

SULTANATE OF OMAN
MINISTRY OF EDUCATION

10^A

English for Me

CLASSBOOK
2020



**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**

SULTANATE OF OMAN



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	Capital		Metalled road.....
	Wilayat		Graded road.....
	Port		Int. Boundary.....
	Airport		

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Message from the Minister of Education

Praise be to Allah and peace be upon His Messenger, Mohammed

The Ministry of Education is committed to the ongoing improvement of the Sultanate's education system. It aims to meet the needs of an ever-growing and evolving nation.

Following careful review and assessment of the current educational system, the Ministry has taken measures to overcome challenges and revise priorities in order to bring about increased development. Educational objectives have been developed further, with study plans now focusing more on science and language. In addition, there has been a major overhaul across the different curricula, in terms of methodology and teaching strategy with an emphasis on a more learner-focused approach.

With new, modern and flexible courses, the features of the new curricula are plentiful, designed to assist the individual student's academic progress as well as supporting them on mental, psychological, social and cultural levels. There is also a greater emphasis on creativity and 21st Century skills in response to the Sultanate's

educational philosophy of encouraging the development of more balanced personalities in students. Furthermore, these textbooks reinforce valuable learning skills, be it on an individual basis or working in collaboration with others. As such – with all the knowledge, skills and values they contain – they are only guides for the student, leading the way to a greater range of knowledge sources including libraries and online learning. The student's role therefore is to take the initiative and responsibility of exploring more deeply in their quest for knowledge.

Finally, dear students, we would like to hand this book to you in the hope that you will find it both interesting and useful, whilst enabling us all to contribute to the success of our beloved country – the Sultanate of Oman – as led by the inspiration and wisdom of His Majesty, Sultan Haitham Bin Tarik.

I wish you every success.

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

Note from the Writing Committee

Dear Students,

Welcome to Grade 10 and the *English for Me* textbook for Semester A.

As you will see, there are four units in your Classbook and Skills Book. Each unit is about a different topic, and consists of fifteen lessons all related to that topic. Each lesson in the unit has a different main language focus. These are Reading and Understanding; Grammar and Vocabulary; Listening and Speaking; Writing; a Project and a Review section.

In addition to the Classbook and Skills Book, you will need an exercise book to make notes and write down answers to some of the activities in the Classbook.

Remember to look after your Classbook.

Thank you.

**Sultanate of Oman
Ministry of Education**

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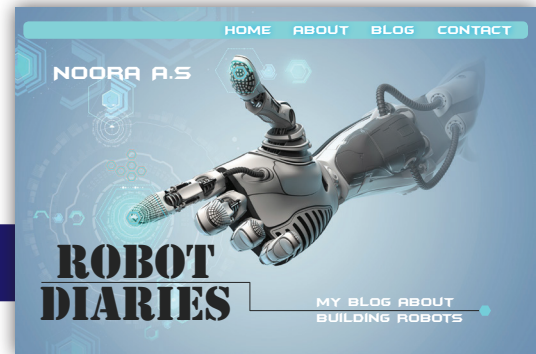
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Learning Outcomes for Grade 10A

1

New Media



In this unit you will

- Read a variety of reading texts, including an article, summaries and charts
- Listen to a variety of listening texts, including an interview and a podcast
- Use vocabulary related to new media
- Make comparisons using different comparative structures
- Form and use phrasal verbs
- Discuss issues related to new media
- Make and respond to suggestions
- Interpret visual data in charts
- Write a summary comparing two pie charts
- Work in a team to design a blog

2

Climate Change



In this unit you will

- Read a variety of reading texts, including factual texts and an essay
- Listen to a variety of texts, including an interview and a debate
- Use vocabulary related to climate change
- Construct cause and effect sentences
- Form and use compound nouns
- Participate in a debate
- Use expressions for agreeing and disagreeing
- Use word stress to emphasise important points
- Write an opinion essay
- Work in a team to design a reusable shopping bag

3

Renewable Energy



In this unit you will

- Read a variety of reading texts, including emails and infographics
- Listen to a variety of listening texts, including presentations and conversations
- Use vocabulary related to renewable energy
- Use conjunctions in writing
- Use suffixes to form adjectives
- Participate in discussions and a presentation
- Use expressions for presenting advantages and disadvantages
- Recognise the difference between formal and informal language
- Write a request email
- Work in a team to design an invention that is powered by renewable energy

