

تم تحميل هذا الملف من موقع المناهج العمانية



الملف حل كتاب الطالب CourseBook

[موقع المناهج](#) ⇨ [المناهج العمانية](#) ⇨ [الصف الثاني عشر](#) ⇨ [لغة انجليزية](#) ⇨ [الفصل الأول](#)

روابط مواقع التواصل الاجتماعي بحسب الصف الثاني عشر



روابط مواد الصف الثاني عشر على تلغرام

[الرياضيات](#)

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المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الأول

[أسئلة وإجابة الامتحان التجريبي الدور الأول والثاني \(Mock exam\)](#)

1

[ملف تحميل أسئلة الامتحانات الرسمية والأجوبة للسنوات السابقة \(A English\)](#)

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[ملف تحميل أسئلة الامتحانات الرسمية والأجوبة للسنوات السابقة \(التربية الخاصة\)](#)

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[أسئلة الامتحان الرسمي الدور الأول للعام الدراسي \(Mock exam\) و \(Core\)](#)

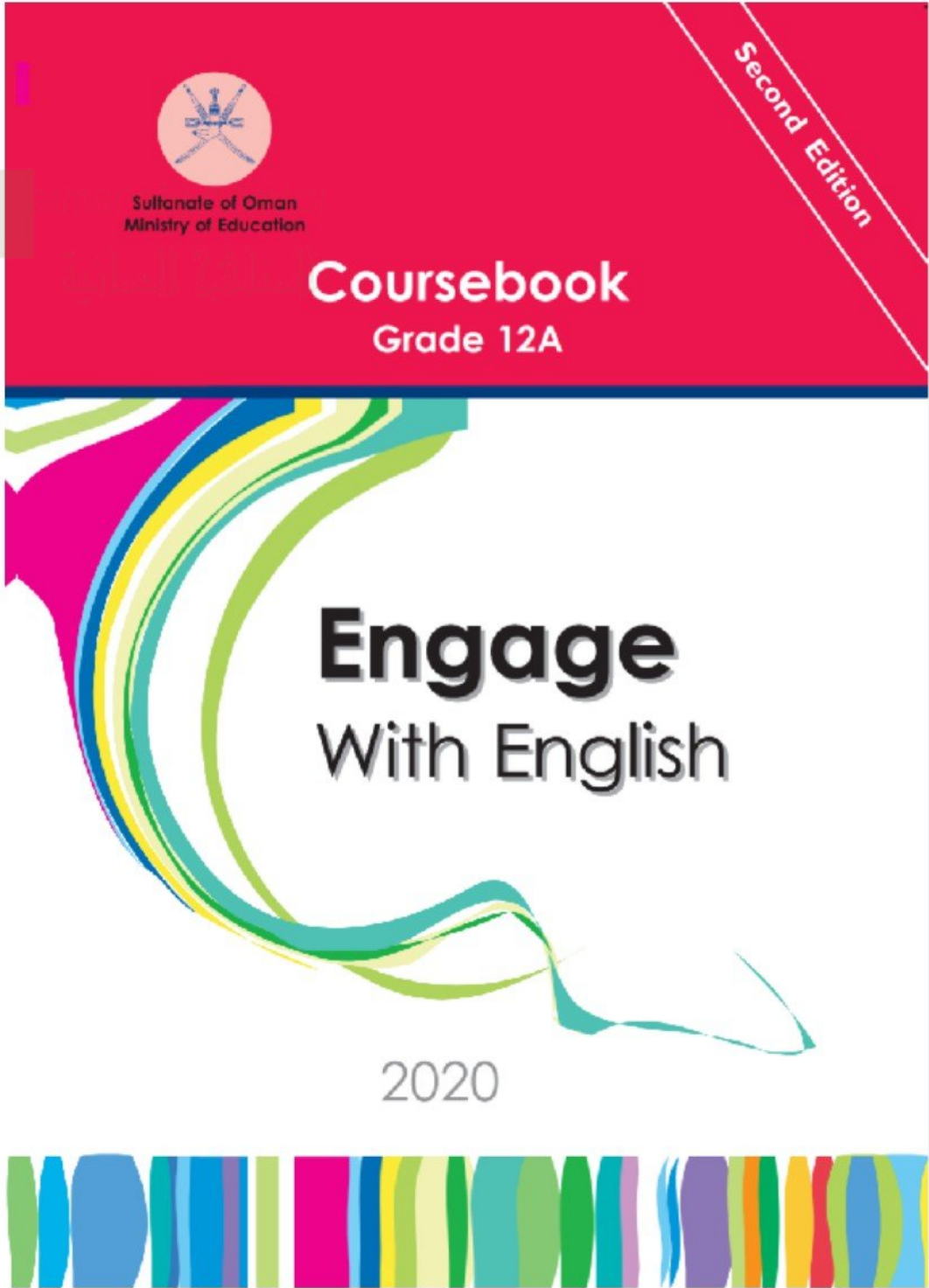
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[أسئلة الامتحان التجريبي في محافظة شمال الباطنة الدور الأول \(Core\)](#)

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# حل كتاب (Coursebook)

Grade 12A



اتمنى لكم التوفيق والنجاح...

