and retail
- can guess the meaning of new vocabulary from context
- can predict the content and vocabulary of a listening text
- can express likes, dislikes and preferences
- can analyse the language of advertisements
- can write an evaluative essay

## Theme 2 Starting University

- can calculate reading speed and use strategies to improve it
- can find specific information in a reading text
- can use past perfect verb forms
- can group words together into lexical fields
- can ask for, check and confirm clarification
- can make notes in planning a piece of writing
- can check and edit a partner's letter
- can carry out a piece of interactive writing

### **Theme 3 Tourism and Hospitality**

- can improve reading skills through scanning
- can use vocabulary associated with the tourism and hospitality industries
- can use the first conditional tense
- can find specific information in a listening text
- can complain and respond to complaints
- can improve spoken fluency through role play
- can analyse the structure of a narrative essay
- can write a narrative essay

### **Theme 4 Travel and Transport**

- can improve reading speed through timed reading practice
- can use pronouns and conjunctions as cohesive devices
- can use vocabulary associated with travel and transport
- can use the present perfect and present perfect continuous
- can understand and use the language of trends
- can ask for and give explanations
- can analyse the structure of an informative essay
- can write an informative essay

# Theme 1

## Unit 1 A Fair Exchange

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

1. In the old days, what did merchants trade in?  
\_\_\_\_\_
2. What was the name of the old overland trade route to China?  
\_\_\_\_\_
3. In which country was frankincense used in religious services?  
\_\_\_\_\_
4. How is oil transported from the Middle East today?  
\_\_\_\_\_

**2** Skim the fact file about the World Trade Organisation (WTO).

### World Trade Organisation (WTO)

**Fact File**

**Location:** Geneva, Switzerland


**Established:** 1 January 1995

**Membership:** 159 countries on 2 March 2013

**Aim** To make trading between countries easier, and help manufacturers carry out their business

**Functions:**

- Administering WTO trade agreements
- Providing a forum for trade negotiations
- Handling trade disputes
- Providing technical help and training for developing countries
- Cooperating with other international organisations



WTO

Source: www.wto.org

Does the Fact File contain the answers to the following questions? Put a tick (✓) or a cross (X) in the box beside each one.

1. When was the WTO set up?
2. How many people work for the WTO?
3. What is the purpose of the WTO?
4. Is Oman a member of the WTO?

**3** Skim the text below. When you have finished, choose the best heading.

- a. Silver Souqs in Oman
- b. Omani Heritage and Culture
- c. Working in the Omani Silver Trade
- d. How to set up a Business in Oman

My name is Farooq Al Sumar and I'm a silversmith. My great-grandfather, Sumar Abdul Kader, came to Oman from Zanzibar and set up a small jewellery business in Muttrah in 1910. Today, it's very successful family business, which I run with my two brothers. My father helps manage it too, although he's over 80 years old. But he's still one of the few people whose advice I ask – after all, he's been in the business for 60 years.



**New from old**

We make new pieces from traditional Omani designs. We also specialise in silver rather than gold because silver is more popular these days. I travel around Oman, and purchase old silver from local silversmiths. Some of the pieces are 60 or 70 years old. I choose them very carefully because I want every piece to be unique. Nizwa has the best silver souq in Oman, but I also buy a lot of things from Sur. I bring the pieces back to Muttrah, and we copy them in our workshop. We produce silver jewellery, khanjars, coffee pots and many other things.



**The market for silver**

Our customers are both private individuals and corporate organisations. When Omani companies and other organisations want to present gifts to their international clients, they often buy silver pieces from us. We also supply our products to international hotels in Muscat, so they can showcase them. But we have private customers too. For example, we make jewellery based on traditional designs for Omani ladies to wear at weddings.



**Preserving our Omani heritage**

Silver is an important part of our Omani heritage and culture, and I'm very proud of that. Our traditional silverwork is a national treasure, and I want to help promote it internationally. I also want to show the new generation of young Omanis that we shouldn't forget about things from days gone by. It's important to preserve things from the past because they've helped shape our national identity, and who we are today.



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

1. The Al Sumar business is run by \_\_\_\_\_.
  - one person
  - three people
  - four people
2. Farooq buys old silver from silversmiths in \_\_\_\_\_.
  - Nizwa
  - Oman
  - other countries
3. Farooq's customers are mostly \_\_\_\_\_.
  - private individuals
  - Omani ladies
  - individuals and companies
4. Farooq wants to encourage young Omanis to \_\_\_\_\_.
  - forget about the past
  - think about the future
  - remember days gone by



Farooq Al Sumar

# Theme 1

## Unit 2 What's In a Name?

**1 Listen to the recording and change the tenses of the verbs.**

1. Listen to these five irregular verbs. Write the past simple tense forms.






★1★ \_\_\_\_\_ ★2★ \_\_\_\_\_ ★3★ \_\_\_\_\_ ★4★ \_\_\_\_\_ ★5★ \_\_\_\_\_

2. Listen to these five past simple tense forms. Write the present tense forms

★6★ \_\_\_\_\_ ★7★ \_\_\_\_\_ ★8★ \_\_\_\_\_ ★9★ \_\_\_\_\_ ★10★ \_\_\_\_\_

**2 Look at the table below then read the text under the table. Circle the correct form of each verb in the text. The first one has been done for you.**

### The World's Top Global Brands

Rank in 2013	Rank in 2012	Brand	Sector	Logo
1	2	Apple Inc	Technology	
2	4	Google	Technology	
3	1	Coca-Cola	Beverages	
4	3	IBM	Business Services	
5	5	Microsoft	Technology	

Source: [www.interbrand.com](http://www.interbrand.com)

The table above (1) **published, was published** by a leading US brand consultancy. As we can see, the No 1 position in 2013 (2) **taken, was taken** by Apple Inc. Before 2013, Coca-Cola (3) **held, was held** the No 1 position for 13 years, but in 2013, it (4) **dropped, was dropped** to the No 3 position. Google (5) **rose, was risen** to the No 2 position in 2013, but (6) **beat, was beaten** by Apple Inc. The companies in the first four positions in 2012 (7) **remained, was remained** the same in 2013, but their order (8) **changed, was changed**. However, Microsoft (9) **stayed, was stayed** in the no 5 position in both years.

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

**The Samsung Group**

The Samsung Group's headquarters **1** \_\_\_\_\_ in Seoul, South Korea. The group **2** \_\_\_\_\_ in 1938 by Lee Byung-Chul, a very successful South Korean businessman. Samsung **3** \_\_\_\_\_ the electronics industry in the late 1960s. After Lee's death in 1987, it **4** \_\_\_\_\_ into four separate business groups. Since the 1990s, Samsung has continued to **5** \_\_\_\_\_ its business activities all over the world, especially in mobile phones. In 2013, Samsung **6** \_\_\_\_\_ construction of the world's largest mobile phone factory in the Thai Nguyen province of North Vietnam.

- |                                    |                                    |                                    |                                     |
|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| 1. <input type="radio"/> is        | <input type="radio"/> are          | <input type="radio"/> was          | <input type="radio"/> were          |
| 2. <input type="radio"/> founded   | <input type="radio"/> has founded  | <input type="radio"/> was founded  | <input type="radio"/> founds        |
| 3. <input type="radio"/> entered   | <input type="radio"/> enters       | <input type="radio"/> were entered | <input type="radio"/> was entered   |
| 4. <input type="radio"/> divided   | <input type="radio"/> was divided  | <input type="radio"/> divides      | <input type="radio"/> is divided    |
| 5. <input type="radio"/> increased | <input type="radio"/> is increased | <input type="radio"/> increase     | <input type="radio"/> was increased |
| 6. <input type="radio"/> was begun | <input type="radio"/> has begun    | <input type="radio"/> begins       | <input type="radio"/> began         |

**4** Complete the paragraph below. Put each verb in brackets into the past simple passive tense form.

**Apple Inc**



The American multinational company, Apple Inc **(1)** \_\_\_\_\_ **(found)** in California in the US on 1 April 1976. It **(2)** \_\_\_\_\_ **(know)** as 'Apple Computer Inc' for 30 years until January 2007 when the word 'computer' **(3)** \_\_\_\_\_ **(take out)** of its name.

One of Apple's most successful products is the iPhone. The first generation iPhone **(4)** \_\_\_\_\_ **(release)** on 29 June 2007. The seventh generation iPhone 5C and iPhone 5S **(5)** \_\_\_\_\_ **(introduce)** on 10 September 2013. In addition, many other products such as the Mac line of computers, the iPod media player and the iPad tablet computer **(6)** \_\_\_\_\_ **(design)** by Apple.

**5** Turn to page 70 of your Workbook and complete the Grammar Practice activities.



# Theme 1

## Unit 3 Shop Till You Drop

**1** Listen to the extract from a radio phone-in programme about the growing consumer problem of over-shopping. Before you listen, study the tables below. Then as you listen, fill in the missing information. Put ONE word in each gap.

**a** **Dr Michael Thrift**

**Job:** consumer \_\_\_\_\_

**Department:** Department of \_\_\_\_\_  
at the University of Boxford

**Area of expertise:** \_\_\_\_\_ buying  
behaviour

**Research:** over-shopping or \_\_\_\_\_  
buying



Dr Michael Thrift

**b** **Mrs Susan Spender**

Thinks she has a problem: **YES/NO**

**Likes buying:** 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_



Mrs Susan Spender

**c**

1 Shopaholic	Addicted to _____
2 Chocoholic	Addicted to _____
3 _____	Addicted to work

**2** Look at the definition below of a word variable or synonym. Then think of a word variable for each of the twelve words in the list underneath. Write the word variable on the line beside the word. The first one has been done for you as an example.

A **word variable**, or **synonym**, is a word that has the same, or nearly the same meaning, as another word. For example, **purchase** is a word variable for **buy**.

- |                 |                 |                   |       |
|-----------------|-----------------|-------------------|-------|
| ① consumer (n)  | <u>customer</u> | ⑦ gradually (adv) | _____ |
| ② research (n)  | _____           | ⑧ quickly (adv)   | _____ |
| ③ connect (v)   | _____           | ⑨ disease (n)     | _____ |
| ④ discover (v)  | _____           | ⑩ remain (v)      | _____ |
| ⑤ ancient (adj) | _____           | ⑪ enormous (adj)  | _____ |
| ⑥ various (adj) | _____           | ⑫ create (v)      | _____ |

**3** Fill in the gaps in the sentences below with suitable words from the words listed in Activity 2. Put one word in each gap. The first one has been done for you as an example.

- a If you suffer from heart disease, you must be careful to eat a healthy diet.
- b Frankincense was used thousands of years ago in temple rituals in \_\_\_\_\_ Egypt.
- c He took a long time to recover from the accident, but \_\_\_\_\_ he got better.
- d If you \_\_\_\_\_ these two wires together, the machine will work.
- e Louis Pasteur was the first scientist to \_\_\_\_\_ a way to stop milk turning sour.
- f Scientists need to do more \_\_\_\_\_ before they can send a human being to Mars.

**4** Complete the words in the puzzle. All the words can be found in this unit.

**Across**

- 1 enthusiasm for something
- 2 someone who buys a product or service
- 3 impossible to control
- 4 someone who is over-dependent on something
- 5 something that makes you feel better
- 6 having plenty of money
- 7 affect in a negative way

**Down**

- A person who loves shopping too much!

# Theme 1

## Unit 4 Malls and Markets

**1** Look at the chart below with the six topic areas. Then fill in the missing information.

You are going to hear two interviews with foreigners talking about shopping in Muscat. The first is with Tom, a teenage boy, and the second is with Carol, an English teacher.

Before you listen to the interviews, try and predict the kind of information you are expecting to hear. Look at the examples for topic areas 1 and 2, then fill in the kind of information you are expecting to hear for topic areas 3 – 6.

Topic Areas	Kind of Information
① when they go there	days, times; how often they visit it
② atmosphere	crowded? noisy? exciting?
③ what they can buy there	
④ what they eat/drink there	
⑤ why they like this place	
⑥ what they don't like	

**2** Listen to the two interviews and fill in the information in the chart below.



	City Mall (Tom)	Muttrah Souq (Carol)
① when he/she goes there		
② atmosphere		
③ what he/she buys there		
④ what he/she eats/drinks there		
⑤ why he/she likes this place		
⑥ what he/she doesn't like		

**3** Read the questions about shopping habits in the chart below. Make up a question of your own, and add it to the chart. Then interview four other students in your class and complete the survey with their information.

**Class Shopping Habits**

	Student A	Student B	Student C	Student D
1 Do you like shopping? Why/why not?				
2 How often do you go shopping?				
3 Who do you usually go shopping with?				
4 What kind of shops do you like to visit?				
5 What is your favourite shop? Why?				
6 _____ _____ _____				

**4** Write sentences into your exercise book about your findings from the survey. To help you, refer to the phrases in the Useful Language box below, and the example sentences underneath.

**Useful language**

All of ... Most of ... Some of ... Half of ... Fifty per cent of ... One, two, three ... None of ...	the students interviewed ... the students questioned ... the interviewees ... the four students ... the group ...
--	---

**Example Sentences**

- All of the students interviewed like shopping because they like buying new clothes.*
- Fifty per cent of the students go shopping every weekend.*
- Most of the group go shopping with their friends.*
- None of the students shops on Mondays.*

# Theme 1

## Unit 5 Adverts - Appealing or Appalling?

**1** Read the two paragraphs about advertising below. As you read, look for the answers to these questions.

- 1 What does an advertisement have to do?
- 2 What is the difference between hard-sell and soft-sell techniques?

An advertisement must deliver its message quickly. It must attract the consumer's attention and get the selling points of the product across in a short time or space. Television, radio, and cinema ads are usually under 60 seconds long. Print ads are not usually longer than a page. Most print ads consist of a combination of copy (the words in an ad) and illustrations.

An advertisement does not always promote a product – it can be a service or an idea, such as a warning to people to drive more carefully. Advertisements can use the hard-sell technique, where a few features of the product are emphasised, or soft-sell, which focuses on how the product will make consumers feel. For example, an advertisement for chocolate might be set against beautiful scenery. Chocolate has nothing to do with a scenic background, but the company hopes that consumers will form a mental link between the two. They will be eager to buy the chocolate because it makes them think of a relaxing, pleasant environment.



**2** Think of ONETV advertisement which you find enjoyable and ONE which you find irritating. Fill in the information in the box below. Compare your answers with another student.

**Advertisement A**

Name of product: \_\_\_\_\_

Type of product: \_\_\_\_\_

I like this ad because \_\_\_\_\_

\_\_\_\_\_

**Advertisement B**

Name of product: \_\_\_\_\_

Type of product: \_\_\_\_\_

I dislike this ad because \_\_\_\_\_

\_\_\_\_\_

**3** Choose another advertisement which you like or dislike. Fill in the information about it below.

**Name of product:** \_\_\_\_\_

**Type of product:** \_\_\_\_\_

**Type of ad (TV, cinema, print):** \_\_\_\_\_

Make notes about your ad in your exercise book. Think about it in terms of:

- ❖ language
- ❖ information
- ❖ pictures
- ❖ humour
- ❖ slogan (if any)
- ❖ music
- ❖ characters
- ❖ setting

Write down three reasons why you like or dislike this advertisement.

**Examples**

I like this ad because the characters are funny.

I dislike this ad because the music is irritating.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**4** Write an evaluation of the advertisement you chose in Activity 3 (or choose another advertisement). Refer to the Writing Guide on page 76 of your Workbook for help with layout and language.

Here are some adjectives which may be useful in your evaluation. Draw two columns into your exercise book and write 'positive' and 'negative' at the top of each. Write each adjective into the correct column.

- creative
- funny
- amusing
- boring
- repetitive
- misleading
- irritating
- special
- memorable
- annoying



# Theme 1

## Across Cultures Egypt

**1** Read the text on pages 12 and 13 in the Coursebook. Write short answers to the questions below (not more than FOUR words for each answer).

- 1 What two seas does Egypt lie between?  
\_\_\_\_\_
- 2 What are Egypt's most important geographical features?  
\_\_\_\_\_
- 3 What is the biggest public university in Egypt?  
\_\_\_\_\_
- 4 Name two things that are important to Egypt's economy.  
\_\_\_\_\_
- 5 What did Naguib Mahfouz win?  
\_\_\_\_\_

**2** Match the definitions in the list on the right with the words from the text on pages 12 and 13 in the Coursebook.

- |  |                          |               |
|--|--------------------------|---------------|
| 1 supply land or crops with water                                | <input type="checkbox"/> | a prestigious |
| 2 ability to read and write                                      | <input type="checkbox"/> | b fertile     |
| 3 admired as being one of the best                               | <input type="checkbox"/> | c investment  |
| 4 someone who likes something very much                          | <input type="checkbox"/> | d citrus      |
| 5 able to produce good crops                                     | <input type="checkbox"/> | e irrigate    |
| 6 fruit such as an orange or a lemon                             | <input type="checkbox"/> | f fan         |
| 7 the use of money to get a profit or make a business successful | <input type="checkbox"/> | g literacy    |

**3** Complete each of the sentences below with one of the words from Activity 2. **Note:** There are two words that are not used.