4

Civilisation



In this unit you will

- Read a variety of reading texts, including historical narratives and biographies
- Listen to a variety of listening texts, including factual texts and opinions
- Use vocabulary related to civilisation
- Use the passive tense to describe past events
- Use adverbs of degree to express opinions more strongly
- Participate in a role play and discussions
- Use different expressions to vary your responses
- Use phrases related to time to sequence information chronologically
- Write a biography
- Work in a team to produce a leaflet about an archaeological site in Oman

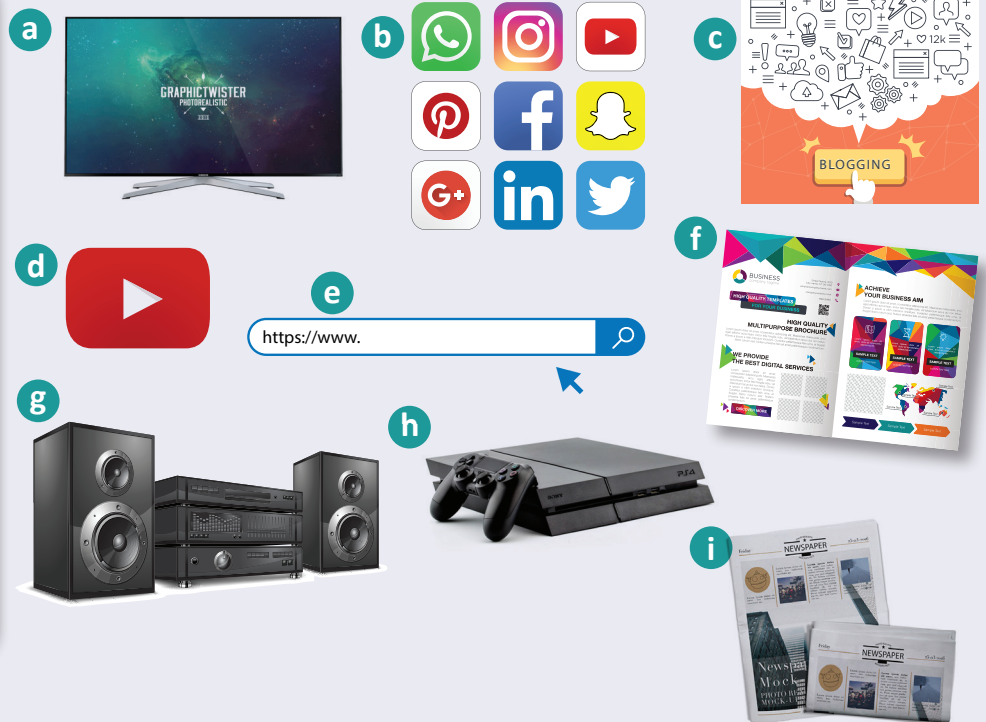
1

New Media

1 Read and match.

Match the pictures a-i with the words 1-14 in the box. There are five extra words.

- 1 magazine
- 2 smartphone
- 3 blog
- 4 newspaper
- 5 video game
- 6 radio
- 7 website
- 8 smart watch
- 9 video streaming
- 10 stereo
- 11 tablet
- 12 camera
- 13 TV
- 14 social media platforms



2 Listen and think.

Listen to three people describing different types of media. Which type of media is each person talking about?

3 Read and discuss.

- 1 **Work in pairs.**
Read the text and discuss the questions.
 - 1 What does '*new media*' mean?
 - 2 What different types of new media are mentioned in the text?
 - 3 Which types of new media do you use?
- 2 **Look at the vocabulary in bold.**
Discuss the meanings of these words.

New Media

The term **new media** describes forms of media that are **interactive** and allow users to digitally **communicate** with each other. New media can be accessed on computers, smartphones and tablets, and it includes **social media**, **blogs**, **video games** and **online news sites**. New media has made it easier to share our lives, to communicate with family and friends, and to **connect** with people all over the world.

4 Discuss.

Work in groups and discuss the following question.

Imagine if you had to spend a whole day without using any social media, what would it be like? How would you feel?

Reading and Understanding

1 Read and discuss.

Look at the picture and discuss the questions.

- 1 What do you think the teenagers in the picture are doing?
- 2 What do you think the word "Screenagers" might mean?



2 Read and choose.


Read the article and decide which statement is not true.