Theme	Unit ١	Unit ٢	Unit ٣	Unit ٤	Unit ٥
<b>Retail Therapy</b> <b>العلاج بالتسوق</b>	<ul style="list-style-type: none"> <li>Practice skimming skills with different types of reading texts. (ممارسة مهارات القراءة مع أنواع مختلفة من نصوص القراءة.)</li> <li>Identify the main ideas in a reading text. (تحديد الأفكار الرئيسية في نص القراءة.)</li> </ul>	<ul style="list-style-type: none"> <li>Review the different usages of the past simple and past simple passive. (مراجعة الاستخدامات المختلفة للماضي البسيط والماضي البسيط المبني للمجهول.)</li> <li>Ask and answer questions to complete a task. (اسأل وأجب على أسئلة لإتمام المهمة.)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and use vocabulary associated with aspects of shopping. (اكتساب واستخدام المفردات المرتبطة بصطلحات مختلف جوانب التسوق.)</li> <li>Recognize and use word variables and collocations. (تمييز واستخدام المتغيرات والمتلازمات اللفظية.)</li> </ul>	<ul style="list-style-type: none"> <li>Predict information in a listening text. (التنبؤ بالمعلومات في نص الاستماع.)</li> <li>Carry out a survey of class shopping habits. (قم بإجراء مسح لعادات التسوق)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and use vocabulary associated with advertisements. (اكتساب واستخدام المفردات المرتبطة بالإعلانات.)</li> <li>Write an evaluation of an advertisement. (كتابة تقييم لإعلان.)</li> </ul>
<b>Starting University</b> <b>الدخول للجامعة</b>	<ul style="list-style-type: none"> <li>Calculate reading speed and practice strategies to improve it. (حساب معدل سرعة القراءة واستراتيجيات التدريب اللازمة لتطوير هذه السرعة)</li> <li>Develop and use language associated with further study. (اكتساب واستخدام لغة مرتبطة بمصطلحات الدراسة)</li> </ul>	<ul style="list-style-type: none"> <li>Review the usage of the past perfect tense. (مراجعة استخدامات جمل الماضي التام)</li> <li>Consider how university study is different from school. (النظر في كيفية اختلاف الدراسة الجامعية عن الدراسة المدرسية.)</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategies for dealing with new words. (تطوير استراتيجيات للتعامل مع الكلمات الجديدة.)</li> <li>Group together words with associated meanings. (تجميع الكلمات ذات المعاني المترابطة معًا.)</li> </ul>	<ul style="list-style-type: none"> <li>Listen for specific information in a listening text. (الاستماع إلى معلومات خاصة في نص الاستماع.)</li> <li>Ask and answer questions about future plans. (طرح وإجابة أسئلة تتعلق بخطط مستقبلية.)</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read and edit a partner's work. (قراءة وتعديل أعمال الزملاء.)</li> <li>Write a letter to a teacher. (كتابة رسالة لمعلم.)</li> </ul>

<p><b>Tourism and Hospitality</b></p> <p>السياحة وحسن الضيافة</p>	<ul style="list-style-type: none"> <li>Practice reading for specific information. (ممارسة قراءة معلومات/محتوى معين.)</li> <li>Develop and use language associated with tourism and hospitality. (اكتساب واستخدام لغة مرتبطة بمصطلحات السياحة وحسن الضيافة.)</li> </ul>	<ul style="list-style-type: none"> <li>Review the usage of the first conditional. (مراجعة استخدامات قاعدة الحالة الشرطية الأولى.)</li> <li>Consider some job opportunities in tourism and hospitality. (النظر في بعض فرص العمل في مجال السياحة وحسن الضيافة)</li> </ul>	<ul style="list-style-type: none"> <li>Practice matching words with meanings. (ممارسة مطابقة الكلمات مع معانيها.)</li> <li>Identify what parts of speech words are in order to understand meaning. (تحديد ما هو نوع الكلمات للتمكن من فهم معاني الجمل.)</li> </ul>	<ul style="list-style-type: none"> <li>Review and practice prediction skills. (استعراض وممارسة مهارات التنبؤ)</li> <li>Develop oral fluency through role play. (اكتساب مهارة الطلاقة بالتحدث من خلال لعب الأدوار.)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the structure of a narrative essay. (تحليل بنية مقال سردي)</li> <li>Write a narrative essay. (كتابة مقال سردي)</li> </ul>
<p><b>Travel and Transport</b></p> <p>السفر والنقل</p>	<ul style="list-style-type: none"> <li>Improve reading fluency through timed reading practice. (تحسين الطلاقة في القراءة وذلك من خلال تمارين القراءة)</li> <li>Identify pronouns as essential cohesive devices in a reading text. (تحديد الضمائر كأدوات أساسية متماسكة في نص القراءة)</li> </ul>	<ul style="list-style-type: none"> <li>Review the different usages of the present perfect and present perfect continuous. (مراجعة الاستخدامات المختلفة للمضارع التام والمضارع التام المستمر)</li> <li>Understand the differentiation between 'for' and 'since'. (فهم الفرق بين for و since)</li> </ul>	<ul style="list-style-type: none"> <li>Use language associated with road safety. (استخدام لغة مرتبطة بمصطلحات السلامة على الطرق.)</li> <li>Focus on the language used to describe trends. (التركيز على اللغة المستخدمة لوصف الاتجاهات.)</li> </ul>	<ul style="list-style-type: none"> <li>listen for specific information in a talk. (الاستماع إلى معلومات خاصة في نص الاستماع.)</li> <li>Ask for and give explanations about how things work. (استفسر ووضح كيف يسير الوضع.)</li> </ul>	<ul style="list-style-type: none"> <li>Practice using conjunctions in an essay. (مارس استخدام حروف العطف في الموضوع.)</li> <li>Write an informative essay. (اكتب مقالة معرفية)</li> </ul>

## Theme ١ | Retail Therapy

١ - What do you think the phrase 'retail therapy' means? (Page ١):

A way to make yourself feel better by shopping.