- 1 In order to increase tourism, the government plans to increase \_\_\_\_\_ in Red Sea resorts.
- 2 My brother is a big football \_\_\_\_\_.
- 3 The Nobel Prize is a very \_\_\_\_\_ award.
- 4 Many crops are grown around the River Nile because the land is very \_\_\_\_\_.
- 5 The \_\_\_\_\_ rate among young people in Egypt is higher than among older people.

## Reading for Pleasure

# Advertising to Children

### Is it ethical to advertise to children?

Many parents would say not, on the grounds that children are more vulnerable to ads than adults, and cannot tell when an advertisement is misleading. Some people feel strongly that advertising is harmful to children. It trains them to choose a product not because the product is good, but because of the celebrity associated with it, or the pictures on the outside of the package.



### Advertising to children around the world

Advertising to children varies greatly from country to country. Canada severely restricts advertising to children as do some European countries. Sweden and Norway prohibit any advertising to children under the age of 12. Luxembourg and Belgium prohibit ads for five minutes before, during and after programmes for children. In Canada, ads cannot exceed four minutes in each half-hour of any programme for children. But in the US, the average child watches around 16,000 TV adverts a year. Ads are specially directed at children for cereals, toys, chocolate and many other things.

### The main issue

The question is – should children be treated like other consumers, or in a special way, or should they not be advertised to at all? Those who are against advertising to children say that it encourages children to become obese and to want things which their parents cannot afford. On the other hand, some people believe that advertising to children can be a useful tool for teaching them about critical analysis – how to understand what advertising is, how it works, what it's trying to do, and to be critical of it.

### Some positive outcomes

Advertising to children does not always have negative effects. It can also be used to raise awareness of things which benefit their lives, such as healthy eating programmes and road safety campaigns. Recently, Michelle Obama became the leader of a campaign against child obesity which was marketed at children.

The fast-food company, Subway, supported the campaign by spending \$41 million US dollars over three years to promote a healthy eating programme for children. The campaign has the slogan 'Playtime, Powered by Veggies.'



Source: [www.theguardian.com](http://www.theguardian.com)

# Theme 1

## Review and Reference

### 1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a preview a reading text by skimming			
b rewrite information using a different verb form			
c deal with new vocabulary in both reading and listening texts			
d use collocations and word variables			
e predict information in a listening text			
f use language associated with shopping and advertising			
g conduct a group survey about shopping habits			
h write an evaluation of an advertisement			

### GRAMMAR RECALL

**Use the past simple active for:**

- a expressing completed actions in the past.
- b expressing completed actions in the past which follow each other in a narrative or story
- c describing past states

**Use the past simple passive for:**

- a expressing completed actions in the past when we want to emphasise the action rather than the person who did it
- b expressing completed actions in the past when we don't know who did them

**Note: we often use the preposition 'by' after the passive.**

### 2 Choose the correct form of the verb in these sentences.

- a Television **invented/was invented** by John Logie Baird.
- b In the past, sailors **navigated/were navigated** by the stars.
- c The World Trade Organisation (WTO) **founded/was founded** in 1995.
- d My friend **lost/was lost** her purse last week.
- e The company's new product **did not sell/was not sold** well.
- f The planet Uranus **discovered/was discovered** in 1781.
- g Mobile phones **did not create/were not created** until a few years ago.

**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 You've been shopping every day this week! You're becoming a \_\_\_\_\_!
- b The company had no money to pay its debts. It was in a state of \_\_\_\_\_.
- c The new shopping mall is in a very good \_\_\_\_\_ to attract lots of customers.
- d Some adverts try to \_\_\_\_\_ us by saying things that are not true.
- e Oman's main \_\_\_\_\_ to other countries is oil.
- f I'm feeling a bit down. I think I'll go to the new mall for some \_\_\_\_\_.
- g I would love to buy that house, but the price is \_\_\_\_\_. It's too high for me.
- h The ancient Egyptians used frankincense in every temple \_\_\_\_\_.
- i Our neighbours have a very \_\_\_\_\_ life style. They are always going on luxury holidays.
- j My friend can't stop buying things. He's a \_\_\_\_\_ spender.
- k You must decide what to do yourself. Don't let your friends \_\_\_\_\_ you too much.
- l The government's new \_\_\_\_\_ policy will help the country to become rich.
- m Companies use clever advertising to make the \_\_\_\_\_ spend more money.
- n Last year the organisation's profits increased \_\_\_\_\_.

## 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

---

# Theme 2

## Unit 1 Goodbye, School!

**1** Read the information below, then discuss questions a, b and c in groups.

At university or college, students are expected to read a variety of texts much more quickly than at school. So they need to develop strategies to bring their reading up to speed.

**a** Do you read quickly or slowly?  
**b** What problems do you have when reading in English?  
**c** What are your strategies for dealing with new vocabulary?



**2** Listen to the short talk about types of reading. As you listen, complete the table below.

Reading speed per minute	Type of reading	Example
Below 100 words	close reading	
Between 100 and 250 words		studying textbooks and learning
Between 250 and 400 words		
Above 400 words		

**3** Read the procedure below about timing a reading text. You need a timing device which shows minutes and seconds.

1. Look quickly through the text. Read the heading, sub-headings and look at any pictures that can help you understand it.
2. Check the time, then read the text as fast as you can.
3. When you have finished, check the time again. Note down how long it took you to read the text.
4. Answer the comprehension questions to check your understanding.
5. Divide the number of words in the text by the time it took you to read it. This is your reading score.

4

Follow the steps in the procedure in Activity 3, page 16 and read the text below. When you have finished, turn to page 60 of your Workbook and answer the comprehension questions. Then calculate your reading score.

## The Study Room in the English Language Centre

The Study Room in the English Language Centre is situated on the first floor, next to the Administrative Office. It is open only on weekdays from 9 am until 5 pm (4 pm on Thursdays). Its purpose is to give students a place where they can study independently for a couple of hours every day after class.



### Borrowing materials from the Study Room

If you would like to continue using Study Room materials at home after the Study Room is closed, you may borrow books and printed materials, but not CDs, DVDs or other listening materials. You may borrow one book or other printed item overnight. You must return it by 9 a.m. the next morning (or on Sunday morning, if you borrow it on Thursday) so that other students are able to use that item in the Study Room.

There is a large red file on the desk at the front of the Study Room. This file contains a Borrowing List. When you take a book out, please sign your name in the Borrowing List, and sign it again when you return the book.

### Photocopying

You may also photocopy a limited number of pages (no more than 5% of the total of the book) from a book for your own study. If you want to photocopy anything, please take the book next door to the Administrative Office and ask one of the administrative assistants to do it for you.

If you want to work on grammar activities at home, please don't take the whole book. Just photocopy the pages that you want to work on. Do not write on the pages of any book in the Study Room.

### Listening materials

The English Language Centre can provide a single copy of the CD or DVD accompanying a published book, for use in the Study Room only. It is illegal to lend that copy for use elsewhere. You are therefore not allowed to take CDs, DVDs or other listening materials home.

### Missing or faulty materials

If you notice that any of the printed material in the Study Room is missing, or that any of the listening materials are not working properly, please inform the Course Director immediately.

(366 words)







# Theme 2

## Unit 2 Coping with Change

**1** Listen to four new students talking about their first weeks at university. As you listen, fill in the information in the chart below. Write brief notes, not complete sentences.



A	B	C	D
			
<b>Sara</b>	<b>Ali</b>	<b>Mazoon</b>	<b>Zaher</b>

1. What he/she thinks about university life				
2. What he/she had expected				
3. What he/she hadn't expected				

**2** Read the four statements below. 1. Underline the past perfect verb in each one. 2. Listen to the recording again and circle the correct answers.

- 1 Sara had first visited the university with her \_\_\_\_\_.
  - a. older sister and cousin
  - b. sister and older cousin
  - c. brother and sister
  
- 2 Ali had prepared himself for university by \_\_\_\_\_.
  - a. reading the guidebook
  - b. reading the website
  - c. talking to his teachers
  
- 3 Before she came to university, Mazoon had never borrowed English books from \_\_\_\_\_.
  - a. her friends
  - b. her teachers
  - c. the school library
  
- 4 Zaher had found out about the university \_\_\_\_\_.
  - a. swimming pool
  - b. sporting facilities
  - c. volleyball club

**3** Read the text below about Tariq Al Barwani, a top IT expert in Oman. Circle the most suitable form of each verb.

**A Career in Information Technology (IT)**

Tariq Al Barwani, studied at universities in Canada and Australia. He was the first Omani national to receive Microsoft's prestigious Most Valuable Professional (MVP) award.



When Tariq was a child, his father **(1) realised/had realised** that he had a special gift for computer skills. He sent Tariq to private institutions to learn more about computer technology. As a result, Tariq **(2) had learned/was learning** to use the Internet long before Oman Telecommunication Company (Omantel) introduced it to Oman in 1997.

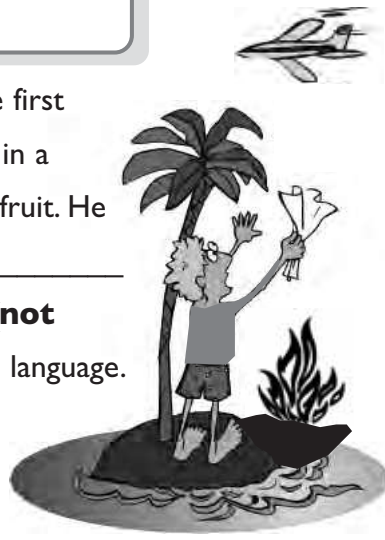
By the age of 13, Tariq **(3) represented/had represented** Oman at the Arab Gulf Countries Council Information Technology workshop in Bahrain. In 1998, a company called United Media Service (UMS) **(4) was offering/offered** him a job as a computer programmer. By the age of 20, Tariq **(5) became/had become** an IT entrepreneur.

Tariq **(6) developed/had developed** the first IT portal in Oman. It was later bought by a company called Oman Holdings International (OHI). Tariq became the company's Internet Services Manager. In 2000, he was voted Oman's best IT specialist.

In 2002, Tariq **(7) received/had received** an offer from Acadia University in Canada to study for a bachelor's degree in computer science. He went there and **(8) graduated/had graduated** among the top 5% of students in his department. His next step was Swinburne University in Australia, where he received a degree in IT in 2004. Although the course was a 2-year programme, Tariq **(9) completed/was completing** it in only 11 months with a grade of 'Distinction.' Once again, he **(10) was proving/had proved** himself to be a first-class student.

**4** Put each verb in brackets in the text below into the past perfect.

The castaway told reporters that he **(1) \_\_\_\_\_ (forget)** when he first came to the island. He **(2) \_\_\_\_\_ (swim)** there when his ship sank in a storm. He **(3) \_\_\_\_\_ (catch)** fish and **(4) \_\_\_\_\_ (eat)** fruit. He **(5) \_\_\_\_\_ (build)** a house out of sticks and leaves. He **(6) \_\_\_\_\_ (be)** on the island for many years. In all that time, he **(7) \_\_\_\_\_ (not see)** another human being, and he **(8) \_\_\_\_\_ (not speak)** his own language. He **(9) \_\_\_\_\_ (make)** a fire to attract ships and planes, but they **(10) \_\_\_\_\_ (not come)** by.



**5** Turn to page 71 of your Workbook and complete the Grammar Practice activities.

# Theme 2

## Unit 3 Studying Abroad

**1** Listen to the conversation between a father and his son, Majid. Shade in the bubble  next to the correct option.

1. Majid is a student in \_\_\_\_\_.
  - Grade 12
  - a university
  - a language school
2. Majid is interested in a career in \_\_\_\_\_.
  - business management
  - airport management
  - teaching English
3. Majid's father wants Majid to study English in \_\_\_\_\_.
  - London
  - Australia
  - a place outside London
4. Chichester is a \_\_\_\_\_.
  - big city
  - small city
  - village
5. Majid's father wants him to stay \_\_\_\_\_.
  - in student accommodation
  - with an English family
  - with Salim and Nasser
6. Majid is worried about staying with a family because of \_\_\_\_\_.
  - foreign customs
  - speaking English
  - the food
7. You can go directly from Chichester to London by \_\_\_\_\_.
  - train
  - plane
  - ship



**2** Read the information below about the city of Chichester. As you read, underline all the nouns which relate to features of cities. For example, *shopping malls*.

There are many reasons to visit the English city of Chichester. You can find the best of the old and new there – interesting historical buildings, but also modern shopping malls. Chichester is a centre of culture, with two museums and a theatre. Chichester harbour is a hotspot for sailing enthusiasts, with colourful yachts and sailing courses on offer. There are plenty of parks in Chichester, and an old cycle path called the Centurion Way gives cyclists and walkers easy access to the beautiful countryside roundabout.



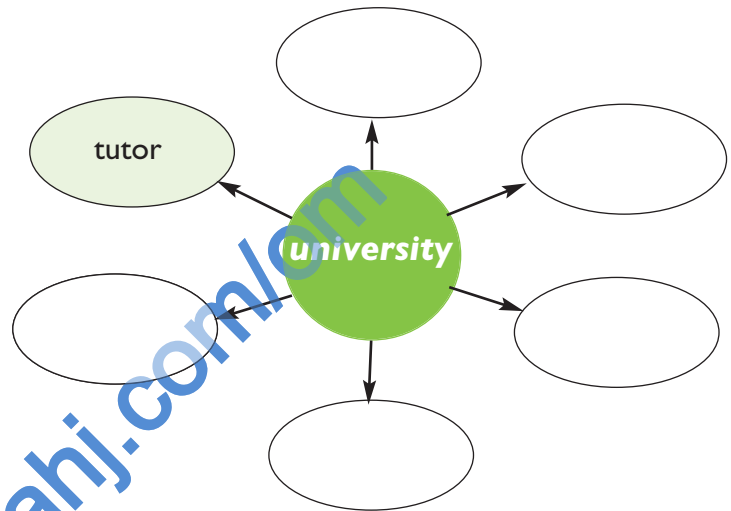
Chichester also has good sports clubs and sporting facilities, including an active football club, and a fine leisure centre with a swimming pool. Near Chichester is Goodwood Race Course, one of the most famous horse racing centres in the UK, and Goodwood Circuit, an important centre for motorsport.



**3** Think of six words or phrases associated with university and write them into the circles in the diagram below. One example has been done for you.

Compare your completed diagram with a partner's diagram.

Then choose three of the features of a city which you underlined in Activity 2, and create similar diagrams.



**4** Describe a village, town or city you know well to a partner.

Here are some ideas to help you:

1. Is it a village, town or city? Describe its location, using some of the phrases below.

- it's in the east / south-east
- it's near the mountains / beside a wadi / on the coast
- it's about 30 kms away from ...
- it's near the border with ...

2. Which of the following features does it have?

- a beach
- a harbour
- lovely views
- beautiful scenery
- a festival
- a fort
- a souq
- shopping malls
- coffee shops
- other features

3. Which of these adjectives can you use to describe it?

- crowded
- busy
- noisy
- historical
- interesting
- exciting
- touristy
- quiet
- modern
- peaceful

# Theme 2

## Unit 4 A Helping Hand

**1** Look at this picture of a group of Grade 12 friends who are about to leave school. Read the notes about each girl and circle the correct grammatical options. Discuss what help you could offer each girl.

**A** Fatma's father is a surgeon in a large hospital. He wants Fatma to go to university to **(1) study/will study** medicine. But Fatma isn't sure that's what she wants to **(2) be doing/do**. She's more interested **(3) in/with** fashion design.

**B** Asma is an excellent student and works hard, but she doesn't **(1) to perform/performs** well in exams. She suffers from exam nerves, and often **(2) can't remember/remembers** a single thing in exams. She's worried **(3) from/about** the exams at the end of the year.



**C** Salima wants **(1) to study/studying** at a foreign university. She plans to improve her language skills, and **(2) getting/get** better job opportunities in the future. But her parents can't afford to pay for her to study abroad, so she is applying **(3) about/for** a scholarship.

**D** Maryam's parents **(1) want/are wanting** her to go to university, but she isn't academically ambitious. However, she **(2) has/has had** many practical skills. She would like a little business of her own, such as **(3) making/to make** jewellery.