- 1 Many teenagers are addicted to their smartphones.
- 2 Teenagers spend most of their time in front of screens.
- 3 Excessive screen time is negative regardless of content.
- 4 Too much screen time can affect teenagers negatively.

NEWSPAPER
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● ECONOMY ● BUSINESS ● TECHNOLOGY ● CULTURE

'Screenagers'



What is the longest amount of time you have gone without using your mobile phone? How many people can go a whole day or even a few hours without checking their phone? Technology is a big part of our lives and many teenagers, who have grown up in the generation known as **digital natives**, are **addicted** to their mobile devices.

Ruston, the director of a documentary called 'Screenagers', says that most teenagers cannot stop playing with their phones. 'My son wanted to play more video games and my daughter was always on social media,' she said. Her teenagers are not the only ones **glued to** their devices. A recent study showed that on average, teenagers spend nearly nine hours a day in front of a screen. But how do teenagers spend their time online? According to the study, watching *YouTube* is the most popular way to spend time online and will consume over 40 minutes of a person's day. *Facebook* is almost as popular as *YouTube*, with young people spending an average of 35 minutes a day using it. *Snapchat* and *Instagram* are used for 25 minutes and 15 minutes per day, respectively. The least popular social media for this age group is *Twitter*.

Excessive screen time can lead to serious problems and even harm the physical development of young people's brains. For example, research has shown that too much screen time can lead to a decrease in a teenager's **attention span**. Studies have also shown that 80% of video games contain violent content, and teenagers who play these games may develop aggressive thoughts and actions. However, the good news is that research also indicates that some video games, such as games where you help someone or work with others, can make teenagers more helpful.

One thing that is clear is that teenagers often struggle with self-control. Even though they may know that playing computer games or **streaming videos** is less productive than doing school work, it is difficult for them to reduce their screen time. Therefore, it is important that parents monitor their children. At the same time, parents should remember that this is how today's teenagers live. If screen time is not negatively affecting a young person's school work or physical, mental or social development, parents should not worry too much.

In conclusion, it is important to realise that excessive screen time does not always have negative **consequences**. The content and context of a teenager's screen use is more important than the amount of time they spend in front of a screen.

3 Read and answer.

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

According to the article ...

- 1 On average, how many hours per day do teenagers spend online?
- 2 What problems can excessive screen time cause?
- 3 Which is the most popular social media platform for this age group?
- 4 Do all video games contain violent content?
- 5 What do you think the writer means in the statement *'The content and context of a teenager's screen use is more important than the amount of time they spend in front of a screen.'*?

4 Read and match.

Look at the word and expressions in bold in the article in **Activity 2**.

Match them to their meanings below.

- 1 the length of time for which a person is able to concentrate on a particular activity
- 2 a person who was born or has grown up since the use of digital technology became common
- 3 to pay very close attention to (something, especially a television)
- 4 more than necessary or normal
- 5 when a person uses something uncontrollably for example smartphones, computers, and gaming systems
- 6 something that happens as a result of a particular action or set of conditions
- 7 to play videos online without downloading them

5 Discuss.

Discuss the questions with a partner.

Use the expressions for giving your opinion from the **Useful Language** box in your discussion.

- 1 Why do you think teenagers spend too much time in front of screens?
- 2 Do you think that online video games increase violent behaviour?

Useful Language

Giving your opinion

In my opinion, ...

I think/ believe/ feel that ...

Based on my own experience, I think that ...

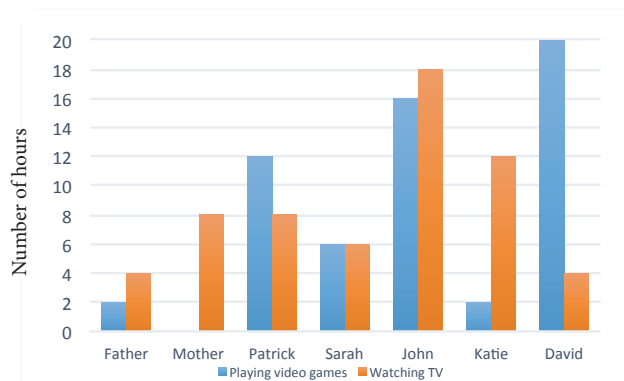


Grammar and Vocabulary

1 Read and answer.

Read the statements 1-10. Decide if each statement is True (T), False (F) or the information is Not Given (NG).