٢ - Read the text below and check that you understand the meanings of the words in bold. Use a dictionary to help you. (Page ١):

- Passion : شغف
- Addicted : مدمن
- Trading : تجارة
- Advertising : إعلان
- Brand : علامة تجارية
- Slogans : شعارات
- Logos : شعار \ علامة
- Persuade : إقناع
- Malls : مراكز التسوق
- Bargaining : مساومة
- Charm: جذب

## Theme 1 \ \ Unit 1 | A Fair Exchange

1 -

1 • Look at photographs A and B. What is the connection between them?

They're both sailing ships.

2 • Draw two columns in your exercise book and label them A and B. Write the words and phrases that go with each photograph into the correct column.

**AB**

Powered by wind Made of steel

Made of wood

Powerful engines

Triangular sail Carries oil

Carries silk and spices

Electronic controls

2 - Read the following text as quickly as possible. When you have finished, choose the most appropriate title. (Page 2):

**D** Trading in Ancient and Modern Times

ملاحظة تفيد في قراءة النصوص الجديدة بسرعة:

عند الرغبة في معرفة خلاصة نص ما، نستخدم ما يعرف بالـ Skimming أو القراءة السريعة. عادة ما نقرأ نص بشكل سريع قبل تحديد ما إن كنا نرغب بقراءته بتفصيل أكثر.

عند القراءة بسرعة، ننظر في النص بشكل سريع جدًا. ننظر في العناوين الرئيسية، العناوين الفرعية، والرسوم التوضيحية مثل: الرسم البياني، الصور، الجداول وما إلى ذلك. ونقوم بذلك ليساعدنا في تحديد الأفكار الرئيسية ومغزى النص وجوهره.

3 - Match each of these headings to the appropriate paragraph in the text in Activity 2.

Find the topic sentence of each paragraph – the sentence that gives the main idea.

Write each topic sentence into your exercise book. (Page 2):

- a- "Today, however, it is **oil which has given Oman a new economic importance**. Since the 1960s, most of Oman's income has come from the sale of petroleum to countries such as China and Japan. The oil consumption of these countries is enormous."
- b- "**Trade has changed the course of history**. It has started wars, made countries rich and led to the discovery of new lands. In the past, merchants travelled far from their homes to trade in silk and spices. Today the goods that are traded have changed dramatically. Countries trade with each other in food, fuel, cars, textiles, chemicals and machinery."
- c- "**The Arabs, specifically the Omanis, have been great traders**. The Middle Eastland's are in an excellent location for trading with countries in the East, such as India and China, and those in Europe and the West. In ancient times, caravans travelled along the Silk Road to China and the Far East, carrying silk, spices, perfumes, rice and sugar. Meanwhile, Arab dhows sailed across the ocean and discovered sea routes to India, China and East Africa."
- d- "In 2000 BCE, the center of the frankincense trade was Shofar. **Frankincense was one of the most valuable products in the ancient world**, so traders in frankincense became very wealthy. It was shipped across the ocean to India and the Far East in exchange for spices. It was also exported to Greece, Italy and Egypt, where the Pharaohs used it in temple rituals. Today frankincense is still highly-prized. It is bought and sold in modern shopping centers, and is one of the ingredients in perfumes created by Omani companies."

ξ - Find words in the text in Activity ٢ that have a similar meaning to the words or phrases below. Write the words and their meanings into your exercise book. (Page ٣):

- ١- Merchants.  
٢- Dramatically.  
٣- Location.  
٤- Routes.  
٥- Exported.  
٦- Temple Rituals.  
٧- Economic.  
٨- Gigantic.

## Theme ١ \ \ Unit ٢ | What's in a Name?

١ - In groups, look at the quotation below from Juliet's speech in Romeo and Juliet. Discuss what you think Juliet means. Then discuss questions a and b. (Page ٤):

I think she means that the names of things do not affect what they really are.

- a- .....
- b- .....

### **A short history of branding.**

- Main Points:

- In the first paragraph, we're introduced to the history of branding and how it evolved to the shape it's in today.
- The next paragraph discusses the importance and the seriousness of choosing a brand's name, and how much the name can affect the product.
- The following paragraph talks about how some of the famous brands got their names.
- The final paragraph introduces us to one of the Omani companies' logo which is the "Oman-air-the-new-wings-of-Oman".

2 - Read the text about branding. Then answer the questions under the text. (Page 4):

١. 4 companies.
٢. The company chose the name 'Nova' for a new version of their car. In Spanish 'no VA' means 'it doesn't go.'
٣. Oman Air's logo represents a swirl of frankincense smoke in a modern design.



## Grammar.

### • GRAMMAR RECALL. (Page 5):

- ١- D
- ٢- C
- ٣- B
- ٤- A
- ٥- E

3 - Draw two columns into your exercise book and write the headings **Past Simple** and **Past Simple Passive** at the top of each column. Read the text in Activity 2 again. Find verbs in the past simple and past simple passive. Write each verb into the correct column. (Page 5):

Past Simple	Past Simple Passive
Burned	Was not developed
Chose	Were introduced
Got	Was taken
Made	Was shortened
Changed	Was derived
	Were used
	Was created
	Was given
	Was chosen

٤ - :

- ١- .....
- ٢- ١. Branding was used in the ancient times.  
٢. A mistake was made about the name of the new Chevrolet car.  
٣. Adidas was found (by Adolf Dassler).  
٤. 'Kola' was changed to 'Cola'.  
٥. A new logo was chosen for the Oman Airline.