**2** Listen to Ali and his sister, Maha, talking about their future plans. Decide if the following statements are True(T) or False(F). Write T or F in the box beside each one. Rewrite the false statements into your exercise book with the correct information.

- 1 Ali has exciting ideas about his future.  \_\_\_\_\_
- 2 Ali wants to study medicine.  \_\_\_\_\_
- 3 Ali's father is an engineer.  \_\_\_\_\_
- 4 Ali and Maha are both in Grade 12.  \_\_\_\_\_



**3** Work in groups of three. Interview each other about your plans for when you leave school. Make notes under the following headings.

- career plans
- further study (where? what?)
- travel
- other plans/ambitions



**4** Read the poem written by a student in their last year of school. When you have finished, discuss the three questions below in groups.

- a. Do you like this poem? Give your reasons.
- b. How is this student feeling about leaving school?
- c. Do you agree with the ideas expressed in the poem?



There were times when it seemed that our school days, though happy,  
 Would go on forever, with no end in sight,  
 Till the moment that we could begin a fresh chapter,  
 For when we looked forward, our prospects were bright.

And now it's upon us, the end of this journey,  
 Our classmates will leave on their separate ways,  
 To the next stage, a job, a degree – something different,  
 An exciting new start full of colourful days.

But I can see clearly the things school has taught me,  
 The close friends who shared in both good times and bad,  
 The patience of teachers who helped with our learning,  
 And shared in the sense of achievement we had.

So we leave here in hope, well prepared for the future,  
 And soon our new life will take over – and yet  
 There'll be times I'll remember why school was important,  
 I'll value my memories, I will not forget.

*Hilary Maxwell-Hyslop*





# Theme 2

## Unit 5 A Letter to a Teacher

**1** Read the letter on page 26 of your Coursebook again and answer the questions. For each item, shade in the bubble  beside the correct option.

1. How many pieces of advice does the letter give?
   
 one                                       two                                       three
  
2. Who is asking students to write a letter?
   
 the Course Co-ordinator       their teacher                       other students
  
3. What will the letter help their teacher to do?
   
 answer their questions       get to know them               test their English
  
4. Which of these things do students NOT have to write about?
   
 their families                       their future plans               what subjects they enjoy

**2** Look at the letter below written by a student to their teacher. Circle the mistakes.

**Note:** The number of mistakes is as follows:  
 Capital letters = 4 mistakes; full stops = 2 mistakes; apostrophes = 3 mistakes; spellings = 3 mistakes

Dear Mr Smith,

I am writing to tell you a few things about Myself.

I'm from salalah and this is the first time I've lived away from home, so I miss my fammily a lot. I have three brothers and two sisters

5 Im very keen on sport, especially football, and I also enjoy swimming and going to the gim every day.

I want to be an oil and gas engineer, so I know I'll need good english for my job. I dont have problems with listening and speaking, but I need to improve my writing, and my grammar is very week. Im going to study hard on my English course here

10

Best wishes,  
 ahmed



# Theme 2

## Across Cultures France

**1** Read the text on pages 28 and 29 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.

- high-speed trains
- parks and gardens
- the French Revolution
- the Chunnel
- Tour de France
- the River Loire
- tennis tournaments
- Mont Blanc
- Napoléon Bonaparte
- local recipes
- the Eiffel Tower
- simple ingredients

The Land	History	Paris	Food	Travel and Transport	Sport

**2** Find the words in the text on France that have a similar meaning to the phrases below. Write each word on the line beside the phrase.

- ① place that someone is travelling to (para 1) \_\_\_\_\_
- ② set free (para 3) \_\_\_\_\_
- ③ relating to love (para 4) \_\_\_\_\_
- ④ set of instructions for cooking a particular food (para 5) \_\_\_\_\_
- ⑤ spreading out widely (para 6) \_\_\_\_\_
- ⑥ competitions consisting of a series of games (para 7) \_\_\_\_\_

**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 France is the smallest country in Western Europe.
- 2 The Bastille was a prison in Paris.
- 3 French films are very exciting.
- 4 Different areas in France have different food specialities.
- 5 You can travel from London to Paris on the TGV train.
- 6 The Tour de France takes place every spring.

## Reading for Pleasure

# Rumaita Al Busaidi:

## Preserving the Antarctic



*Rumaita Al Busaidi continues the story of her expedition to Antarctica in March 2014.*

### 1. What was your most challenging moment?

The polar plunge was very tough! We had to dive into the ice cold waters of the Antarctic wearing only swimsuits. We all lined up and took it in turns to jump in. I was scared, but I was also determined to do it. When I jumped in, it was so cold that I felt my throat close up. The experience only lasted for a few seconds but it seemed to be forever. I will NEVER do anything like that again!

### 2. Any other challenges?

The 'survival nights' were challenging but also very rewarding. These happened when we camped on the ice in a sleeping bag with waterproof material underneath, and without any food. Survival nights are the times when you feel closest to nature. You can hear whales breathing all around, and penguins barking at each other. Sometimes you even hear an iceberg cracking up. Another challenge was crevasses. They're extremely deep and narrow, and often hidden by snow, so you can easily fall into one, especially as they're constantly moving around.

### 3. What was your most fun experience?

Talking to a penguin! Perhaps that sounds weird, but it's true. The animals and birds in the Antarctic have never seen human beings before. So they aren't afraid, or shy, but they're extremely curious! Once when we were camping on the ice during a survival night, a group of penguins came to see what we were doing. They surrounded us and one came very close to me. I didn't know what it was going to do. So I began talking to it, and in the end it just went away.

### 4. Was the expedition as good as you had expected?

Definitely! Another great thing was, that it was a holiday from technology because we had no Internet and phones for three weeks. So it wasn't just a way of getting close to nature; it was a way of discovering the things that are really important to us and make us happy. On an expedition like that, there's plenty of time to think and reflect.

### 5. Any advice for young Omani students?

If you have a dream, keep it alive. Live by the saying 'Carpe Diem' (Seize the day), and if your dream hasn't come true yet, keep it in your mind, because one day it will. Not everyone dreams about going to the Antarctic – your dream could be anything - setting up a business, for example. But whatever it is, follow it and don't let obstacles in your way stop you. Don't change your dream!



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# Theme 2

## Review and Reference

**1** How well can you do these things?

Now I can:	Very well	OK	Not very well
(a) calculate my reading speed			
(b) practise strategies to improve my reading speed			
(c) guess words from context in a reading text			
(d) group words together into subject areas			
(e) ask for, check and confirm clarification			
(f) read and understand a poem			
(g) make notes to plan a piece of writing			
(h) edit a partner's piece of writing			

### GRAMMAR RECALL

**Use the Past Perfect for:**

- (a) expressing events which happened before other events in the past
- (b) regrets about the past after *I wish* or *If only*
- (c) statements and questions in reported speech after verbs like ask, say, tell, understand, etc.

**2** Complete each sentence with the verb in the past perfect.

- (a) After he \_\_\_\_\_ a course in speed reading, the student became a very fast reader. (take)
- (b) The girl wished she \_\_\_\_\_ so much time in school. (not waste)
- (c) I've failed my exam. If only I \_\_\_\_\_ my work better! (plan)
- (d) The boy said he \_\_\_\_\_ football every day for a week. (play)
- (e) The driving examiner told Salima she \_\_\_\_\_ her driving test. (fail)
- (f) The teacher asked the students why they \_\_\_\_\_ their work. (not check)
- (g) I understood that I \_\_\_\_\_ a terrible mistake. (make)

# Theme 3

## Unit 1 A Warm Welcome

**1** Read the questions below in the quiz about Oman. In groups, decide on an answer to each question from one of the three choices given, and circle it. Then listen to the recording to check your answers. Add up your score and give your group a mark out of 10.

### Oman Quiz Questions

- 1 How long is Oman's coastline?
- 2 How big is Oman's population?
- 3 How many countries border Oman?
- 4 Which place is a UNESCO heritage site?
- 5 Which animals are not found in Oman?
- 6 Where can you find a famous Rock Garden?
- 7 How many species of birds are there in Oman?
- 8 What year did Cyclone Gonu happen?
- 9 How far is Masirah Island from the mainland?
- 10 When is the best time to see turtles in Oman ?

### Answer Choices

- |                 |                    |                    |
|-----------------|--------------------|--------------------|
| (a) 1000 kms    | (b) 2000 kms       | (c) over 3000 kms  |
| (a) 2.5 million | (b) 3 million      | (c) over 4 million |
| (a) two         | (b) three          | (c) four           |
| (a) Nizwa Fort  | (b) Jibreen Castle | (c) Bahla Fort     |
| (a) leopards    | (b) wolves         | (c) bears          |
| (a) Duqm        | (b) Sohar          | (c) Salalah        |
| (a) about 50    | (b) 100 to 150     | (c) nearly 500     |
| (a) 2006        | (b) 2007           | (c) 2008           |
| (a) 15 kms      | (b) 30 kms         | (c) 45 kms         |
| (a) February    | (b) July           | (c) October        |

**2** Work in pairs. Student A – turn to Oman Quiz A in Communication Activity 1 on page 66 of your Workbook. Student B – turn to Oman Quiz B on page 67. Ask your partner the questions from your quiz and circle the answers. Check the answers on page 92 of your Workbook. Add up your partner's score and give them a mark out of 10.

**3** Read the text below about a visitor's experience at a dolphin centre in Dubai. Check the meanings of any unknown words in your dictionary.

### A Welcome from a Dolphin

At the Dolphin Centre, you can enjoy getting to know a bottlenose dolphin. The centre has 28 dolphins and offers different types of dolphin experiences. My friend and I had booked the Royal Swim, for which you have to be a competent swimmer. But people who can't swim well can get to know a dolphin in shallow water. Non-swimmers can just have their picture taken with a dolphin.

Before you are allowed to go near a dolphin, you have to attend a presentation and quiz. You learn some interesting facts – e.g. 'Is a dolphin (a) omnivorous (b) herbivorous (c) carnivorous or (d) piscivorous?' The correct answer is (d). This is why, the dolphin trainer tells you, you must feed a dolphin ONLY with fish.



You are also told what you can and cannot do with a dolphin. 'Dolphins are friendly and enjoy being touched. But never stick your fingers into a dolphin's ears, eyes or down its blowhole. It doesn't like it.' You are also taught how to put your hands into 'the safety position'. This is folding your hands across your stomach, to show the dolphin that you are not going to harm it.

### Meeting Manilou

At last, we were ready to meet our dolphin. We were split into groups with a maximum of six people to one dolphin and taken outside to the bay. Our instructor, a young South African called Brad, told us to get into the water. The next thing we knew, a large grey shape had appeared beside us. This was Manilou, our dolphin. Brad showed us how to rub Manilou's back. Her skin was smooth, shiny and hard, like a giant aubergine.



Manilou was charming and we quickly fell in love with her. She let us touch, lift and hug her. As our photos showed afterwards, it is impossible to be near a dolphin without a broad smile on your face. The dolphins seem genuinely happy with their trainers, and are keen to show off their skills.

**4** Read the text in Activity 1 again. Write short answers to the questions below (not more than THREE words for each answer).

**1** What experience does the Dolphin Centre offer for good swimmers?

---

**2** What does 'piscivorous' mean?

---

**3** Where do you put your hands in the safety position?

---

**4** What did Manilou's skin feel like?

---

# Theme 3

## Unit 2 Work and Travel

**1** Listen to the dialogue between a travel agent and Salima, a client. For each statement, shade in the bubble  next to the correct answer.

- 1. Salima wants to book a holiday to celebrate her \_\_\_\_\_.  
 birthday                       graduation                       wedding anniversary
- 2. In London, Salima can \_\_\_\_\_.  
 see historic buildings     walk around parks                       visit the Queen
- 3. In Paris, Salima can \_\_\_\_\_.  
 climb the Eiffel Tower     go on a boat trip                       have lunch in pavement cafés
- 4. In the Canadian National Parks, Salima can see \_\_\_\_\_.  
 only eagles                       bears and oryx                       eagles, foxes and bears
- 5. The CN Tower is over \_\_\_\_\_ metres high.  
 500                       550                       515
- 6. The EdgeWalk takes place \_\_\_\_\_ of the CN Tower.  
 outside around the top     outside around the bottom     around the inside

**2** Make first conditional sentences, using the future tense of the main verb, out of the groups of words below. Write each sentence on the line under each group of words. Add other words where necessary.

- 1. go / Canada / have / great time  
*If you go to Canada, you'll have a great time.*  


---
- 2. visit / Dubai / see / tallest building in the world  


---
- 3. have / good communication skills / be / tour guide  


---
- 4. travel around / Oman / meet / some friendly people  


---
- 5. get a job / hospitality industry / have / interesting career  


---

**3** Complete the text below. For each item, circle the best form of the verb from the four options given.

**The Rock Garden in Duqm**

If you **1.** \_\_\_\_\_ to go somewhere different in Oman, you **2.** \_\_\_\_\_ consider the Rock Garden near Duqm. The Rock Garden is a huge area of rocks with weird and wonderful shapes. It **3.** \_\_\_\_\_ like something from another planet!



Some of the rocks are shaped like dinosaurs, animals, turtles or people's faces. It's a great place to **4.** \_\_\_\_\_ around. The best time to go is sunset, when the colours are fading. If you **5.** \_\_\_\_\_ it at sunset, you **6.** \_\_\_\_\_ take some fabulous photographs.

- |           |                        |                         |                      |                        |
|-----------|------------------------|-------------------------|----------------------|------------------------|
| <b>1.</b> | <b>(a)</b> are wanting | <b>(b)</b> want         | <b>(c)</b> will want | <b>(d)</b> have wanted |
| <b>2.</b> | <b>(a)</b> will        | <b>(b)</b> need         | <b>(c)</b> have to   | <b>(d)</b> should      |
| <b>3.</b> | <b>(a)</b> looks       | <b>(b)</b> is looking   | <b>(c)</b> look      | <b>(d)</b> looked      |
| <b>4.</b> | <b>(a)</b> walking     | <b>(b)</b> will walk    | <b>(c)</b> walk      | <b>(d)</b> walked      |
| <b>5.</b> | <b>(a)</b> will visit  | <b>(b)</b> are visiting | <b>(c)</b> visit     | <b>(d)</b> to visit    |
| <b>6.</b> | <b>(a)</b> can         | <b>(b)</b> should       | <b>(c)</b> are       | <b>(d)</b> need to     |

**4** Work in pairs. Discuss the puzzle and try to solve it. Use first conditional sentences with 'If' in your discussion.

A man wants to take a dog, a cat and a big basket of fish to an island. His boat is small, so he can't take the dog and the fish in one trip.



- If he takes the fish first, the dog will kill the cat.
- If he takes the dog first, the cat will eat the fish.
- If he takes the cat and the fish together, the cat will eat the fish when he goes back for the dog.

How can he get the dog, the cat and the fish to the island in five trips?

**5** Turn to page 72 of your Workbook and complete the Grammar Practice Activities.

# Theme 3

## Unit 3 Popular Destinations

**1** Scan the text on pages 38 and 39 of your Coursebook and find the answers to the questions below. Write short answers (not more than FOUR words for each answer).

1. Which international body produced a report in 2014?  
\_\_\_\_\_
2. Which three countries are attractive to tourists because of their food?  
\_\_\_\_\_
3. What example is given of a palace built by Muslims?  
\_\_\_\_\_
4. What kind of place is Ephesus?  
\_\_\_\_\_
5. What attracts tourists to Scotland and the Lake District?  
\_\_\_\_\_
6. What example is given of a modern building in China?  
\_\_\_\_\_

**2** Read the text below and answer the questions at the top of the next page. Check any unknown words in your dictionary.

### Cruises and Cruise Ships

Cruises, or holidays on large ships, are very popular today. They have become a major part of the hospitality industry. Cruise ships are like floating luxury hotels. The largest cruise ships can carry several thousand passengers. About 15 million passengers a year now go on cruises.



Cruise ships are often very luxurious with superb amenities. For many passengers, the amenities are as important as the voyage itself. The best cruise ships have fine restaurants, swimming pools, cinemas, theatres, designer shops, spas and fitness centres.