The amount of hours Patrick's family spend on video games and TV per week.



- 1 It is clear that the boys in the family are **more interested** in video games than the girls.
- 2 The chart shows that the boys in Patrick's family are **better** at playing video games than the girls.
- 3 Patrick's mother is **the least interested** in playing video games.
- 4 Sarah finds watching TV **more entertaining** than playing video games.
- 5 David is **the most frequent** video game player in the family.
- 6 For Patrick, watching TV is **not as much fun as** playing video games.
- 7 The father spends **the least** amount of time enjoying entertainment.
- 8 John spends exactly **the same** amount of time watching TV as his father.
- 9 The father is **the worst** video game player in the family.
- 10 Overall, playing video games is **not as popular as** watching TV in Patrick's family.

Grammar Focus Adjectives of comparison

Comparatives

Regular TV screens are **larger than** computer screens.

Watching TV is **more popular than** video games.

Irregular Reading books is **better than** watching TV

as (adjective) as (when two things are the same)

My computer screen is **as large as** my TV screen.

Watching TV is **as popular as** playing video games.

Reading books is **as good as** watching TV.

Superlatives

The TV in my room is **the largest** in the house.

The most popular TV shows are comedy shows.

Reading books is **the best** hobby.

not as (adjective) as (when two things are not the same)

My computer screen is **not as large as** my TV screen.

Watching TV is **not as popular as** playing video games.

Watching TV is **not as good as** reading books.

2 Read and identify.

Read the statements in **Activity 1** again.

Look at the comparative structures shown in **bold** in each sentence.



3 Think and discuss.

Look at the picture and discuss the questions below.

- 1 What is happening in this cartoon?
- 2 What misunderstanding occurs between the two men?
- 3 What are the possible meanings of 'to bring up'?

4 Read and discuss.

Look at the reading texts on page 2 of your Skills Book again. Find the phrasal verbs shown in **bold** in each text. Discuss the questions below.

- 1 Do you understand the meaning of these verbs?
- 2 What is special about phrasal verbs?
- 3 What other phrasal verbs do you know?

Phrasal verbs

Verb + preposition

'...anyone can **make up** fake news'

Verb + adverb

'...I **scroll through** their feeds everyday'

Verb + preposition + adverb

'...and **keep up with** my friends' lives'

5 Read and complete.

Complete the sentences with the appropriate phrasal verbs from the box. Use the meaning of the phrasal verb, given in brackets after each sentence, to help you.

Note: There is one extra phrasal verb.

came across made up hurry up go into clicked on log in go online

- 1 I _____ this information while searching on the Internet. (find by chance)
- 2 To _____ you need to enter your username and password. (connect to a network)
- 3 The report did not _____ the details of the incident. (talk about)
- 4 'Please _____ ! We don't want to be late.' (move faster)
- 5 I was online and I _____ an advert by mistake. (select with a computer mouse)
- 6 The news report discovered that the thief _____ the story. (lie about)

Listening and Speaking

1 Read and discuss.

Read the words in the box below.

Discuss the meanings with a partner. You can use a dictionary.

journalism reporter fake news social media trust
digital age source disappear newspaper

2 Listen and answer.

Listen to an interview with a journalist about the future of journalism.

Read the statements 1-6.

Is each statement True (T) or False (F)?

According to, Dr. David, ...

- 1 Journalism is faster than social media at reporting news.
- 2 Anyone can be a journalist.
- 3 Social media is not a trusted source of news.
- 4 Printed newspapers will disappear soon.
- 5 The number of people reading electronic versions of newspapers is increasing.
- 6 There is no need for journalists to develop their technological skills.