## Theme 1 \ \ Unit 3 | Shop Till You Drop

1 - Look at the title of the unit and the photograph of the two women. Then discuss questions a, b and c. (Page 6):

- a- They have been in the shops\mall.
- b- Different things.
- c- Yes, there are.

2 - Quickly skim the magazine article to find the answer to this question: What is a 'shopaholic'? (Page 6):

They are compulsive buyers who are addicted to shopping.

### **Shop till You Drop Article. (Page 6):**

• Main Points:

- In the first paragraph we are introduced to Vanessa Williams and Katy Barnes and their greatest passion which is shopping.
- In the following paragraph the writer goes more in depth about shopaholics and what makes them buy so many stuff they don't need.
- In the next paragraph, it shows how bad this habit can get and the reasons shopaholics act that way.
- In the final paragraph gives us a possible closure for this habit.

3 - Find the words on the left in the text in Activity 2. Try and guess their meanings from the context in which they appear. Then match each word to a phrase on the right. Write each number and letter into your exercise book. (Page 7):

- 1. H
- 2. C
- 3. F

٤. G
٥. D
٦. J
٧. I
٨. A
٩. B
١٠. E

4 - Look at the two examples below of collocations with 'make' and 'do' from the text in Activity 2. (Page 7):

بعض أمثلة المتلازمات اللفظية:

- Make a profit
- My sister is going to make a cake
- I am going to do my homework
- Much research has been done

المتلازمات أو Collocations هي الطريقة التي تجمع فيها بعض الكلمات المعينة وتتواجد دائماً مع بعضها البعض بشكل متلازم.

a. Draw two columns into your exercise book and label them 'make' and 'do'. Work with another student and write the following words and phrases into the correct column. (Page ٧):

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

b. Write sentences, each one containing one of the phrases. (Page ٧):

.....

Theme ١ \ \ Unit ٤ | Malls and Markets

١ - Look at these two photographs and discuss the three questions. (Page ٨):

.....

٢ - In your exercise book, make a list of six words or phrases associated with a mall and six associated with a market. Compare your list with another student's list. (Page ٨):

.....



٣ - Draw two columns into your exercise book. Write 'Malls' at the top of one column and 'Souqs (Markets)' at the top of the other. Quickly read through the list of phrases below. Then listen to the talk and complete the activity. (Page ٨):

Malls	Souqs
coffee bars and restaurants	old-fashioned charm
a great variety of things to buy	narrow passages with tiny shops
easy customer parking	friendly shopkeepers
a shopper's paradise	traditional market style
top brand names	opportunities for bargaining
latest fashions	
bright lights	
wide walkways	
quick easy shopping	

ξ - Read the phrases below. Make a list of five things you like or like doing, and five things you dislike or dislike doing. Tell a partner about them. (Page ٩):

.....

ο - Think about the following topics, and make notes of your ideas. Then discuss the topics in groups. Ask for your classmates' opinions and give your own, using phrases from the Sound bites box. (Page ٩):

.....

## Theme ١ \ \ Unit ٥ | Adverts – Appealing or Appalling?

١ - Look at the title of this unit. Check the meanings of 'appealing' and 'appalling' in your dictionary. Then discuss questions a, b and c in groups. (Page ١٠):

- to persuade
- Appealing \ because they want to persuade people to buy their products or use their services and this can't be done with an appalling advertisement of course.
- .....

٢ - Check the meaning of slogan. Look at the examples of slogans under the logos below. Discuss the two questions under the slogans. (Page ١٠):

.....

٣ - Work in pairs. Check the meanings of the words in the box. Write any new words into your exercise book together with their meanings. (Page ١١):

- ١٤, ١٥
- ٣٤٦, ١٠
- ١
- ٢
- ١١
- ١٣
- ٣٤٦, ١٠
- ٤٤٩, ١٤, ١٦

٤ - Discuss these questions. (Page ١١):

.....

## Egypt

<b>Official name:</b>	Arab Republic of Egypt
<b>Location:</b>	Northeast Africa, bordering the Mediterranean and Red Seas
<b>Capital:</b>	Cairo
<b>Population:</b>	86.5 million
<b>Area:</b>	1 million km <sup>2</sup>
<b>Languages:</b>	Arabic
<b>Currency:</b>	Egyptian pound

### The Land.

This paragraph talks about the advantages of Egypt's position. It also introduces us to the two most important geographical features in Egypt.

### The People.

This paragraph discusses Egypt's rising population. It also gives us some information about Cairo which is the capital of the country. The paragraph also touches a little on the fact that almost 24.3 percent of Egypt's population are young people. Lastly, we learn about Al-Azhar University that is one of the oldest Islamic universities and of course The University of Cairo which is Egypt's largest and most prestigious public university.

### Culture.

This paragraph highlights the culture of Egypt whether it be Egyptian writers such as Naguib Mahfouz or its large film industry, and finally we are introduced to Egypt's most famous singers who their music reached far outside the country's borders.

### The Economy.

In this paragraph we learn about the importance of agriculture and how much it adds to Egypt's economy. It also mentions other important factors such as tourism, oil and natural gas.

Reading for pleasure. (Pages 14+15):

.....

**Glossary of selected words from the text.**(Page 16):

- Affluent (adj) having plenty of money.
- Bankruptcy (n) state of not being able to pay your debts.
- Compulsive (adj) something that you can't control.
- Consumer (n) someone who buys or uses a product or a service.
- Dramatically (adv) suddenly and greatly.
- Economic (adj) relating to trade and money.
- Excessive (adj) too much.
- Export (v) sell to another country.
- Influence (v) affect the way that someone thinks or behaves.
- Location (n) position.
- Mislead (v) give someone false information to make them believe something that is not true.
- Retail Therapy (n) buying things to make yourself feel better.
- Ritual (n) religious ceremony.
- Shopaholic (n) someone who is addicted to shopping.