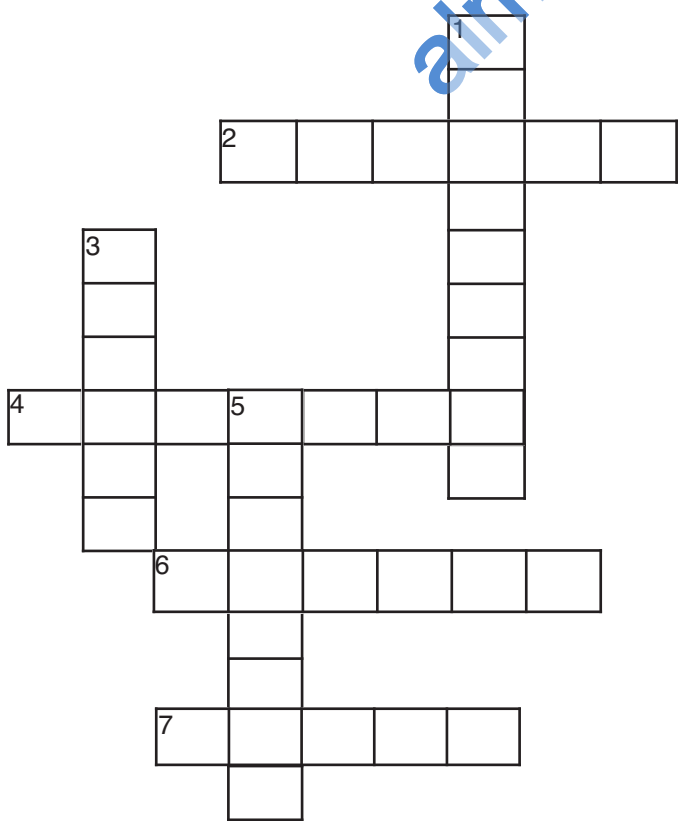
These massive ships provide many new employment opportunities. Some cruise ships have more staff than passengers. In addition to the crew, cruise ships need the same kind of workers as are found in luxury hotels and fine restaurants. The shops, fitness centres and other amenities on cruise ships also provide jobs. In addition, cruise ships need workers in their security, medical and maintenance departments.

1. What definition is given of (a) cruises (b) cruise ships?  
\_\_\_\_\_
2. What two things are important to passengers on cruises?  
\_\_\_\_\_
3. Give three examples of places on cruise ships where people can work.  
\_\_\_\_\_

**3 Match the words in the list on the left below to the meanings in the list on the right.**

<b>1</b> luxury	<input type="checkbox"/>	<b>a</b> protection from danger
<b>2</b> superb	<input type="checkbox"/>	<b>b</b> very large
<b>3</b> amenities	<input type="checkbox"/>	<b>c</b> people working for an organisation
<b>4</b> voyage	<input type="checkbox"/>	<b>d</b> very great comfort and pleasure
<b>5</b> massive	<input type="checkbox"/>	<b>e</b> things that make a place comfortable and enjoyable
<b>6</b> staff	<input type="checkbox"/>	<b>f</b> journey by sea
<b>7</b> security	<input type="checkbox"/>	<b>g</b> excellent, extremely good

**4 Use the words in Activity 3 to complete the clues to the right of the crossword puzzle. Put one word in each gap. Finally, complete the puzzle.**



**Across**

- 2** We went out for a great meal last night. The food was \_\_\_\_\_.
- 4** China is a \_\_\_\_\_ country with a huge area.
- 6** Ali is the manager of that new 5 star \_\_\_\_\_ hotel.
- 7** The company employs over 100 \_\_\_\_\_.

**Down**

- 1** The hotel is in the city centre, next to local \_\_\_\_\_.
- 3** The Titanic sank on her first \_\_\_\_\_.
- 5** The thief was caught on a \_\_\_\_\_ camera.

# Theme 3

## Unit 4 Service With a Smile

**1** Match each word in the list on the left with a meaning from the list on the right.

- |                      |                          |  |
|----------------------|--------------------------|--|
| a overview (n)       | <input type="checkbox"/> | 1 abilities  |
| b vocational (adj)   | <input type="checkbox"/> | 2 general description  |
| c train (v)          | <input type="checkbox"/> | 3 official   |
| d formal (adj)       | <input type="checkbox"/> | 4 teach someone to do something                                      |
| e qualifications (n) | <input type="checkbox"/> | 5 relating to training for a particular job                          |
| f skills (n)         | <input type="checkbox"/> | 6 degree, diploma or certificate to show you have completed a course |



Courtesy of the NHI

**2** Listen to a conversation between a tutor at the National Hospitality Institute (NHI) in Muscat, and Hassan Mustafa, who is enquiring about a course.

1. Read through the table below and predict the TYPE of information required to answer each question.
2. Fill in the first column as shown in the example.
3. Listen to the dialogue and complete the second column with each answer.

Question	Type of information	Answer
1 When is Hassan's appointment?	<i>Time</i>	
2 What course is Hassan interested in?		
3 Why does he want to do this course?		
4 How long is the course?		
5 What will he get at the end of the course?		



<p><b>6</b> What facilities do the NHI have for this course?</p>		
<p><b>7</b> What are the prospects for this job in Oman?</p>		

**3** In groups, discuss this statement – ‘The customer is always right.’ Do you agree with it? Give your reasons. Then discuss the situations below. With your group, decide what you would say to each customer.

**A**

You are a waiter in an expensive restaurant. A customer complains that their steak is too tough. But they have eaten it all! They now want another steak free of charge.

**B**

You work on the check-in desk at the airport. A customer has too much baggage. But they are refusing to pay excess charges. They say your airline didn't make the excess baggage regulations clear enough.

**C**

You work as cabin crew. A passenger is sitting in the wrong seat. His ticket says he has an aisle seat, but he says he asked for a window seat. He is refusing to move because he says it was the check-in person's mistake.

**D**

You work in a petrol service station. A driver of a Ford Explorer asks you to fill his vehicle. The tank is almost empty and you fill it full. But then he says he left his wallet at home, and he only has 2 rials. He says he didn't ask you to fill the tank full.

Waiter, waiter!  
There's a fly  
in my soup!

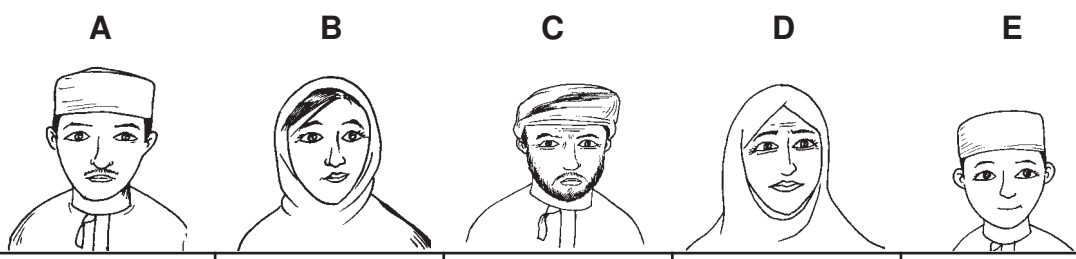


Don't worry sir, it's  
very small. It won't  
drink very much of  
it.

# Theme 3

## Unit 5 Eating Out

**1** Listen to the five people talking about their favourite type of restaurant. As you listen, fill in the table below. Write brief notes, not complete sentences.



	A	B	C	D	E
What is important to him/her when eating out?					
His/her favourite restaurant or type of restaurant.					

**2** Check the meanings of **draft** (n), **revise** (v) and **proofread** (v) in your dictionaries. Write definitions on the lines below.

A **draft** can be defined as \_\_\_\_\_  
**Revise** means \_\_\_\_\_  
**Proofread** means \_\_\_\_\_

Writing an essay involves several stages. Put the list of the essay writing stages below into the right order. The first one has been done for you.

Writing the final draft.	
Planning and organising the essay.	
Handing the essay in to your teacher.	
Revising the first draft.	
Proofreading the final draft.	
Gathering your ideas together.	
Making sure that you understand the title.	1
Writing the first draft.	

**3 Match the two halves of the sentences below.**

- |                                 |                          |   |
|---------------------------------|--------------------------|---|
| <b>1</b> The introduction       | <input type="checkbox"/> | <b>a</b> gives the main idea of a paragraph.              |
| <b>2</b> A paragraph            | <input type="checkbox"/> | <b>b</b> add reasons and examples to the main idea.       |
| <b>3</b> The main body          | <input type="checkbox"/> | <b>c</b> ends the essay and gives a summary.              |
| <b>4</b> A topic sentence       | <input type="checkbox"/> | <b>d</b> gives the background and structure of the essay. |
| <b>5</b> The supporting details | <input type="checkbox"/> | <b>e</b> contains the most important ideas of the essay.  |
| <b>6</b> The conclusion         | <input type="checkbox"/> | <b>f</b> is a group of sentences about one main idea.     |

**4 Read the following short narrative essay about a meal out. Pay particular attention to its structure. Then answer the questions under the essay.**

**An Enjoyable Lunch**

I have always been a fan of Lebanese food. So when I heard that a new Lebanese restaurant, Beirut Corner, had opened in a shopping mall in my town, I was very excited.

My friend and I decided to drop into Beirut Corner last Friday. We planned to go for a late lunch at around 2 p.m. in order to avoid the crowds. But to our surprise, the restaurant was already packed with customers. Everybody was chatting happily as they enjoyed their food.



Fortunately, we did not have to wait long for a table. Our waiter was efficient, helpful and friendly. He gave us some good recommendations about what to order, including the house speciality – marinated chicken wrapped in vine leaves and served with potatoes and coriander.

I chose red lentil soup to start with, followed by grilled fish and salad. The soup had a wonderful spicy flavour, and the fish was light and delicious. My friend ordered grilled halloumi cheese with herbs, followed by the marinated chicken. She said it was very juicy and tender.

It is easy to see why Beirut Corner is so popular. The food is delicious, the service is excellent and the atmosphere is friendly and welcoming. Our only mistake was that we got full too quickly, so we had no room for a dessert. But the desserts looked delicious. I'm definitely going to try them next time!

**a** How many paragraphs are there? How many paragraphs are main body paragraphs?

---

**b** Underline the topic sentences.

---

**c** Write an example of a sentence with supporting details.

---

# Theme 3

## Across Cultures Canada

**1** Read the text on pages 44 and 45 in the Coursebook. Write short answers to the questions below (not more than FOUR words for each answer).

- 1 Who was Jacques Cartier?  
\_\_\_\_\_
- 2 What country does Canada share a border with?  
\_\_\_\_\_
- 3 What is the Hotel de Glace made of?  
\_\_\_\_\_
- 4 Name three animals you can find in the Gros Morne National Park.  
\_\_\_\_\_
- 5 Where can you do the EdgeWalk?  
\_\_\_\_\_

**2** Match the definitions in the list on the left with the words from the text on pages 44 and 45 in the Coursebook.

- |  |                          |             |
|--|--------------------------|-------------|
| 1 areas into which some countries are divided                              | <input type="checkbox"/> | a mild      |
| 2 official line that separates two countries                               | <input type="checkbox"/> | b cobbled   |
| 3 warm, not cold   | <input type="checkbox"/> | c lacrosse  |
| 4 large rivers of ice  | <input type="checkbox"/> | d stunning  |
| 5 covered with small round stones  | <input type="checkbox"/> | e provinces |
| 6 extremely beautiful and attractive                                       | <input type="checkbox"/> | f glaciers  |
| 7 team game played on a field by players holding sticks with nets attached | <input type="checkbox"/> | g border    |

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

- 1 The name Canada comes from \_\_\_\_\_.  
 a French explorer     a village in France     a word meaning 'village'
- 2 The Ice Hotel is open \_\_\_\_\_.  
 all year round     only in the winter     only in the summer.
- 3 The CN Tower is in \_\_\_\_\_.  
 Quebec     Vancouver     Toronto.
- 4 Canada has hosted the Olympic Games \_\_\_\_\_.  
 once     twice     more than twice.

## Reading for Pleasure

# Interview with Issa Al Lamki: Celebrity Chef

*Issa Al Lamki continues talking about his life as a celebrity chef*



### 7. Do you enjoy working in TV?

Yes, I do. I'm an extrovert with an outgoing personality and I'm a good communicator too. TV audiences love my shows because I try to be entertaining and tell jokes as well as giving advice about cooking. During Ramadan, people call into my shows with questions – not just viewers from Oman and the Middle East, but from countries as far away as Australia and Canada. The questions are 'live' – in other words, not recorded in advance – so this means I have to think on my feet. But I enjoy the challenge.

### 8. What qualities do you need to be a top chef?

You need to be calm and relaxed and never show that you are feeling nervous or scared. You have to work well in a team and respect the key members of your kitchen and not shout at them in front of junior staff, even if you're feeling very upset. You need to work hard and be well organised and able to plan well. 70% of being a good chef is about being able to plan in advance. You also need to be creative in order to design new menus, and to have a good business sense in order to budget.

### 9. What do you enjoy most about the job?

I love learning new things all the time. In 2005 I set myself a challenge – to create a new dish every day. And I've succeeded! That keeps me happy because my brain is active. And of course I love other aspects of my work such as travelling, attending international conferences and meeting other celebrity chefs.

### 10. What advice do you have for young Omanis who want to follow in your footsteps?

You have to love the job! Don't become a chef as a last resort – in other words, because you can't think of any other job to do. You need to have a passion for the work in order to succeed. On the back of my business cards it says 'It's not a passion, it is an obsession' and I really believe that's true. Being a celebrity chef may look glamorous, and in many ways it is, but it's also a lot of hard work. It's tough, there's no doubt about that, and it's not a career that is suited to everyone. But if you have a talent for cooking, and are prepared to work hard, it can open the door to great opportunities and a fantastic life!

# Theme 3

## Review and Reference

**1** How well can you do these things?

Now I can:	Very well	OK	Not very well
<b>a</b> use vocabulary associated with the tourism and hospitality industries			
<b>b</b> practise reading for specific information			
<b>c</b> use first conditional sentences and first conditionals with modal verbs			
<b>d</b> match words of the same part of speech together			
<b>e</b> complain and respond to complaints			
<b>f</b> analyse the structure of an essay			
<b>g</b> analyse the process of essay writing			
<b>h</b> plan a narrative type of essay			

### GRAMMAR RECALL

#### First conditionals

The first conditional type of sentence is used to express a condition and its probable result. In such sentences, the 'if' clause is in the present simple, and the main clause is in the future.

**Example:** *If I finish my work early, I'll go home.*

Modal verbs are often used in first conditional sentences to express different meanings.

**Example:** *If you go to Oman, you should visit Salalah.*

**2** Choose the best form of the verbs in these sentences.

- a If they want/will want to stay at a better hotel, it cost/will cost them more money.
- b If you visit/will visit Jordan, you should/shouldn't go to Petra.
- c If you enjoy/will enjoy work at sea, you might/might not like a job on a cruise ship.
- d If Ali doesn't drive/will not drive more carefully, he could/couldn't have an accident.
- e If Fatma likes/will like swimming, she loves/will love the new pool at our hotel.
- f If we drive/will drive to Salalah from Muscat, we can/cannot stop at Nizwa on the way.



**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 the sentences with words from the Glossary on page 48 of your Coursebook. Put ONE word in each gap.

- a Russia is a \_\_\_\_\_ country. It's even bigger than China!
- b Paris is the most popular tourist \_\_\_\_\_ in France. It has lots of visitor attractions.
- c Laila loves adventure. Now she wants to \_\_\_\_\_ across the mountains of Central China.
- d I haven't had time to write my essay yet, but at least I've finished the first \_\_\_\_\_ .
- e 'My friend has just come back from the Antarctic. Has he really? That's \_\_\_\_\_ !'
- f During our \_\_\_\_\_ to America, our ship ran into a terrible storm.
- g If you enjoy a challenge, try abseiling down the \_\_\_\_\_ of Wadi Ghul.
- h Before you can get money from an ATM, you have to input your \_\_\_\_\_ code.
- i I'm going to \_\_\_\_\_ my CV. I need to update the information and make some changes.
- j The houses in the poorest part of town don't have basic \_\_\_\_\_ such as running water.
- k The Sydney Opera House is a fine example of modern \_\_\_\_\_ .
- l I'm ready to print my essay. But first I'm going to \_\_\_\_\_ it in case there are any mistakes.
- m When my sister went to New York last year, she stayed in a fabulous 5 star \_\_\_\_\_ hotel.

**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.

\_\_\_\_\_

# Theme 4

## Unit 1 Aviation Then and Now

**1** Read the text in Activity 2 on page 50 of your Coursebook again. Decide if the following statements are True (T), False (F) or if there is no information given (NG). Write the letters T, F, or NG in the box beside each statement.

- a The aviation industry is the fastest growing transport industry.
- b Using biofuel emits less carbon dioxide than petroleum-based fuel.
- c The Virgin Atlantic plane was entirely powered by biofuel.
- d 171 passengers travelled on the Virgin Atlantic flight.
- e Biofuels were used on a lot of flights during the 2014 World Cup.
- f The algae used in biofuels is grown in special lakes.