Learning Strategy

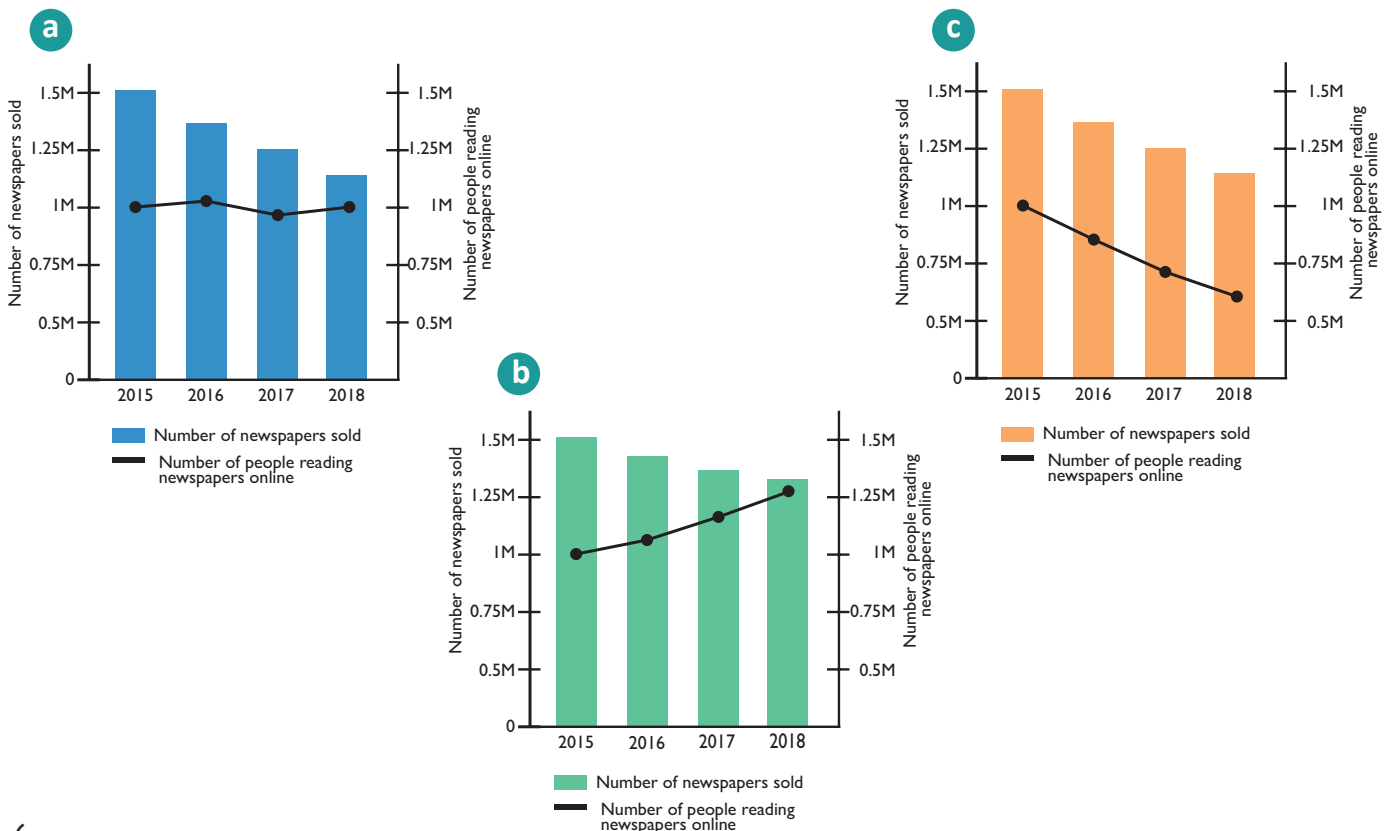
Predicting and listening for key words is more efficient than trying to understand everything a speaker says. It is also a useful strategy for listening exams.

3 Listen and choose.

In the interview, Dr. David talks about newspaper reading habits.

Listen to an extract from the interview.

Which chart represents the trend in reading habits that Dr. David describes?



4 Pronunciation.

- 1 Listen to the words. Repeat each word and pay attention to the stressed syllable. Practise reading the words with a partner.

● ●
online

● ● ●
consequence

● ●
device

● ● ●
teenager

● ● ●
excessive

● ● ●
participate

- 2 Copy the words below into your exercise book. Read the words aloud and decide which syllable is stressed. Draw circles to show the stressed and unstressed syllables.

connect

media

interactive

communicate

digital

attention

5 Discuss.

- Choose one of the statements from **Activity 2**. Decide if you **agree** or **disagree** with the statement. Discuss the statement with a partner. Use the expressions from the **Useful Language box**.

Learning Strategy

When you give your opinion, it is important to support it with reasons and examples. The phrases in the box will help you do this.



Useful Language

Giving your opinion

Agreeing I agree.
I have the same opinion.
You're exactly right!

Disagreeing I'm sorry, but I don't agree.
I see what you're saying, but ...
That's true, but ...