## Theme 2 | Starting University

1 - Look at the picture. How is this student feeling? Have you had similar thoughts about next year? (Page 17):

He's confused about his future.

2 - Read the text and check that you understand the meanings of the words and phrases in bold. Use a dictionary to help you. (Page 17):

- Transition: انتقال
- Scary: مخيف
- Apprehensive: قلق
- Prospects: آفاق
- Abroad: خارج البلاد
- Degree: الدرجة العلمية
- Foreign: أجنبي
- Challenging: تحديّ
- Rewarding: مكافئ
- Confident: واثق
- Independent: مستقل
- Culture: حضارة

## Theme ٢ \ \ Unit ١ | Goodbye, School!

١ - Discuss these questions in groups. (Page ١٨):

.....

ملاحظة (القراءة للحصول على الخلاصة فقط):

عند قراءة نص جديد بسرعة لا تحاول أن تفهم كل كلمة، التحقق من كل كلمة سوف يبطئك، إن الأهمية تكمن بفهم الفكرة الرئيسية بالنص.



2 - Skim the text below. Which of the four titles below would be the best? Give your reasons. (Page 18):

- d. Because the text provides you with tips on how to cope with starting university.

3 - Read the text in Activity 2 in detail. Find words that have similar meanings to the words or phrases below. Write the words and their meanings into your exercise book. (Page 19):

- a- Apprehensive.
- b- Homesickness.
- c- Campus.
- d- Prioritize.
- e- Deadline.
- f- Emotions.
- g- Anxiety.
- h- Independence.

4 - Answer the questions below about the reading text in Activity 2. Write the answers into your exercise book. (Page 19):

- ١. Excited but also terrified.
- ٢. Other students, tutors (teachers), or student support services.

٣. Getting lost, forgetting a deadline.
٤. Join clubs and societies.

## Theme ٢ \ \ Unit ٢ | Coping with Change.

١ - Discuss these questions in groups. (Page ٢٠):

.....

٢ - Read the dialogue below between Faisal, a first year university student at Sultan Qaboos University, and his neighbor, Abdullah, a fourth year student. As you read, look for the answers to questions a and b. (Page ٢٠):

- a- He's not coping very well, he's finding it hard a little. He doesn't plan his time very well and so he leaves things till the last minute, also, he still has to learn cooking and washing his own clothes which to him is time consuming.
- b- ١- He gave me advice.  
٢- He offered him a dinner meal at his own place.  
٣- He offered to drive him to university since he missed the bus this morning.

### Grammar.

• GRAMMAR RECALL. (Page 21).

- ١. D.
- ٢. A.
- ٣. B.
- ٤. C.

3- : a- Find examples of the past perfect in the dialogue in Activity 2.

- I wish I'd started it sooner.
- If only I'd gone to bed earlier.
- Before I started university, I'd never lived away from home.

b- Choose the best form of the verb in each sentence.

- ١. Had lived.
- ٢. Had remembered.
- ٣. I did.
- ٤. Had never seen.
- ٥. Hadn't wasted.

## Theme 2 \ Unit 3 | Studying Abroad.

1 - Discuss these questions in groups. (Page 22):

.....

2 - Skim the text below. As you skim, look for the answer to this question – ‘When you study abroad, why is it important to have a positive attitude?’ Then read the text in detail. (Page 22):

Because the way you think will influence how you behave.

3 - Read the text again and find the words below. Guess the meaning of each one from the three choices given. Then check the meanings in your dictionary to see if you were right. (Page 23):

١. C.
٢. B.
٣. C.
٤. A.
٥. C.
٦. C.
٧. B.

4 - Work in groups. In your exercise book, write the word cities and draw a circle round it. Think of other words associated with cities. Make a diagram like the one in Activity 3 on page 21 of your Workbook and join the other words to cities. (Page 23):

.....

## Theme 2 \ Unit 4 | A Helping Hand.

1 - Discuss these questions in groups. (Page 24):

.....

2 - Read the information below about the Sultan Qaboos University (SQU) Rovers. Then listen to the interview with Nasser Al Hinai, leader of the Rovers, and do the activity. (Page 24):

.....

3 - Listen to the conversation between Nadia (a Rover), and Fatma (a new student). As you listen, make notes in your exercise book to answer questions a, b and c. (Page 25):

.....

4 - Listen to the phrases in the Soundbites box and practice saying them. Then work with a partner. (Page 25):

.....

## Theme 2 \ Unit 5 | A Letter to a Teacher.

1 - Read the welcome letter to new students from a course co-ordinator at a university, then answer the question below. (Page 26):

D

2 - Discuss the following questions with your group.(Page 27):

.....

عند التخطيط لكتابة موضوع ما،  
اكتب أفكارًا موجزة (ملاحظات)  
حول المعلومات التي ستشملها.  
استخدم كلمات مفتاحية لكتابة  
ملاحظاتك، الكلمات المفتاحية هي  
كلمات مهمة من شأنها مساعدتك  
بتنظيم أفكارك.

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3 - Imagine you are writing a letter to your new English teacher at university or college. Copy the headings below into your exercise book and make notes under each heading. Use key words, not complete sentences. Then discuss your work with a partner. (Page 27):

.....