Correct the sentences which are false. Write them into your exercise book.

**2** Look at the photo and the title of the following text about the Wright brothers in Activity 3. Can you guess what the word 'pioneer' in the title means?

- a someone who invents things
- b someone who flies planes
- c one of the first people to do something
- d someone who builds planes

Check the meaning in your dictionary. What other pioneers can you think of? Work in groups and make a list. Compare your list with other groups' lists.

**3** Read the text about the Wright Brothers as a practice timed reading practice. Refer back to the procedure for timing yourself which was given in Theme 2, Workbook, Unit 1, page 16, Activity 3.

### The Wright Brothers: Pioneers of Aviation

1 Two American brothers, Orville and Wilbur Wright, are credited with being the inventors of the aeroplane, although they were not the first people to build and fly experimental aircraft. Wilbur Wright was born in 1867 and Orville Wright in 1871. In 1884 their family moved to Dayton, Ohio.

#### Early flying machines

In 1892 the brothers opened a bicycle repair and sales shop.

5 However, their real interest was flying. They studied birds and how they turned their wings when flying. At that time, the only flying machines were gliders – light planes that can fly without an engine. In August 1896, Otto Lilienthal, a famous German glider, was killed when his glider crashed. After this, the brothers realised that a pilot

10 had to have control of his plane. In 1900 they started building and flying gliders. They travelled to Kitty Hawk in North Carolina



First flight of the Wright Flyer 1

because the constant wind there was good for flying, and the sandy beaches made soft landing surfaces.

**Public flying displays**

In 1903, the brothers built their first flying machine with power and flew it at Kitty Hawk on 15 17 December 1903. They called it the Wright Flyer I. But they needed money to build more flying machines. So they signed contracts both with a French company and the US Army. These contracts stated that the brothers had to carry out public demonstrations of their flights. Wilbur began demonstrations in France on 8 August 1908. The French public were amazed and came to watch in their thousands. At the same time Orville demonstrated flights 20 to the US Army. On 9 September 1908 he made the first flight that lasted over an hour.

**Family flying**

Orville and Wilbur had made a promise to their father that they would never fly together in case their plane had an accident. But they flew together once, in 1910, with their father's permission. Orville took his father flying for the first and only time when his father was 82. The old man kept calling, 'Higher, Orville, higher!' Neither brother ever married. 25 Wilbur once joked that he 'could not support a wife and a flying machine'. Neither brother was killed in an air crash. Wilbur died from typhoid fever at the age of 48 in 1910. Orville died at the age of 76 after a heart attack.

**The birthplace of modern aviation**

The state of Ohio has produced other pioneers. It even has a slogan, 'Birthplace of Aviation Pioneers.' It was the birthplace of the astronauts 30 John Glenn and Neil Armstrong. The Ohio 50 State quarter coin shows both the 1905 Wright Flyer III and an astronaut.



(425 words)

Source : Crouch, Tom D., *The Bishop's Boys: A Life of Wilbur and Orville Wright*: New York: Norton and Co., 2003.

**4** Turn to page 61 of your Workbook and answer the comprehension questions. When you have finished, your teacher will give you the right answers. Calculate your reading score and write the number of words per minute (WPM) and your comprehension questions score into the box at the bottom of the page.

**5** Read the text in Activity 3 again. Find the words below in the text. Then write the verbs that go with them. Write your own sentences containing the verbs.

**Example: sales (line 4) Verb = sell. A bakery sells bread.**

- a inventor (line 1) \_\_\_\_\_
- b experimental (line 2) \_\_\_\_\_
- c glider (line 7) \_\_\_\_\_
- d demonstration (line 17) \_\_\_\_\_
- e promise (line 21) \_\_\_\_\_
- f permission (line 23) \_\_\_\_\_

# Theme 4

## Unit 2 Congestion – A Growing Issue

**1** Look at the picture below and discuss questions a to c in groups.

- Is there traffic congestion in your town or city, or another city you have visited?
- What problems does congestion cause?
- What do you think could be done to reduce congestion?



**2** Read the text below. For each item, circle the best form of the verb.

Congestion has been increasing in Muscat at an alarming rate. During the past few years, thousands of cars **(1) flooded/have been flooding** onto the streets. In 2014, according to Muscat Municipality, car ownership increased by 10% from 2013. The result is that drivers often **(2) find/have been finding** themselves sitting in a sea of traffic, unable to move, and getting more and more angry and frustrated.

Congestion not only clogs up the roads, but is bad for our health too. Drivers **(3) arrive/arrived** at work stressed and exhausted. It also affects workers' productivity because they get to work late. Congestion has a negative effect on road safety too. It **(4) increases/has been increased** the risk of accidents because drivers speed to make up for the time they **(5) have lost/have been losing** sitting in traffic.

Congestion in Muscat happens for much of the working day, and affects many areas in the city. Ali Al Harthy is a student who **(6) travels/has travelled** from his home in Ruwi to a college in Al Hail every day. 'When there is no traffic, my journey takes 40 minutes,' he says. 'But since last year, congestion means it can be double that time.' Many other drivers say the same thing.

For many years, congestion was not an issue in Muscat. In 1970 there **(7) were/have been** just 10 kilometres of paved roads, and fewer than 1000 cars in Oman. But by 2014, the amount of paved roads in Oman was 31,622 kilometres and the total number of vehicles was 1,179,841. The population of Oman **(8) grew/has been growing** rapidly and this has directly affected congestion. In 1970 the population was 723,850 but by 2015 it was over 4 million. Workers' salaries have risen, so that more and more people can afford cars. In fact, many families own more than one car.

Congestion will continue to grow if car ownership continues to increase. Drivers have to start leaving their cars at home and take public transport. In October 2014, the first Oman Public Transport Conference **(9) took/has taken** place in Muscat. Plans were discussed for different kinds of public transport systems – a metro and ferry services, metered taxis and buses. But until these systems are in place, and people can be persuaded to use them, congestion **(10) is continuing/will continue** to get worse.

Source: Royal Oman Police, Facts and Figures, Traffic Statistics 2004 - 2014

**3 Find an example of a sentence with ‘for’ and a sentence with ‘since’ in the text in Activity 2. Then complete each of the sentences below with ‘for’ or ‘since’.**

- 1 I was stuck in traffic \_\_\_\_\_ half an hour this morning.
- 2 I’ve been waiting for you \_\_\_\_\_ 3 o’clock.
- 3 We haven’t been to the cinema \_\_\_\_\_ a long time.
- 4 She hasn’t eaten chocolate cake \_\_\_\_\_ her birthday party last week.
- 5 I haven’t been to Dubai \_\_\_\_\_ my trip in 2011.

**Would you use the following phrases with for or since?**

- |                  |                 |             |
|------------------|-----------------|-------------|
| 1 last July      | 3 yesterday     | 5 two years |
| 2 several months | 4 half past two | 6 ages      |

Write five more examples of time phrases of your own into your exercise book. Ask a partner if they should be used with **for** or **since**.

**4 Work in groups of four. There is a growing traffic congestion problem in your city. Read the instructions below and discuss the best way of solving this problem.**

Choose one of the following roles.

- Student A:** You are an expert on schemes to reduce traffic congestion.
- Student B:** You are the Chief Executive of a company that manufactures cars.
- Student C:** You are a member of an environmental group.
- Student D:** You own a small business in the city.



Turn to Communication Activity 2 on page 68 of your Workbook. Look at the role card that goes with your role and spend a few minutes thinking about your role. Add some notes of your own in your exercise book to make your character more interesting. Then begin your discussion.

**5 Turn to page 73 of your Workbook and complete the Grammar Practice Activities.**



# Theme 4

## Unit 3 Safety on the Roads

**1** Listen to the talk by a ROP officer about the work of the Traffic Safety Institute in Muscat. As you listen, circle the correct answers.

1. What have the ROP put in residential areas?
  - a. speed bumps
  - b. speed limits
  - c. cameras
  
2. What punishments are there for drivers without licences?
  - a. a fine of 48 rials
  - b. a fine and up to 48 hours in jail
  - c. a fine and at least 48 hours in jail
  
3. At the Traffic Safety Institute, children learn how important it is to
  - a. use a simulator
  - b. wear a seatbelt
  - c. practise road safety
  
4. According to the ROP, who is responsible for road safety?
  - a. the police
  - b. drivers and passengers
  - c. everyone in society

**2** Look at the verbs on the left of the table below. Decide if each verb is associated with 'go up' or 'go down'. Put a tick (✓) in the appropriate column. Write the noun that goes with each verb into the third column. The first one has been done for you.

Verbs and Nouns Commonly Used For Describing Trends

Verb	Go up	Go down	Noun
a increase	✓		an increase
b decrease			
c rise			
d drop			
e fall			
f grow			
g expand			
h reduce			



**3** Study the table below about traffic statistics in Oman between 2011 and 2014, paying particular attention to the trends for each year. Ask and answer questions about the table with a partner, e.g. *How many traffic accidents were there in 2011?*



Courtesy of Royal Oman Police

<b>Total number</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>
Traffic accidents	6,717	7,829	8,209	7,719
Deaths	816	913	1,139	1,056
Injuries	3,835*	10,802	11,618	11,437
Licences issued	1,242,721	1,157,111	1,073,538	989,279
Vehicles inspected	639,299	481,118	434,730	391,923

\* This figure does not include minor injuries

Source: [www.traffic.gov.om](http://www.traffic.gov.om)

**4** Work with a partner. Refer to the table in Activity 2, and make sentences orally about the table in Activity 3, choosing verbs and nouns which describe trends.

Use phrases to indicate time such as 'between.....and' and 'from.....to.' Write one sentence about the table on each of the lines below.

**Examples:** *The number of traffic accidents decreased in 2014.*  
*The number of injuries dropped between 2011 and 2013.*  
*There was a fall in the number of deaths from 2012 to 2014.*

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_

# Theme 4

## Unit 4 Jobs in Airports and Aviation

**1** Consider which of the things in the list below would be most important to you when choosing a job. Choose three and rank them in order. Write 1, 2 and 3 in the appropriate boxes. Then discuss your choices with your group.

- |                          |                     |                          |                          |
|--------------------------|---------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | high salary         | <input type="checkbox"/> | opportunities for travel |
| <input type="checkbox"/> | interesting work    | <input type="checkbox"/> | lots of holidays         |
| <input type="checkbox"/> | pleasant colleagues | <input type="checkbox"/> | job security             |

Compare your list with the other members of your group and explain your reasons for your choices. Make a new list based on the views of the whole group.

**2** Listen to an interview with Steve, a pilot. Put a tick (✓) in the box beside each item in the list below that is mentioned in the talk. The items in the list do not appear in the same order in the talk. Note: There are two items not mentioned in the talk.

### Rewards of Being a Pilot

- a you don't take your job home with you
- b working with people of different nationalities
- c discounts for family on airline tickets
- d good pay
- e opportunities for travel
- f good job security
- g flexibility
- h exciting and responsible



Courtesy of Oman Air

**3** Work with a partner. One student takes Topic A (Trains) and the other Topic B (Planes). 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. Trains**

- used for transportation of passengers and cargo
- powered in the past by steam, and in modern times by diesel or electricity
- first full scale train built in 1804 by Richard Trevithick, an English engineer
- high speed trains are called 'bullet trains' because of their appearance and speed
- Japan and France are pioneer countries in the development of bullet trains
- high speed trains can reach over 300 kilometres per hour (kph)
- the Shanghai Maglev Train in China is the fastest commercial train in the world (431 kph)
- first underground railway opened in London in 1863

Source: [www.trainhistory.net](http://www.trainhistory.net)



**FACT FILE**  
**B. Planes**

- used for transportation of passengers, cargo and military equipment
- powered by an engine or propellers and petroleum-based fuels (some biofuels)
- first plane flown in 1903 by the Wright Brothers, US inventors
- some planes (usually military) can travel at speeds faster than sound (1,235 kph)
- in 2013, total global passenger numbers were 3.1 billion people
- on average, every day more than 8 million people are flying in the world
- American Airlines is the airline with the most planes in the world (1,494 planes)
- first commercial flight took place in the US in 1914

Source: [www.iata.org](http://www.iata.org)

**4** Discuss the topics below in groups. Before you begin your discussion, make notes in your exercise book about what you are going to say. Use phrases from the Soundbites box on page 57 of your Coursebook to ask for and give explanations.

- 1 'There are some jobs which are more suitable for men than women'.
- 2 The qualities needed by someone who wants to become a:
  - (a) teacher      (b) vet      (c) police officer      (d) tour guide      (e) football manager
- 3 A particular job you are interested in. Explain why you want to do this job.
- 4 The best/worst job in the world.

# Theme 4

## Unit 5 The Train is Approaching!

**1** Read the informative essay below about Etihad Rail's safety campaign. Pay particular attention to how it is organised. Write answers to questions a – d underneath into your exercise book.

### The Train is Approaching – Play by the Rules

- 1 The rail network in the GCC countries will pass through many areas where people have never seen a train before. Therefore it is very important that people learn about safety around the railway tracks.
- 5 In 2014, Etihad Rail, the developer of the UAE's national rail network, launched a national campaign to raise public awareness about rail safety.



The Etihad Rail Safety Bus

- 10 An important part of the campaign was the roadshow Safety Bus. This was a double decker bus designed to look like a train. The bus travelled around the Western region of Abu Dhabi for several months, stopping at schools, shopping malls, municipality buildings and community centres. It featured an Experience Centre containing information about how the railway would work.
- 15 Members of the public were given simple but important safety rules. These included staying outside areas that are fenced off and crossing the track only in the proper places. People can cross the railway track using 20 overhead bridges, 2 under bridges and 10 road underpasses. In addition, there are special underpasses where animals can cross – 10 underpasses for camels, 22 for gazelles and 78 for reptiles.
- 20 Another feature of the rail safety campaign was the distribution of flyers. These flyers were written in Arabic, English and Hindi and carried the slogan 'The Train is Approaching – Play by the Rules.' Their purpose was to warn different communities about safety around the rail track. If people do not follow the safety rules, it can put many lives in danger. The flyers gave a phone number so people could call Etihad Rail to report damaged fences or anyone getting onto the railway track.
- 25

These measures were all designed to educate the public about safety on the railway track. The vital message is that we must put safety first and respect the railway at all times.

Source: www.etihadrail.ae

- a What is the most important thing for people to learn about the railway?
- b How did the Safety Bus help with Etihad Rail's campaign about rail safety?
- c How is it possible for people and animals to cross the railway track?
- d Why were the flyers written in three different languages?

**2** With a partner, discuss the questions below about the essay in Activity 1. Write your answers on the lines beside the questions.

**a** How many paragraphs are there? \_\_\_\_\_

**b** What is the topic of each main body paragraph?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**c** Write one example of a topic sentence in a main body paragraph, and one example of a supporting sentence.

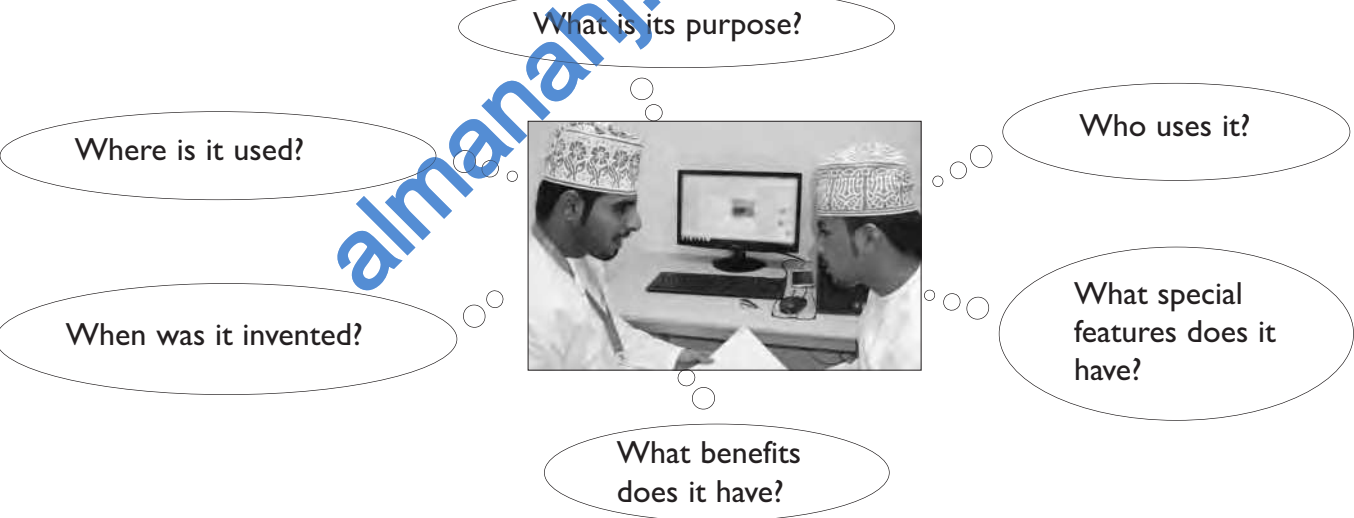
1. \_\_\_\_\_

2. \_\_\_\_\_

**3** Write an informative essay about a type of transport. Choose one of the types below, or another type. Tell a partner why you chose this type.