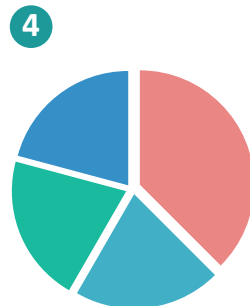
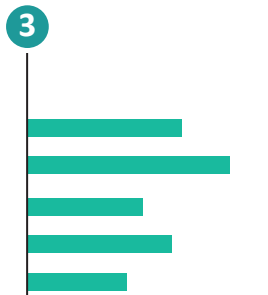
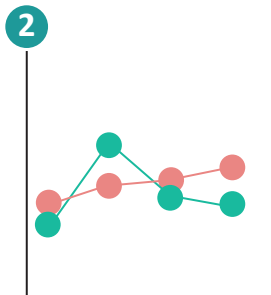
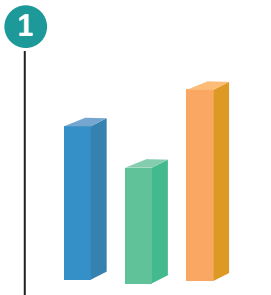
Giving reasons I think this because ...
The reason for this is ...

Giving examples For example, ...
For instance, ...
One example of this is ...

Writing

1 Read and discuss.

Match the charts 1-4 with their names.



- Pie Chart
- Column Chart
- Line Graph
- Bar Chart

2 Read and answer.

Look at the two pie charts below and answer the following questions.

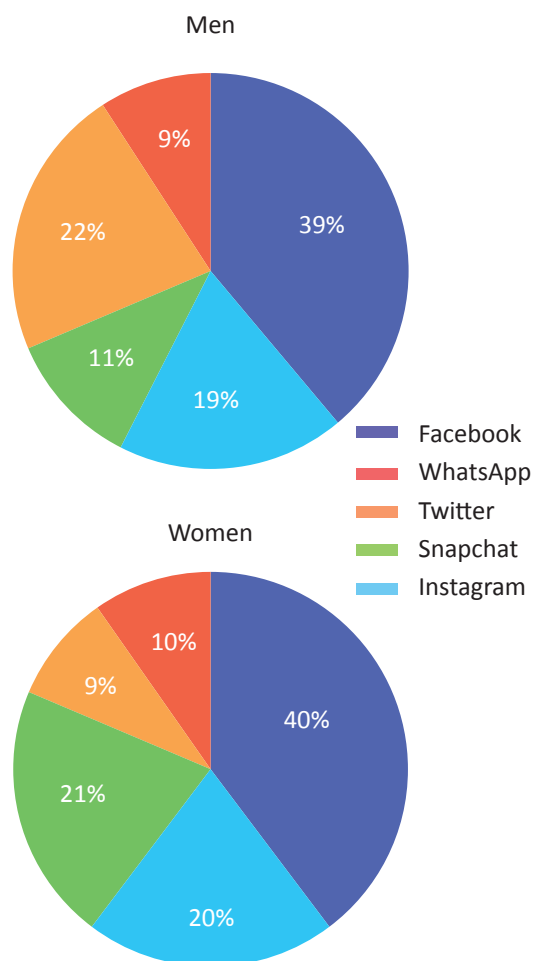
- 1 What do the two pie charts show?
- 2 What is the most popular type of social media for both men and women?
- 3 What is the least popular type of social media for both men and women?
- 4 Do the pie charts show any significant difference in social media use between men and women?

The two pie charts illustrate the social media platforms used by men and women in the USA, aged 18 – 24 years, in 2018. **(1)** Overall, Facebook is the most popular social media platform for both genders, with 40% of women and 39% of men using the website. **(2)** The least popular type of social media for young people in this age group is WhatsApp with only 9% of men and 10% of women using the application. **(3)**

Instagram is also used fairly equally by both men and women, with 19% and 20% respectively using the application. The most significant difference in social media preference between men and women is seen with Snapchat and Twitter. Snapchat is more popular with women than men, with 21% of women using it compared with only 11% of men. In contrast, Twitter is not as popular as Snapchat with women. Only 9% of women use Twitter, whereas 22% of men use it. **(4-8)**

Overall, social media use between young men and women in the USA in 2018 is fairly similar. The most significant difference between the genders is seen with the use of Snapchat and Twitter. **(9)**

Social Media used by Men and Women, aged 18 – 24 years, in the USA, in 2018



3 Read and answer.

Read the summary of the charts in **Activity 2** and answer the questions.