4 - Draw two columns into your exercise book. Write 'Formal language' and 'Informal language' at the top of each column. Write the expressions below into the appropriate column. (Page 27):

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

## Across Cultures. (Page 28)

### France

<b>Official name:</b>	French Republic
<b>Location:</b>	Western Europe
<b>Capital:</b>	Paris
<b>Population:</b>	67 million
<b>Area:</b>	551,500 km <sup>2</sup>
<b>Languages:</b>	French
<b>Currency:</b>	Euro

### The Land.

In this paragraph we get to know that France is the largest country in Western Europe. The paragraph also carries on describing the beautiful geographic features of France which of course made it a tourist attraction area.

### History.

This paragraph discusses the dramatic history of France including the famous French Revolution. It also mentions Napoléon Bonaparte who's one of France's most famous leaders.

### Paris.

This paragraph describes the beautiful and romantic city of Paris and mentions so many amazing things tourists can do in Paris.

### Food.

This paragraph shows how important food is in France and describes some of the famous French food.



## Travel and Transport.

This paragraph talks about the French transport system and how excellent it is.

## Sport.

This paragraph talks about the popular sports in France which are football and rugby. It also mentions that several international tennis tournaments take place in France.

## Theme 3 | Tourism and Hospitality

1 - Look at the people in the photograph. Who are they? What are they doing? (Page 33):

They are chefs. They're cooking.

2 - Read the text below and check the meaning of the words and phrases in bold. Use a dictionary to help you. (Page 33):

- |                          |                  |
|--------------------------|------------------|
| - Hospitality industry:  | قطاع الفنادق     |
| - Source:                | مصدر             |
| - Employment:            | توظيف            |
| - Chefs:                 | طهاة             |
| - Cabin crew:            | طاقم المقصورة    |
| - Cruises:               | الرحلات البحرية  |
| - Stunning scenery:      | مناظر خلابة      |
| - Variety:               | تشكيلة           |
| - Training:              | تدريب            |
| - Skilled:               | ماهر             |
| - Professionals:         | المهنيين         |
| - Formal qualifications: | المؤهلات الرسمية |

## Theme 3 \ \ Unit 1 | A Warm Welcome.

1 - Read the information below from a magazine article about Oman. Discuss the title. What other titles can you think of? (Page 34):

.....

2 - Read the texts again. For each item, shade in the bubble next to the correct option. (Page 35):

- ١. Jebel Shams.
- ٢. Different kinds of scenery.
- ٣. All historical things.
- ٤. Flamingoes.

3 - Match each word in the list on the left with a meaning from the list on the right. Write each letter and matching number into your exercise book. (Page 35):

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

4 - Fill in the gaps in the sentences below with suitable words from the words listed in Activity 3. Put one word in each gap. Write the complete sentences into your exercise book. (Page 35):

- a. New Zealand has fantastic **wildlife**. There are so many different kinds of animals and birds.
- b. When we arrived in Rome, the first thing we did was to **explore** the city.
- c. The party last night was **awesome**. I had a great time!
- d. WadiGhul is known as the Grand **Canyon** of Oman because it is so long and deep.
- e. My brother enjoys challenges. He wants to **trek** across the Sahara desert.
- f. My daughter came top in her class exams. I am very **proud** of her.

## Theme 3 \ \ Unit 2 | Work and Travel.

1 - Read the information below about different jobs in the tourism and hospitality industry. As you read, list three skills or qualities needed for each job. (Page 36):

### **A. Hotel Managers.**

١. Balance several tasks while keeping a smile on your face.
٢. Oversee every function related to the smooth running of a hotel.
٣. Keep staff and guests happy, and handle problems with a patient and pleasant attitude.

### **B. Chefs.**

١. Have a passion for food and cooking.
٢. Know how to select food, prepare meals and create menus.
٣. Good business sense.

### **C. Tour Guides.**

١. Skilled in speaking in public, and good at different languages.
٢. Patient when answering people's questions.
٣. Excellent communication skills, and enjoy dealing with groups of tourists.

### **D. Travel Agents.**

١. Good computer skills.
٢. Sales and marketing skills.
٣. Strong organizational skills.

### **E. Airline Cabin Crew.**

١. A nurse, a chef, a waiter or waitress, a babysitter and a cleaner.
٢. Be good at understanding people's needs.
٣. Work well in a team.

2 - Read the text in Activity 1 again, then match each job in the list on the left with a responsibility in the list on the right. Write the letters and numbers into your exercise book. (Page 37):

١. D
٢. E
٣. A
٤. B
٥. C

**GRAMMAR RECALL. (Page 37).**

١. A
٢. B
٣. E
٤. C
٥. E
٦. D

3 - Read the sentences below and choose the best form of the verb in each sentence.

Write the complete sentences into your exercise book. (Page 37):

- a. If I **get** good marks in my exam, I **will be** very happy.
- b. If you **visit** Oman, what places **might** you go to?
- c. If people **want** to stay healthy, they **should** eat a lot of vegetables.
- d. If he **doesn't work** harder, he **will lose** his job.
- e. If you **leave** the office after me, **could** you please switch off the light?
- f. If you **finish** your homework, you **may** watch a little TV.

**Theme 3 \ \ Unit 3 | Popular Destinations.**

1 - Discuss questions 1 and 2 in groups. (Page 38):

.....

2 - Read the text below. Check the meanings of any unknown words in your dictionary. Then answer the questions on page 34 of your Workbook. (Page 38):

This text talks about the world's most visited countries which are: France, The US, Spain, China, Italy, Turkey, Germany and The UK, and the reasons why these countries are the most visited. It also mentions the tourist attraction areas in each one of these countries.