- metro
- sky train
- dhow
- aeroplane
- helicopter
- ship
- bicycle
- hovercraft
- bus
- ferry

Before you write your essay, collect information about your type of transport. Think about these things:



**4** Make a plan of your essay in your exercise book. Discuss your plan with a partner.

In your plan, decide:

- how many paragraphs your essay will have
- the kind of information there will be in your essay
- the topic of each main body paragraph, and the supporting details

**5** Write a first draft of your essay into your exercise book. Refer to the Writing Guide on page 79 of your Workbook for help with layout and language. Give your essay a suitable title. Show your draft to your partner and correct any mistakes. Write a second draft.

# Theme 4

## Across Cultures Spain

**1** Read the text on pages 60 and 61 in the Coursebook. Match the people, places and things in the list on the left with the phrases on the right. Then read the text again and check your answers.

- |                             |    |                                    |
|-----------------------------|----|------------------------------------|
| 1 The Alhambra              | 12 | a live in Madrid.                  |
| 2 General Francisco Franco  | 12 | b has to show that he is brave.    |
| 3 The Spanish Royal Family  | 12 | c takes place in Pamplona.         |
| 4 The Prado Museum          | 12 | d ruled Spain after the Civil War. |
| 5 Flamenco                  | 12 | e is a huge food fight.            |
| 6 A matador                 | 12 | f is a form of music and dance.    |
| 7 The bull-running festival | 12 | g contains many works of art.      |
| 8 La Tomatina               | 12 | h is a beautiful palace.           |

**2** Find the words in the text on Spain which have a similar meaning to the phrases below. Write each word on the line beside the phrase.

- 1 piece of land almost completely surrounded by water (para 1) \_\_\_\_\_
- 2 country which has a king or queen (para 2) \_\_\_\_\_
- 3 consisting of many different nationalities (para 3) \_\_\_\_\_
- 4 buildings with parts that turn around in the wind (para 4) \_\_\_\_\_
- 5 piece of clothing with no sleeves (para 5) \_\_\_\_\_
- 6 soft and easy to press (para 6) \_\_\_\_\_

**3** Make questions out of the words below. Write the questions on the lines. Then find the answers in the text and write each answer on the line to the right of the question. One example has been done for you.

<b>every year/people/How many/Spain/visit</b>	<b>Answer</b>
How many people visit Spain every year?	50 million.

- |   |        |       |
|---|--------|-------|
| ① Civil War/after/Who/Spain/ruled/the     | _____? | _____ |
| ② Madrid/How many/in/live/people          | _____? | _____ |
| ③ author/Don Quixote/the/Who/of/was       | _____? | _____ |
| ④ matador/does/What/a/carry               | _____? | _____ |
| ⑤ throw/La Tomatina/What/people/do/during | _____? | _____ |



# Reading for Pleasure

## The Maglev Story

The idea for a train powered by electromagnetism was patented in Germany in 1929, and development of the maglev began in 1934. The maglev project was set aside, however, until it became more feasible in the 1970s.

In the 1970s, Japan got seriously interested in maglev technology too, and the Japanese government provided a lot of money for research and development. In the 1960s, the US was briefly involved in maglev research, and for a while Britain had a test track. In 1985, there was a maglev demonstration in Vancouver, Canada, and maglev lines have been proposed in Taiwan, Venezuela, India, the Netherlands, the UK, and the US, as well as Germany and Japan.

Today the Germans and the Japanese are leaders in maglev technology. In Germany, a high-speed model was established for the Hamburg Inter-national Transport Exhibition in 1979, and in the 1980s Germany made progress on the Transrapid maglev. By 1991, the Transrapid had set many speed records, and in 2001, the Transrapid Company was awarded a contract by China to build the Transrapid Shanghai Maglev.

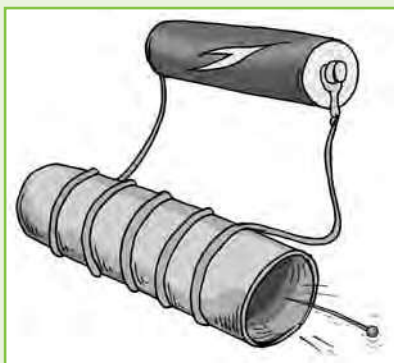


*A Japanese maglev in development holds the maglev speed record. It reached 581 km/h in 2003.*

Japan, which is famous for its high-speed bullet trains, has conducted extensive maglev research and trial runs since the 1970s. The demonstration line in Yamanashi reached a record speed of 581 km/h (361 mph) in December 2003. By comparison, the top speed of the French TGV is 574.8 km/h.

Japan also has an “urban maglev,” the Linimo Line. This is a commuter transport system with nine stations. The Linimo Line opened in March 2005 for service to the Expo 2005, which was held near Nagoya. The line has a top speed of only 100 km/h, but it was not intended to be a high speed system. Unfortunately, the Japanese maglev has been plagued by technical problems.

## How Does a Maglev Work?



A solenoid, which is a kind of electromagnet, illustrates how maglev cars can be pushed or pulled along a guideway. Keep in mind that magnets have plus and minus poles, and the poles attract and repel opposite and similar poles.

Wrap a wire several times around a small hollow cylinder such as a straw, and connect the ends of the wire to a battery. You have made a simple solenoid. If you put a straight pin at the edge of the cylinder, the pin will move when the battery is connected. Imagine that the pin is a maglev and the cylinder is the guideway.

Of course, the operation of a maglev is more complicated than that, but the principle is the same. Electromagnets are used to push, pull, and levitate maglev cars.

# Theme 4

## Review and Reference

### 1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a use vocabulary associated with travel and transport			
b identify and practise using pronouns			
c differentiate between the use of the present perfect and present perfect continuous			
d use language to describe trends			
e ask for and give explanations			
f recognise and use different types of conjunctions			
g analyse an informative essay			
h plan and write an informative essay			

## GRAMMAR RECALL

### Use the present perfect for:

- a an action or experience in the past when the experience is more important than stating the time
- b an action which started in the past but which is not yet finished
- c an action which happened recently and which affects the present; often used for news items

### Use the present perfect continuous for:

- a an action or experience which started in the past and is still continuing
- b an action which started in the past, and has been continuing and now affects the present

### 2 Complete these sentences with the most suitable form of the verb.

- a Where have you been? I've **called/been calling** you all day.
- b He's **trained/been training** as an air traffic controller since September.
- c I haven't **passed/been passing** my driving test yet. I've got a lot to learn!
- d Have you heard the news? A terrible earthquake has just **happened/been happening** in China.
- e I haven't **seen/been seeing** you for ages. What have you **done/been doing**?
- f My hands are very dirty because I've **mended/been mending** my car.
- g I've **got/been getting** a cold. It started last night and it's **got/been getting** worse all day.

**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 the sentences with words from the Glossary on page 64 of your Coursebook. Put ONE word in each gap.

- a** Yesterday someone put a \_\_\_\_\_ on my car. It's advertising a new supermarket.
- b** Did you know that one train can carry the same amount of \_\_\_\_\_ as 300 trucks?
- c** 'Why are you late, Ali?' 'I'm very sorry, sir. I was stuck in a \_\_\_\_\_.'
- d** I'm \_\_\_\_\_ living in Seeb, but next week I'm moving to Al Khuwair.
- e** The train moved smoothly and quietly along the \_\_\_\_\_.
- f** Marco Polo was a famous explorer and \_\_\_\_\_. He discovered new places in the Far East.
- g** Although we can eat most fruits, some kinds are \_\_\_\_\_ for humans.
- h** One \_\_\_\_\_ of the new airport is that more flights will be able to take off and land.
- i** The company transports its goods from Salalah to Muscat by \_\_\_\_\_.
- j** Cars contribute to air pollution because they \_\_\_\_\_ a lot of greenhouse gases.
- k** Most aircraft still use \_\_\_\_\_ fuel. But one day they will all probably run on biofuel.
- l** The Environment Society of Oman organised a \_\_\_\_\_ to clean up the beaches.

**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

\_\_\_\_\_

**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 the sentences with words from the Glossary on page 32 of your Coursebook. Put ONE word in each gap.

- a When Salim first went to study in Australia, he missed his family a lot and was very \_\_\_\_\_.
- b The doctor told me that I had to \_\_\_\_\_ the amount of sugar in my diet.
- c I can't go out tonight because I have to finish my essay. The \_\_\_\_\_ is tomorrow.
- d Laila had mixed \_\_\_\_\_ about leaving school. She felt sad but also excited.
- e Did you see that horror film on TV last night? It was really \_\_\_\_\_.
- f During Majid's first week at university, he had to take a \_\_\_\_\_ to find out his level of English.
- g My friend is very interested in a \_\_\_\_\_ in journalism.
- h If students have a problem, they should ask the course \_\_\_\_\_ to help them.
- i The teacher told the students to write a draft of their essay, then \_\_\_\_\_ it.
- j Fatma is always happy and smiling. She has a very \_\_\_\_\_ attitude to life.
- k The new students kept getting lost because the university \_\_\_\_\_ was so big.
- l Most students at the university spend their first year on the \_\_\_\_\_ . Then they go on to their main course of study.
- m Although Ahmed's new job is interesting, he's finding it hard to \_\_\_\_\_ the long hours and low pay.

## 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 4, page 17

Workbook, page 60

## **Theme 4**

Workbook, Unit 1, Activity 3, pages 44 – 45

Workbook, page 61

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# Reading Section

**1** Read the text about the Study Room at the English Language Centre on page 17 of your Workbook. Circle the correct answer for each question below.

- 1** The Study Room is open:
  - a. every day
  - b. every day from 9 a.m. to 4 p.m.
  - c. on weekdays but not at weekends
  - d. every day except Thursdays
  
- 2** The Study Room's purpose is for students to:
  - a. borrow books
  - b. study by themselves
  - c. do photocopying
  - d. practise grammar activities
  
- 3** Students may borrow:
  - a. as many books as they want
  - b. only one book overnight
  - c. both CDs and DVDs
  - d. CDs only
  
- 4** Students must return borrowed items by:
  - a. 9 a.m. the next morning
  - b. the next evening
  - c. 9 a.m. on Sunday morning
  - d. 4 p.m.
  
- 5** The borrowing list is kept in a file:
  - a. in the Administrative Office
  - b. in the Course Director's office
  - c. at the back of the study room
  - d. at the front of the study room
  
- 6** Student's are allowed to photocopy:
  - a. only grammar activities
  - b. up to 5% of a book
  - c. only 5 pages of a book
  - d. as many pages as they want
  
- 7** Students can:
  - a. take CDs from the Study Room home
  - b. lend Study Room CDs to their friends
  - c. listen to a CD in the Study Room
  - d. make copies of CDs
  
- 8** If students find faulty materials, they should:
  - a. do nothing
  - b. write a note in the borrowing file
  - c. tell the Administrative Office
  - d. tell the Course Director

Calculate your reading score and write the number of words per minute (WPM) into the box below. (If you have forgotten how to calculate your WPM, refer to page 16 of the Workbook.) Check your answers to the comprehension questions with the text on page 17. Write your score into the box below.

Reading Speed (W PM)	
Score (out of 8)	



**2**

Read the text about the Wright Brothers on pages 44 and 45 of your Workbook. Circle the correct answer for each question below.

- 1** The Wright brothers are credited with inventing:
  - a. the glider
  - b. the bicycle
  - c. the aeroplane
  - d. the car
- 2** From 1884, the Wright brothers lived in:
  - a. Dayton, Ohio
  - b. Dayton, North Carolina
  - c. Germany
  - d. France
- 3** The brothers had a:
  - a. car repair business
  - b. bicycle repair shop
  - c. shop that sold birds
  - d. shop that sold gliders
- 4** Otto Lillenthal was:
  - a. a famous French glider
  - b. a famous German glider
  - c. a friend of the Wright brothers
  - d. the inventor of the aeroplane
- 5** The brothers went to North Carolina because:
  - a. the wind was very strong
  - b. they enjoyed spending time at the beach
  - c. they did not want to stay in Ohio
  - d. both the wind and sand created good conditions for gliding
- 6** The Wright brothers first powered flight was in:
  - a. 1903
  - b. 1905
  - c. 1908
  - d. 1910
- 7** The brothers signed contracts with:
  - a. the French Army
  - b. a US company
  - c. a French company and the US Army
  - d. a US company and the French Army
- 8** Orville and Wilbur:
  - a. always flew together
  - b. never flew together
  - c. flew together once
  - d. sometimes flew together
- 9** Orville and Wilbur's father flew at the age of:
  - a. 48
  - b. 72
  - c. 76
  - d. 82
- 10** The state of Ohio's quarter coin shows:
  - a. the Wright brothers
  - b. an astronaut and a modern aeroplane
  - c. a flying machine
  - d. an astronaut and a flying machine

Calculate your reading score and write the number of words per minute (WPM) and your comprehension questions score into the box below. (If you have forgotten how to calculate your WPM, refer to page 16 in your Workbook). Check your answers to the comprehension questions with the text on pages 44 - 45. Write your score into the box below.

Reading Speed (WPM)	
Score (out of 10)	

# Communication Activities

## **Activity 1**

Theme 1, Unit 2  
Coursebook, page 5, Activate Your English  
Workbook, pages 64 and 65

## **Activity 2**

Theme 3, Unit 1  
Workbook, page 30, Activity 2  
Workbook, pages 66 and 67

## **Activity 3**

Theme 4, Unit 2  
Workbook, page 47, Activity 4  
Workbook, page 68

# Communication Activities

## Communication Activities

1

Student A

### Blue Jeans

Jeans were first created by (1) \_\_\_\_\_. Strauss was born in Bavaria, Germany on (2) \_\_\_\_\_, but later he moved to the US to join his brothers. He became an American citizen in 1853 and went to California at the time of the Gold Rush. There, he made (3) \_\_\_\_\_ for the miners from a brown cotton cloth called 'serge de Nimes' which was referred to as 'denim.' A patent was taken out on 20th May 1873 so Strauss's company could officially begin manufacturing jeans. Later, the cloth was coloured with (4) \_\_\_\_\_ to become dark blue – the standard colour of jeans today – and the famous brand design of (5) \_\_\_\_\_ was created in 1886. Strauss died on September 26th, 1902. He had never married and had no children so he left the company to (6) \_\_\_\_\_.

Write questions to find the missing information.

Example:

1 *Who first created jeans?*

2 *When* \_\_\_\_\_?

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

Now ask your partner the questions and write their answers on the lines below.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

# Communication Activities

**1 Student B**

## Blue Jeans

(1) \_\_\_\_\_ were first created by Levi Strauss. Strauss was born in (2) \_\_\_\_\_ on February 26th, 1829, but later he moved to the US to join his brothers. He became an American citizen in 1853 and went to (3) \_\_\_\_\_ at the time of the Gold Rush. There, he made specially strong trousers for (4) \_\_\_\_\_ from a brown cotton cloth called 'serge de Nimes' which was referred to as 'denim.' A patent was taken out on 20th May 1873 so Strauss's company could officially begin manufacturing jeans. Later, the cloth was dyed with an indigo dye to become dark blue – the standard colour of jeans today – and the famous brand design of two horses was created in (5) \_\_\_\_\_. Strauss died on September 26th, 1902. He had never married and had no children so he left (6) \_\_\_\_\_ to his four nephews.

Write questions to find the missing information.