ملاحظة:

عند إجراء نشاط مطابقة المفردات، تأكد من أن الكلمات التي تطابقها معاً هي نفس الجزء من الكلام - على سبيل المثال. الأسماء، الأفعال، الصفات أو الأحوال.

3 - Read the text again and find the eight words below. 1. Decide what part of speech each word is. 2. Guess its meaning from the three choices given. 3. Check the meanings in your dictionary to see if you were right. (Page 39):

١. Noun \ b.
٢. Noun \ c.
٣. Noun \ a.
٤. Adverb \ a.
٥. Noun \ c.
٦. Verb \ a.
٧. Adjective \ b.
٨. Verb \ c.

4 - Write sentences into your exercise book containing each of the eight words listed in Activity 3. Compare your sentences with another student's. (Page 39):

.....

## Theme 3 \ \ Unit 4 | Service with a Smile.

1 - Discuss these questions in groups. (Page 40):

.....

2 - Listen to a conversation between an admissions officer at the Oman Tourism College (OTC) and Maryam, a student enquiring about courses. (Page 40):

.....

3 - Listen to the conversation between a hotel receptionist and a guest complaining about his room. As you listen, make notes in your exercise book to answer questions a and b. (Page 40):

.....

4 - Read the phrases in the Sound bites box and practice saying them. Then turn to the Communication Activity on page 66 of your Course book. Work with a partner to practice making and responding to complaints using the phrases in the Sound bites box. (Page 41):

.....

5 - Read through these problems which a tour guide might face. Then in groups of four, choose one of the situations. Discuss what you would do next. (Page 41):

.....

## Theme 3 \ \ Unit 5 | Eating Out.

1 - In groups, discuss the questions below. (Page 42):

ملاحظة حول تنسيق المقالة:

إن مقال جيد التنظيم يساعد القراء على فهم أفكارك بشكل أفضل، في مقال سردي، يجب أن يكون تسلسل الأحداث واضحًا ومنطقيًا. إن المقدمة مهمة أيضًا. إذا لم تقدم الموضوع بوضوح، فقد لا يرغب القارئ في مواصلة القراءة!

2 - Read the short essay below. The paragraphs have been mixed up. Write the letter of each paragraph in the correct order into your exercise book. (Page 42):

١. E
٢. C
٣. B
٤. D
٥. A
٦. F

3 - Decide on a good ending for the story. Read the ideas below and think of some more of your own. Write the ending out in your exercise book. It should be two or three sentences. (Page 43):

.....

4 - Draw two columns into your exercise book. Write the heading 'Good Restaurant' at the top of one and 'Bad Restaurant' at the top of the other. Write the phrases from the list below into the appropriate column. (Page 43):

Good Restaurant	Bad Restaurant
Delicious food	Rude waiters
Varied menu	Long wait between courses
Reasonable prices	Dirty cutlery
Attentive service	Large cockroaches
Attractive décor	Tables crowded together
Cosy atmosphere	Errors on the bill

5 - Think about one of the best or worst meals out you have had. Consider the following general areas and choose some to focus on. (Page 43):

.....

6 - Write a short narrative essay based on the ideas in Activity 5. Before you write your essay, make an essay plan in your exercise book. Refer to the Writing Guide on page 78 of your Workbook for help with layout and language. Give your essay a suitable title. (Page 43):

.....



## **Canada**

<b>Official name:</b>	Canada
<b>Location:</b>	North America
<b>Capital:</b>	Ottawa
<b>Population:</b>	35 million
<b>Area:</b>	10 million km <sup>2</sup>
<b>Languages:</b>	English, French
<b>Currency:</b>	Canadian dollar

### **The Land.**

In this paragraph, we learn that Canada is the second largest country in the world by area after Russia. We also learn a little bit of history around the name of Canada.

### **Geography.**

In this paragraph, we learn about the varied geography of Canada.

### **Climate.**

In this paragraph, we learn about the diversity of Canada's climate.

### **Visitor Attractions.**

In this paragraph, we learn about all the amazing things tourists can do in Canada. Whether you're a nature or a city lover you'll find something for you in Canada.

### **Sports.**

In this paragraph, we're introduced to the national sports of Canada and some other amazing achievements for Canada in sports.

## Theme 4 | Travel and Transport.

1 - Look at the cartoon. What point do you think it is trying to make? (Page 49):

.....

2 - Read the text below and check the meanings of the words and phrases in bold. Use a dictionary to help you. (Page 49):

- Stressful: مجهد
- Congestion: ازدحام
- Road rage: غضب الطريق
- Statistics: الإحصاء
- Powering commercial: الطاقة التجارية
- Biofuels: الوقود الحيوي
- Air traffic control: مراقبة الملاحة الجوية
- Ambitious: طموح
- Network: شبكة الاتصال

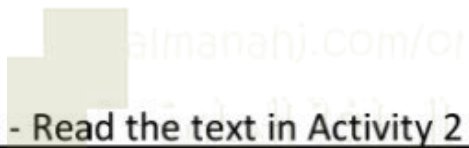
## Theme 4 \ \ Unit 1 | Aviation Then and Now.

1 - Look at photographs A and B and discuss the two questions. (Page 50):

- ١- Aviation fuel. Air pollution.
- ٢- .....

2 - Skim the following article and choose the best title. (Page 50):

B



3 - Read the text in Activity 2 again, checking any unknown words in your dictionary. Match the words and phrases. Write the matching letters and numbers into your exercise book. Then make up sentences using the words. (Page 51):

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

ملاحظة:

إن الضمائر ضرورية في تماسك النص. عند قراءة نص جديد، عد إلى النص مرة أخرى وحدد الضمائر وتحقق مما يشيرون إليه. التركيز على الضمائر في هذه الطريقة يساعد على تحسين الطلاقة في القراءة والفهم.