Example:

1 *What was first created by Levi Strauss?*

2 *Where \_\_\_\_\_?*

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

Now ask your partner the questions and write their answers on the lines below.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

# Communication Activities

## 2 Theme 3: Oman Quiz A

Ask your partner the questions and circle their answers

### Oman Quiz A

### Answer Choices:

- |    |  |                 |              |                 |
|----|--|-----------------|--------------|-----------------|
| 1  | What Omani product is rosewater used in?         | a. halwa        | b. honey     | c. coffee       |
| 2  | How high is Jebel Shams?                         | a. 3000 m       | b. 3075 m    | c. 4050 m       |
| 3  | What does frankincense come from?                | a. a plant      | b. a flower  | c. a tree       |
| 4  | Where did <i>The Jewel of Muscat</i> sail to?    | a. China        | b. Singapore | c. Australia    |
| 5  | When did the Royal Opera House open?             | a. 2011         | b. 2012      | c. 2013         |
| 6  | What was Ali Al Habsi's first job?               | a. driver       | b. policeman | c. fireman      |
| 7  | Where did Sindbad traditionally come from?       | a. Sur          | b. Sohar     | c. Muscat       |
| 8  | What is Bahla famous for?                        | a. frankincense | b. pottery   | c. silver       |
| 9  | What was Oman's most famous export in the past?  | a. petrol       | b. coffee    | c. frankincense |
| 10 | How many people can worship in the Grand Mosque? | a. 20,000       | b. 10,000    | c. 30,000       |

### Possible ways to respond to your partner's answers

Yes, that's right.

Right again.

Well done.

Correct.

Sorry, that's not right. The correct answer is.....

No, I'm sorry, it's.....

## 2 Theme 3: Oman Quiz B

Ask your partner the questions and circle their answers

### Oman Quiz B

### Answer Choices:

- |    |   |               |               |               |
|----|---|---------------|---------------|---------------|
| 1  | Which of these is an endangered species?      | a. oryx       | b. camels     | c. flamingoes |
| 2  | Which place is famous for boat-building?      | a. Mirbat     | b. Muttrah    | c. Sur        |
| 3  | When did Oman first win the Gulf Cup?         | a. 2007       | b. 2008       | c. 2009       |
| 4  | What is the life expectancy for Omani men?    | a. 68         | b. 70         | c. 75         |
| 5  | Which of these things can you not do in Oman? | a. diving     | b. trekking   | c. skiing     |
| 6  | Which Gulf city did Oman Air first fly to?    | a. Doha       | b. Dubai      | c. Abu Dhabi  |
| 7  | How many governorates are there in Oman?      | a. 9          | b. 10         | c. 11         |
| 8  | Where can you find coconut palms?             | a. Muscat     | b. Salalah    | c. Musandum   |
| 9  | When is the season for pomegranates?          | a. June       | b. September  | c. January    |
| 10 | Where is the traditional home of the Bedouin? | a. the desert | b. the forest | c. the sea    |

### Possible ways to respond to your partner's answers

Yes, that's right.

Right again.

Well done.

Correct.

Sorry, that's not right. The correct answer is.....

No, I'm sorry, it's.....



# Communication Activities

**3** Refer to Activity 4 on page 47 of your Workbook. Choose one of the four role cards below. Make some more notes about your character. Then begin your discussion on how to ease traffic congestion in your city. Refer to the useful language at the bottom of the page on asking for and checking clarification.

## Role Card One

You are an expert on schemes to ease traffic congestion. You are bursting with ideas about what can be done. You want to encourage everyone to use local transport like buses and taxis and you are keen on 'Park and Ride' schemes. Your great dream is for a sky train.

Make some more notes about your character in your exercise book.

## Role Card Two

You are the Chief Executive of a large car manufacturing company. (You choose which one). Naturally you don't want to reduce the number of cars as this will be bad for business. In fact, your view is there are not enough cars. The more cars, the better!

Make some more notes about your character in your exercise book.

## Role Card Three

You are a member of an environmentalist group. You hate all cars because of the pollution and noise they cause. You think they should be banned completely from cities. Everyone should travel by bicycle. You are a member of a group called 'Bring Back the Bicycle!'

Make some more notes about your character in your exercise book.

## Role Card Four

You own a small shop in the city centre. (You decide what kind). You are very worried because you are losing customers. You blame this on traffic congestion. People are not willing to travel into the city centre any more because it is so stressful.

Make some more notes about your character in your exercise book.

## Language for asking for and checking clarification.

I'm not sure I follow you.

Do you understand?

Could you explain...?

Do you follow me?

I'm not quite clear about...

# Grammar Practice

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# Grammar Practice

# Theme 1

## 1 Complete the dialogue with the verbs in the past simple.

Father: It's ten o'clock, Sami. You ought to get up.  
 Sami: I'm tired dad. I (1) \_\_\_\_\_ (go) to bed late last night.  
 Father: Your younger brother got back a few minutes ago from the market. He already (2) \_\_\_\_\_ (do) the shopping. By the way, a boy called Hani (3) \_\_\_\_\_ (phone) you twice this morning.  
 Sami: Really? Maybe he (4) \_\_\_\_\_ (try) to call me on my mobile phone but I (5) \_\_\_\_\_ (have) it on silent. What (6) \_\_\_\_\_? (want)  
 Father: He (7) \_\_\_\_\_ (not say).  
 Sami: That's strange. Why (8) \_\_\_\_\_ (call) me at home? I (9) \_\_\_\_\_ (speak) to him yesterday after school but he (10) \_\_\_\_\_ (not tell) me anything.  
 Father: Is he a new friend?  
 Sami: Yes. He (11) \_\_\_\_\_ (move) here last August. I'll call him back. Thank you, dad.  
 Father: All right, son.

## 2 Rewrite the sentences using the past simple passive.

**Example:** The teacher gave Ali an award. *Ali was given an award by the teacher.*

- 1 My brother showed my father how to use the new iPad.  
\_\_\_\_\_
- 2 They didn't invite us to the party.  
\_\_\_\_\_
- 3 Anne sent us a letter.  
\_\_\_\_\_
- 4 The police didn't find any evidence.  
\_\_\_\_\_
- 5 Who invented the light bulb?  
\_\_\_\_\_
- 6 Did your friend solve the problem?  
\_\_\_\_\_

## 3 Complete the sentences by choosing the correct form of each verb.

1. A truck \_\_\_\_\_ (crashed/was crashed) into a school bus this morning.
2. The American multinational company, Apple Inc. \_\_\_\_\_ (found/was founded) on 1 April 1976.
3. The world's first GSM call \_\_\_\_\_ (made/was made) by the Prime Minister of Finland.
4. Traffic lights \_\_\_\_\_ (invented/were invented) in 1923 by Garret Morgan.
5. Germany \_\_\_\_\_ (won/was won) the 2014 World Cup.
6. They \_\_\_\_\_ (told/were told) me to come back the next day.
7. The knife \_\_\_\_\_ (left/was left) on the table.

# Theme 2

# Grammar Practice

**1** Rewrite the sentences below in reported speech, putting the verbs into the past perfect.

**Don't forget to change the personal pronouns to the correct forms.**

**Example:** Tariq said, 'I gained some good experience in Canada.'  
 Tariq said that **he had** (he'd) **gained** some good experience in Canada.

1 Fatma told me, 'I didn't pass my driving test.'

\_\_\_\_\_

2 My friend asked me, 'Where did you buy your new phone?'

\_\_\_\_\_

3 The teacher asked the girl, 'Why haven't you come to see me before?'

\_\_\_\_\_

4 Ali said, 'I didn't have time to finish my essay.'

\_\_\_\_\_

**2** Circle the best forms of the verbs in the sentences below.

- a. My sister **was not understanding / had not understood** why she failed the exam. But the teacher explained that she **hasn't answered / hadn't answered** all the questions.
- b. I **met / was met** a girl I knew at the party, but unfortunately I **forgot / had forgotten** her name.
- c. Last summer my brother **went / had gone** to London to study English.
- d. We were hungry all day because we **hadn't eaten / haven't eaten** anything since early morning.
- e. The students said that in their first week at university, they **had learned / have learned** more things than they **are expecting / had expected**.

**3** Complete the text, using the verbs in the box. Put one word in each gap.  
**Note:** There are two extra verbs.

have    went    missed    studied    were    started    liked    joined    knew    was

Nasser said that when he'd first (1) \_\_\_\_\_ university, he'd (2) \_\_\_\_\_ his friends and family a lot. None of the other students (3) \_\_\_\_\_ from his home town, and he didn't (4) \_\_\_\_\_ any relatives at the university. He (5) \_\_\_\_\_ also very shy, so it was difficult for him to make new friends. So he had to find ways to get to know his classmates. He (6) \_\_\_\_\_ on class trips organised by the university to different places. He also (7) \_\_\_\_\_ the Film Society, and the Photography Club. It wasn't long before Nasser (8) \_\_\_\_\_ everyone in his class.

# Grammar Practice

# Theme 3

1

Use the phrases below to make sentences of the first conditional type.

**Examples:**

**work hard / pass your exams** – *If you work hard, you'll pass your exams*

**not drive carefully / have an accident** – *If you don't drive carefully, you'll have an accident.*

1 eat a lot of sweets / lose your teeth

\_\_\_\_\_

2 not exercise enough / put on weight

\_\_\_\_\_

3 learn English well / get a good job

\_\_\_\_\_

4 not get a new passport / not be able to travel

\_\_\_\_\_

2

Complete the first conditional sentences with the correct forms of the verbs.

a. If you \_\_\_\_\_ (not arrive) on time, you \_\_\_\_\_ (miss) the match.

b. We \_\_\_\_\_ (go) to the beach this afternoon if the rain \_\_\_\_\_ (stop).

c. The children \_\_\_\_\_ (be) tired if they \_\_\_\_\_ (not go) to bed soon.

d. If you \_\_\_\_\_ (practise) a lot, you \_\_\_\_\_ (improve) quickly.

e. They \_\_\_\_\_ (not play) football unless they \_\_\_\_\_ (finish) their homework.

3

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

1. I. You \_\_\_\_\_ the exam if you don't study.

- a. don't pass      b. will pass      c. won't pass      d. pass

2. I will buy it \_\_\_\_\_ enough money.

- a. if have      b. if I      c. if I have      d. if

3. If I \_\_\_\_\_ him, will he answer the phone?

- a. call      b. will call      c. called      d. won't call

4. If you \_\_\_\_\_ good at languages, you could a tour guide.

- a. can      b. are      c. be      d. being

5. If he doesn't get a job, he \_\_\_\_\_ be happy.

- a. not      b. won't be      c. doesn't      d. will not

# Theme 4

# Grammar Practice

**1** Write questions beginning with How long...? Put the verbs into the Present Perfect Continuous.

**Example:** you / study / English? - *How long have you been studying English?*

- 1 Ahmed / drive / that car?  
\_\_\_\_\_
- 2 that man / stand / outside?  
\_\_\_\_\_
- 3 your friends / work / in the bank?  
\_\_\_\_\_
- 4 Mariam / chat / on the phone?  
\_\_\_\_\_

**2** Read the following sentences. Decide if each one is correct and put a tick (✓) or a cross (X) beside it. Rewrite each incorrect sentence on the line beside it.

- |   |              |   |
|---|--------------|---|
| a He is playing football for two hours.   | <u>  F  </u> | He's been playing football for two hours. |
| b I'm waiting for him since this morning. | _____        | _____                                     |
| c It rains since Thursday.                | _____        | _____                                     |
| d We've been travelling for three days.   | _____        | _____                                     |
| e Asma lives here since January.          | _____        | _____                                     |
| f I've been waiting for him for an hour.  | _____        | _____                                     |

**3** Put each verb into the Present Perfect or the Present Perfect Continuous.

- 1 \_\_\_\_\_ (they/arrive) yet?
- 2 How long \_\_\_\_\_ (you/know) Ali?
- 3 Nadia is exhausted these days. She \_\_\_\_\_ (work) too hard recently.
- 4 I \_\_\_\_\_ (live) in my current house for five years.
- 5 Help! I \_\_\_\_\_ (lose) my phone.
- 6 Where have you been? I \_\_\_\_\_ (wait) for you for hours.



# Reference Section

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# Writing Guide

## Writing Guide

### Theme 1

### Retail Therapy

#### An Evaluation of an Advertisement

#### a. Layout

Your evaluation should be in three paragraphs.

#### Paragraph 1

##### Introduction

Give a couple of introductory sentences, for example:

*There is a wide variety of adverts everywhere. While some adverts are excellent, others can be very misleading.*

#### Paragraph 2

In this paragraph, you should:

- say what advert you have chosen to evaluate. Include information about
  - the company
  - the name and type of product
  - the type of ad (TV, print, cinema)
- briefly describe the advert. Include information about
  - how long it lasts (if a TV ad)
  - what it looks like (if a print ad)
  - characters, setting and any other features (music etc)

#### Paragraph 3

In this paragraph, you should:

- say if you like or dislike the advert and give your reasons. Mention specific aspects of the ad. See Activity 3 on page XX of the Workbook for further guidance on the different aspects of an advert (language, slogan, etc).

#### b. Language

I like this ad	because	<ul style="list-style-type: none"> <li>• the family in it are just like my family</li> <li>• you learn a lot about the product</li> <li>• it makes me laugh</li> </ul>
----------------	---------	--

I dislike this ad	because	<ul style="list-style-type: none"> <li>• the music is very annoying</li> <li>• it keeps repeating the same information</li> <li>• I don't believe what it says about the product</li> </ul>
-------------------	---------	---

- say if you think the advert is effective in selling the product and give your reasons.

I think this ad is effective	because	<ul style="list-style-type: none"> <li>• it is different from other ads for similar products</li> <li>• the slogan is very memorable</li> <li>• the characters are very appealing</li> </ul>
------------------------------	---------	--

I think this ad is not effective	because	<ul style="list-style-type: none"> <li>• the information is too technical</li> <li>• it is very misleading</li> <li>• there is nothing special about it</li> </ul>
----------------------------------	---------	--

Use your list of ideas to make a plan for your essay. Your plan should include three or four main ideas. Write your plan in the essay outline on the same page. Add an introduction and a conclusion to your plan.

Write a draft of your essay, following the same structure as the essay in Theme Two.

- 1 The introduction (1 paragraph)
- 2 The main body (3 to 4 paragraphs)
- 3 The conclusion (1 paragraph)

Try and use a variety of different kinds of conjunctions to make your essay flow more smoothly. Use conjunctions of –

- addition (and)
- contrast (however)
- reason (because)
- time (then)
- result (so)
- example (such as)
- similarly (in the same way)

When you have finished your draft, go over it again. Proofread it for grammatical and spelling errors. Ask a classmate to proofread it too. Then make your changes and write your essay out again in your exercise book.

- your hobbies
- sports (playing and watching)
- visiting places and people

### Paragraph 3

Say how you feel about learning English.

- what you find easy/difficult
- what you do to practise your English
- how you are planning to improve your English

### Paragraph 4

Say what your plans are for the future.

- university or college?
- the subject you would like to study
- the job you would like to do
- any other plans

### Ending

Your letter should end with a polite ending such as *Best wishes* or *Best regards* and your name.

## Theme 2

### Starting University

#### A Letter to a Teacher

Before you begin your letter, refer to the notes you made in Coursebook, page 27, Activity 3. This is the information you are planning to include in the letter. Then write a first draft of your letter.

#### a. Layout

##### *Beginning*

Your letter should start with *Dear...* and the name of your teacher. Make up a name for your teacher, e.g. Mr Smith, Mrs Jones.

##### Paragraph 1

##### *My family*

Include such information as:

- who your family members are
- what they do (work? student?)

##### Paragraph 2

##### *My spare time activities*

Include information about what you like doing in your spare time. Think about:

### **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.

# Writing Guide

## Theme 3

### Tourism and Hospitality

#### 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.

#### a. Layout

A well-organised narrative essay has three parts. It consists of several paragraphs.

- the introduction (one paragraph)
- the main body (two to four paragraphs)
- the conclusion (one paragraph)

Each main body paragraph should consist of:

- a topic sentence which expresses the main idea of that paragraph. The topic sentence is usually the first sentence of the paragraph.
- Other sentences which support the topic sentence (by giving reasons, details or examples).

#### Introduction

Give the name of the restaurant or place where you had the meal, say where it is and what type of meal and food it was (lunch, dinner).

#### Paragraph 1

In the topic sentence, give a reason why you did/didn't enjoy the meal/food. Give more details in the supporting sentences.

#### Paragraph 2

In the topic sentence, give a second reason why you did/didn't enjoy the meal/food. Give more details in the supporting sentences.

#### Paragraph 3

In the topic sentence, give a third reason why you did/didn't enjoy the meal/food. Give more details in the supporting sentences.

#### Conclusion

Give a summary about why you did/didn't enjoy the meal you have described in your essay.

#### b. Language

Here are some suggestions for main ideas or topics you could use in the main body of your essay. You can find more suggestions in Activity 5 on page 43 of your Coursebook.

Use the language associated with these main ideas to add more details (supporting details). Think of some more main ideas and supporting details of your own.

- cleanliness (dirty, clean)
- food (tasty, bland)
- menu (varied, boring)
- service (excellent, poor)
- music and lighting (soft, loud)
- value for money (cheap, expensive)
- atmosphere (welcoming, unfriendly)

#### **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

### Travel and Transport

#### An Informative Essay

The structure of an informative essay is similar to a narrative essay. But whereas a narrative essay tells a story, an informative essay describes something real such as a person, a place, an object or an event.

#### a. Layout

The structure of a descriptive 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 (two to four paragraphs)
- the conclusion (one paragraph)

Each main body paragraph should consist of:

- a topic sentence which expresses the main idea of that paragraph. The topic sentence is usually the first sentence of the paragraph.
- Other sentences which support the topic sentence (by giving reasons, details or examples).

Before you start writing your essay, collect information about what you have chosen to write about – in this case, a type of transport. Decide what to put into your essay. There will probably not be room to include all the information you have found, so choose only the most important aspects.

#### Introduction

This should state the type of transport you have chosen, and one or two general statements about it.

#### Paragraph 1

In the topic sentence, state something about the type of transport, such as where it is used, what its purpose is or when it was invented. Give more

details in the supporting sentences.

#### Paragraph 2

In the topic sentence, state another aspect of the type of transport, such as when it was invented or how it works. Give more details in the supporting sentences.

#### Paragraph 3

In the topic sentence, state a third aspect of the type of transport, such as its special features or benefits. Give more details in the supporting sentences.

#### Conclusion

Give a summary about the type of transport you have described. You could also state how it will develop in the future.

#### b. Language

1. Try and use different conjunctions in your essay to achieve greater cohesion and make it flow more smoothly. Use conjunctions of:

- addition (and, also)
- contrast (but, however)
- reason (because)
- time (then, next, firstly)
- result (so, therefore)
- example (such as)
- similarly (in the same way)

2. Use pronouns to refer back to things already mentioned instead of repeating the name of the thing again.

#### **Editing your essay**

Check the following things in your essay:

- Does each paragraph have one main idea?
- Have you written strong and interesting topic sentences?
- Have you used specific details in your description?
- Will the reader be able to read and understand your text easily?
- Have you given your essay a suitable title?

# Writing Guide

**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.

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## Grammar Reference

### Theme 1

### Retail Therapy

#### Past Simple

##### Affirmative

I			
You			
We			
They	played		football yesterday
He			
She			
It			

##### Negative

I			
We			
You			
They	didn't	play	football yesterday.
He			
She			
It			

##### Interrogative

	I		
	we		
	you		
Did	they	play	football yesterday?
	he		
	she		
	it		

We use the past simple to refer to:

- Actions that **are finished and completed**.  
I **lived** in Australia for one year.

- Negative sentences in the past simple.  
I did **not** talk to Ahmed yesterday.

Sometimes questions in the past simple are formed with 'did':

**Did** you play tennis when you were younger?

Sometimes questions in the past simple are formed with 'Wh-' questions:

**Who** won the world cup in 2014?

**What** happened next?

#### Past Simple Passive

##### Affirmative

I	was	stopped	by a policeman.
The school	was	built	in 1995.
Two boys	were	injured	in the accident.
They	were	given	another chance.

##### Negative

The apple	wasn't	eaten.	
They	weren't	given	another chance.

##### Interrogative

When	was	the school	built?
How	was	oil	discovered?
By whom	were	these books	written?

We use the past simple passive:

- When we are interested only in **what happened** rather than who or what did it.  
The school **was built** in 1995.
- When the subject is **unknown**.  
The bank **was robbed** last night.
- When we want to mention the subject in the passive sentence, we use the preposition **by**.  
The apple **was eaten** by Ali.



## Direct speech

I worked for ten hours.

## Reported speech

He said he had worked for ten hours.

He said he'd worked for ten hours.

**Form:** The word order in reported questions is subject + verb. There is no question mark.

## Direct speech

Where have you been?

## Reported speech

He asked where I had been.

He asked where I'd been.

If there is no question word in the direct question, *if* or *whether* is used in the reported question.

Have you ever seen a whale?

He asked if I had ever seen a whale.

He asked if I'd ever seen a whale.

## Theme 3

### Tourism and Hospitality

#### First Conditionals

##### Affirmative

If	it's sunny tomorrow	we'll go to the beach.
If	she has time	she'll go shopping on the way home.
If	I see him today	I'll invite him to the party.
If	we arrive first	we'll wait for you.

## Negative

If	they don't come soon	we'll have to leave without them.
If	he doesn't work harder	he won't pass his exam.
If	she doesn't go to university	she'll look for a job.
If	I don't finish my essay	I won't go out tonight.

## Interrogative

If	it rains tomorrow	what will you do?
If	you feel tired	will you stay at home?
If	I lend you this book	will you give it back to me tomorrow?
If	he feels better	will he come to the party?

Conditional sentences have two clauses that are closely related – an 'if' clause and a main clause.

We use the first conditional to talk about future events that are likely to happen. The first conditional describes things that are real or possible, and which could easily come true.

'if' + present simple / will + infinitive

- **If Oman win the Gulf Cup again, everyone will be very happy.**

In a conditional sentence, it is not important which clause comes first – the 'if' clause or the main clause.

- **If we go to Salalah, we'll stay there for two days.**

In negative conditional sentences, we can use **unless** instead of **if not**.

# Grammar Reference

- If you **don't** hurry, we'll miss our plane
- **Unless** you hurry, we'll miss our plane.

## First Conditionals with Modals

We can also use modal verbs in first conditional sentences to express a variety of meanings. Some of these are advice, possibility, permission, requests and necessity.

### Advice (should)

- If you want to become a better tour guide, you **should** do more training.

### Possibility (can, could, might)

- If you travel to Dubai, you **can** take a bus.
- If you're good at cooking, you **could** become a chef.
- If you go to Africa, you **might** see a lion.

### Permission (may)

- If you need to contact me, you **may** call me any time.

### Requests (could)

- If you see him, **could** you ask him to get in touch?

### Necessity (need to)

- If Ali wants to buy that car, he **needs to** save a lot of money.

## Theme 4 Travel and Transport

### Present perfect

#### Affirmative

I You We They	have	jumped.
He She It	has	

### Negative

I You We They	haven't	climbed.
He She It	hasn't	

### Interrogative

Have	I you we they	reached it?
Has	he she it	

We use the present perfect to refer to –

- something that started in the past and continues in the present.  
I have lived here since I was born.
- life experiences, when we don't say when they happened.  
I have travelled to Egypt, so I won't go there this year.
- with ordinal numbers (first, second, etc) and superlatives (biggest, most expensive, etc)  
Scuba diving is the most exciting thing I have ever done.

### Present perfect continuous

#### Affirmative

I You We They	have	been	sleeping.
He She It	has		

## Word List

### Theme 1

#### Retail Therapy

affluent	(adj) / afl nt/
bankruptcy	(n) / ba kr ptsi/
compulsive	(adj) /k m p ls v/
consumer	(n) /k n sju m /
dramatically	(adv) /dr mat kli/
economic	(adj) / i k n m k/
excessive	(adj) / k s s v/
export	(v) / k sp t/
influence	(v) / nfl ns/
location	(n) / l ( ) ke ( )n/
mislead	(v) /m s li d/
retail therapy	(n) / ri te l / / r pi/
ritual	(n) / r t l/
shopaholic	(n) / p h l k/

### Theme 2

#### Starting University

campus	(n) / kamp s/
career	(n) /k r /
cope with	(v) /k p/ /w ð/
co-ordinator	(n) /k d ne t/
deadline	(n) / d dl n/
edit	(v) / d t/
emotions	(n) / m ( )n/
Foundation Programme	(n) /fa n de ( )n/ / pr ram/
homesick	(adj) / h ms k/
placement test	(n) / ple sm nt/ /t st/
positive	(adj) / p z t v/
reduce	(v) /r dju s/
terrifying	(adj) / t r f /

### Theme 3

#### Tourism and Hospitality

amenities	(n) / mi n ti/
architecture	(n) / k t kt /
awesome	(adj) / s ( )m/
canyon	(n) / kanj n/
destination	(n) / d st ne ( )n/
draft	(n) /dr ft/
luxury	(n) / l k ( )ri/
massive	(adj) / mas v/
proofread	(v) / pru fri d/
revise	(v) /r v z/
security	(n) /s kj r ti/
trek	(v) /tr k/
voyage	(n) / v d /

### Theme 4

#### Travel and Transport

benefit	(n) / b n f t/
campaign	(n) /kam pe n/
conventional	(adj) /k n v n ( )n( )/
currently	(adv) / k r ntli/
emit	(v) / m t/
flyer	(n) / fl /
freight	(n) /fre t/
inedible	(adj) / n d b ( )/
pioneer	(n) /p n /
railway track	(n) / re lwe / /trak/
traffic jam	(n) / traf k/ /d am/
truck	(n) /tr k/

## Functional Language Review

### Theme 1

#### Expressing Likes, Dislikes and Preferences

##### Likes

I **love** going to the malls with my friends.

I **really like** it there.

I'm **really into** electronic stuff.

I **enjoy** finding new designs.

##### Dislikes

I'm **not very keen on** eating out.

But I'm **not a fan of** modern shopping malls.

I **don't like** being around too many people.

I **hate** driving up and down ...

##### Preferences

I'd **rather** spend my money on a new DVD.

But if **you'd rather not** spend any money ...

I **prefer** traditional places.

I **prefer not to go** when it's crowded.

### Theme 2

#### Asking for, checking and confirming clarification

**Can you tell me** where Hall B is?

I'm **not clear** what that is.

**Do you mean** a kind of supervisor?

**Could you explain** what's going to happen this week?

I'm **not sure I follow you**.

**Are you with me?**

**Are you clear about** .....?

**Thanks, I'm clear now.**

**Yes, I see.**

**I understand.**

**Got it!**

### Theme 3

#### Complaining and Responding to Complaints

**I've got a complaint about** my room.

**I'm not very happy about** it at all.

**It's most disappointing.**

**And there's something wrong** with the air conditioning.

**It doesn't work properly.**

**It's just not up to standard.**

**I'm really sorry.**

**I'm terribly sorry.**

**I can only apologise.**

**They'll do their best to fix it.**

**Please accept my sincere apologies.**

**I promise it won't happen again.**

### Theme 4

#### Asking for and Giving Explanations

**Can you tell us about** your work?

**What kind of** instructions?

**What do you mean by** other factors?

**How** do you do that?

**Can you explain** what qualities you need.....?

**OK, let me explain.**

**That's why** an air traffic controller needs good training.

**That's because** air traffic control is not a 9 to 5 job.

**The reason is** you need to know how planes work.

**I mean,** it can be stressful .....



# Answers

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## Answers

### Across Cultures Answers

#### Theme 1

#### Retail Therapy Egypt

##### Activity 1

- 1 Mediterranean Sea, Red Sea
- 2 deserts, the River Nile
- 3 Al-Azhar University
- 4 *Any of the following, provided the answer is not more than four words in total:*  
agriculture (farming), oil, natural gas, the Suez Canal, tourism
- 5 Nobel Prize (for literature)

##### Activity 2

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

##### Activity 3

- 1 investment
- 2 fan
- 3 prestigious
- 4 fertile
- 5 literacy

#### Theme 2

#### Starting University France

##### Activity 1

The Land  
the River Loire  
Mont Blanc

##### History

Napoléon Bonaparte  
the French Revolution

##### Paris

parks and gardens  
the Eiffel Tower

##### Food

local recipes  
simple ingredients

##### Travel and Transport

high-speed trains  
the Chunnel

##### Sport

Tour de France  
tennis tournaments

##### Activity 2

- 1 destination
- 2 released
- 3 romantic
- 4 recipes
- 5 extensive
- 6 tournaments

##### Activity 3

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

#### Theme 3

#### Tourism and Hospitality Canada

##### Activity 1

- 1 a French explorer
- 2 the United States
- 3 ice and snow

4 Any of the following, provided the answer is not more than four words in total:

black bears, caribou, moose, red foxes, Arctic hares

5 the CN Tower

### Activity 2

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

### Activity 3

- 1 a word meaning 'village'
- 2 only in the winter
- 3 Toronto
- 4 twice

## Theme 4

### Travel and Transport Spain

#### Activity 1

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

#### Activity 2

- 1 peninsula
- 2 monarchy
- 3 cosmopolitan
- 4 windmills
- 5 cape
- 6 squashy

#### Activity 3

- 1 Who ruled Spain after the Civil War?  
*General Francisco Franco*

2 How many people live in Madrid?

*3.3 million*

3 Who was the author of Don Quixote?

*Miguel de Cervantes*

4 What does a matador carry?

*A sword and a cape*

5 What do people throw during La Tomatina?

*(Squashy)tomatoes*

## Review and Reference

### Theme 1

#### Retail Therapy

#### Activity 2

- a was invented
- b navigated
- c was founded
- d lost
- e did not sell
- f was discovered
- g were not created

#### Activity 4

- a shopaholic
- b bankruptcy
- c location
- d mislead
- e export
- f retail therapy
- g excessive
- h ritual
- i affluent
- j compulsive
- k influence
- l economic
- m consumer
- n dramatically

## Theme 2

### Starting University

#### Activity 2

- a had taken ('d taken)
- b had not wasted (hadn't wasted)

- c had planned ('d planned)
- d had played ('d played)
- e had failed ('d failed)
- f had not checked (hadn't checked)
- g had made ('d made)

## Activity 4

- a homesick
- b reduce
- c deadline
- d emotions
- e terrifying
- f placement test
- g career
- h co-ordinator
- i edit
- j positive
- k campus
- l Foundation Programme
- m cope with

## Theme 3

### Tourism and Hospitality

#### Activity 2

- a want.....will cost
- b visit.....should
- c enjoy.....might
- d drive.....could
- e likes.....will love
- f drive.....can

#### Activity 4

- a massive
- b destination
- c trek
- d draft
- e awesome
- f voyage
- g canyon
- h security
- i revise
- j amenities
- k architecture
- l proofread
- m luxury

## Theme 4

### Travel and Transport

#### Activity 2

- a been calling
- b been training
- c passed
- d happened
- e seen..... been doing
- f been mending
- g got..... been getting

#### Activity 4

- a flyer
- b freight
- c traffic jam
- d currently
- e railway track
- f pioneer
- g inedible
- h benefit
- i truck
- j emit
- k conventional
- l campaign

### Answers to Oman Quiz (Theme 3) Workbook, Unit 1, page 30, Activity 2

#### Oman Quiz A

- 1 (a) halwa
- 2 (b) 3,075 m
- 3 (c) a tree
- 4 (b) Singapore
- 5 (a) 2011
- 6 (c) fireman
- 7 (b) Sohar
- 8 (b) pottery
- 9 (c) frankincense
- 10 (b) 20,000

#### Oman Quiz B

- 1 (a) oryx
- 2 (c) Sur
- 3 (c) 2009
- 4 (b) 70
- 5 (c) skiing
- 6 (b) Dubai
- 7 (c) 11
- 8 (b) Salalah
- 9 (b) September
- 10 (a) the desert

# Grammar Reference

## Negative

I You We They	haven't	been	eating.
He She It	hasn't		

## Interrogative

Have	I you we they	been	waiting?
Has	he she it		

We use the present perfect continuous to refer to –

- actions which started in the past, continued for some time, and are continuing now.  
*He's been writing books since he was 20.*
- actions which started in the past, continued for some time, and stopped recently.  
*Suad has been playing all day. She's just stopped now.*

## Phrases with 'for' and 'since'

We use **for** and **since** to talk about how long an action has continued up to the present.

- We use **for** to talk about the period of time that an action has continued.  
*I've been here **for** two weeks.*
- We use **since** to talk about the moment or point in time that the action started.  
*I've known my best friend **since** I was six.*

## Personal pronouns

- Personal pronouns are used when we know who or what is being talked about, and do not want to repeat the noun. They refer to people, animals, or objects.

*Najma is looking for her bag. She is very upset.*

- Personal pronouns change form according to their various uses within a sentence. For example: **I** is used as the subject of a sentence.

***I** am happy.*

**Me** is used as an object in various ways.

*He hit **me**.*

**My** is used as the possessive form

*That's **my** car.*

- Personal pronouns depend on the person. The **first person** refers to the speaker(s) or writer(s), the **second person** refers to the person or people being spoken or written to and the **third person** refers to the person or people being spoken or written about.

	1st person	2nd person	3rd person
singular	I	you	he, she, it
plural	we	you	they

Moreover, each person can change form reflecting its use within a sentence. Therefore, **I** becomes **me** when used as an object, eg: *she left **me***, and **my** when used in its possessive role, eg: *That's **my** car*. Also, **they** changes to **them** in object form, eg: *I like **them***, and **their** in possessive, eg: *That's just **their** way*.