4 - Read the text in Activity 2 again and find examples of pronouns that refer back to something already mentioned. Then read the example and do the activity below. Write the answers into your exercise book. (Page 51):

١. **They:** airlines.

**This:** reduce their 'carbon footprint' – the global amount of carbon dioxide and other greenhouse gases that planes emit.

٢. **It:** plane fueled partly by biofuel.

٣. **It:** world's first commercial biofuel flight.

٤. **This:** biofuel.

٥. **Them:** Biofuels.

## Theme 4 \ \ Unit 2 | Congestion - A Growing Issue.

1 - Look at the cartoon and discuss the questions a, b and c in groups. (Page 52):

.....

2 - Read Miss Smith's letter to Mr. West, the director of her local City Council, and answer the questions. (Page 52):

- a. She's worried her boss will fire her at work because she's always late even though it's not her problem.

- b. She have been getting up earlier in the mornings to try and beat the traffic. The other drivers just seem to get up earlier too!

### Grammar Recall. (Page 53)

١. D
٢. C
٣. A
٤. E
٥. B

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

• Present Perfect:

- ١- Every day this week I've been late for work.
- ٢- Where have you been?
- ٣- I've been stuck in a traffic jam.

• Present Perfect Continuous:

- ١- I've been getting up earlier in the mornings
- ٢- I've been getting to work over an hour late
- ٣- I've been staying late and working extra time
- ٤- I've been waiting for you
- ٥- I've been calling you all morning?

## Theme 4 \ \ Unit 3 | Safety on the Roads.

1 - Discuss these questions with a partner. (Page 54):

.....

2 - You are going to hear a police officer talking about the work of the Traffic Safety Institute in Muscat. Before you listen, read the words in the list on the left below. Match each word to one of the meanings on the right. Check the meanings, then write the words and their meanings into your exercise book. (Page 54):

١. B
٢. A
٣. C
٤. B
٥. A
٦. C

3 - Discuss what you think 'road rage' means. Then copy the chart below into your exercise book. Listen to the recording and complete the chart. (Page 55):

.....

4 - Discuss with a partner. (Page 55):

.....

## Theme 4 \ Unit 4 | Jobs in Airports and Aviation.

1 - Discuss these questions in groups. (Page 56):

.....

2 - Read the information about airport jobs below. Match the jobs in the list on the left with the responsibilities on the right. Write the matching letters and numbers into your exercise book. (Page 56):

١. D
٢. H
٣. F
٤. E
٥. C
٦. I
٧. B
٨. G
٩. A

3 - Listen to a radio program about careers. Tariq, an air traffic controller, is being interviewed about his job. As you listen, choose the correct answer to each question. Write the letter into your exercise book. (Page 57):

.....

4 - Listen to the phrases in the Sound bites box, and practice saying them. Then work with a partner and follow the instructions asking for Explanations below. (Page 57):

.....

## Theme 4 \ \ Unit 5 | The Train is Approaching!

1 - Read the informative essay below about the Oman Rail Project, paying particular attention to its structure. (Page 58):

.....

2 - Discuss these questions with a partner. Write the answers into your exercise book. (Page 59):

- a. ....
- b. There are 5 paragraphs. The first paragraph is an introduction, the second, third and fourth paragraph are main body paragraphs, and the fifth and final paragraph is a conclusion.
- c. - Second paragraph's topic is about the economic benefits of the rail project.  
- Third paragraph's topic is about the social benefits of the rail network project.  
- Fourth paragraph's topic is about the environmental benefits of the rail network project.
- d. Economic \ Social \ Environmental
- e. ....

### ملاحظة حول حروف العطف:

حروف العطف هي ربط الكلمات أو العبارات التي تشكل أجزاء من جملة معاً، هي مهمة في كتابة المقالات لأنها تجعل المقال يقرأ ككتلة متماسكة، أو بعبارة أخرى، الاستخدام الجيد لأحرف العطف يجعل المقال يقرأ بسلاسة ووضوح.



3 - Match the types of conjunction in the list on the left with the examples on the right. Write the numbers and letters into your exercise book. Read the text in activity 1 again and find examples of these types of conjunctions. (Page 59):

١. C
٢. E
٣. B
٤. G
٥. F
٦. D
٧. A

4 - Read the text below. Find examples of the types of conjunctions in Activity 3. Write a list of the conjunctions and their types into your exercise book. Note: There is one example of each type. Example: because (reason). (Page 59):

- Because (Reason)
- For example (Example)
- As a result (result)
- Moreover (addition)
- Although (contrast)
- Before (time)
- In the same way (similarity)

## Spain

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

### The Land.

This paragraph discusses the geographic state of Spain.

### History.

In this paragraph we learn so much about the rich history of Spain; such as the fact that Spain was occupied by Muslim people of Berber and Arab origin and that they've built many amazing places which are now a big tourist attraction places. We also learn a little about the civil war.

### Madrid.

In this paragraph we learn about the capital city of Spain which is Madrid.

### Culture.

This paragraph introduces us to some of Spain's fine artists such as: Miguel de Cervantes, Goya, Velasquez, Pablo Picasso and Salvador Dali.

### Bullfighting.

In this paragraph they talk about another aspect of Spanish culture. Although Bullfighting is very popular and is a huge part of the Spanish culture it is considered by some people acruel blood sport.

### **Festivals.**

This paragraph talk about the many festivals of Spain.