- 1 Which three main pieces of data are discussed in the summary?
- 2 How is the data from the charts used in the summary?
- 3 What tense is the summary written in?
- 4 Has the author included their opinion in the summary?

Learning Strategy

Understanding how to analyse and describe information in charts is an important skill, especially for international examinations.

4 Read and match.

Read the summary again. Match the sentences **1-9** to the descriptions **a-e** below.

- a) An analysis of specific details in the chart, highlighting significant similarities or differences.
- b) An introductory sentence that gives an overview of what the chart shows.
- c) A description of the lowest proportion shown in the chart.
- d) Conclusion, summarising key findings shown in the chart.
- e) A description of the highest proportion shown in the chart.

5 Read and choose.

Read the extracts from the summary.

Replace the words and phrases in **bold** with the synonyms in the box.

men and women
on the other hand

to summarise
main

in general
while

show

The two pie charts 1) **illustrate** the social media platforms used by men and women in the US, aged 18 – 24 years, in 2018. 2) **Overall**, Facebook is the most popular social media platform for both 3) **genders**.

4) **In contrast**, Twitter is not as popular as Snapchat with women. Only 9% of women use Twitter, 5) **whereas** 22% of men use it.

6) **Overall**, social media use between young men and women in the US in 2018 is fairly similar. The 7) **most significant** difference between the genders is seen with the use of Snapchat and Twitter.

6 Read and list.

Read the summary in **Activity 2** again.

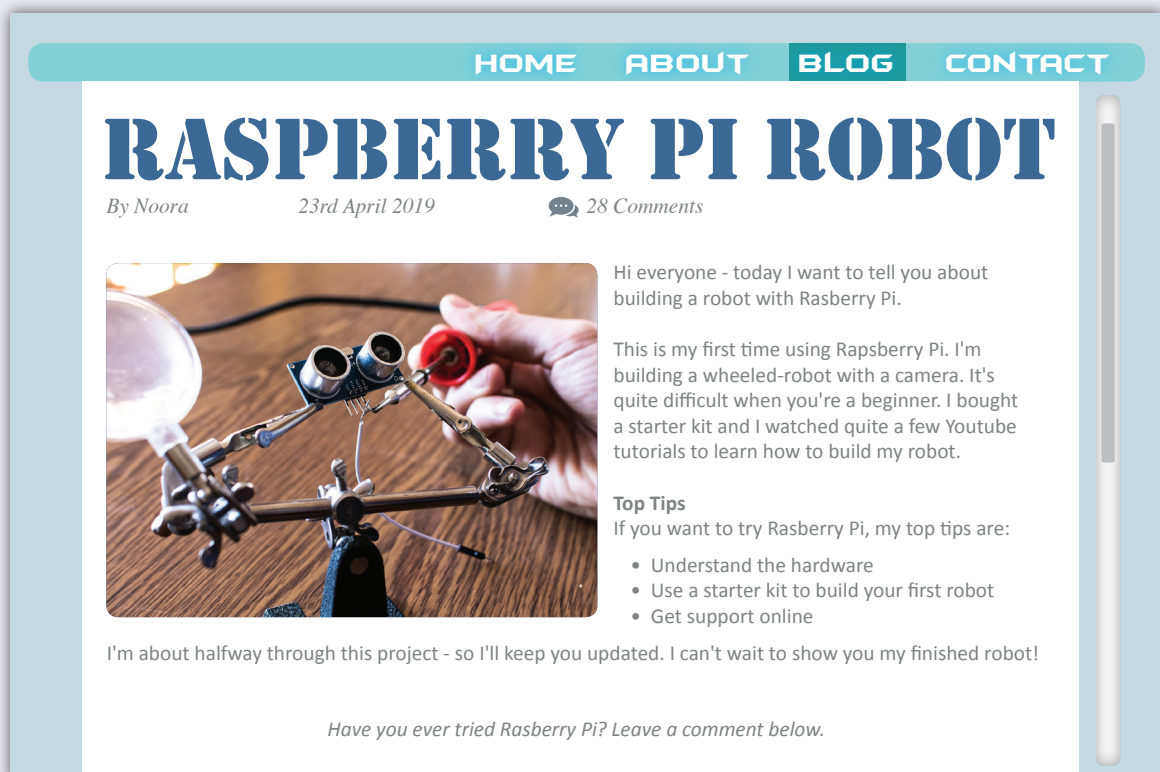
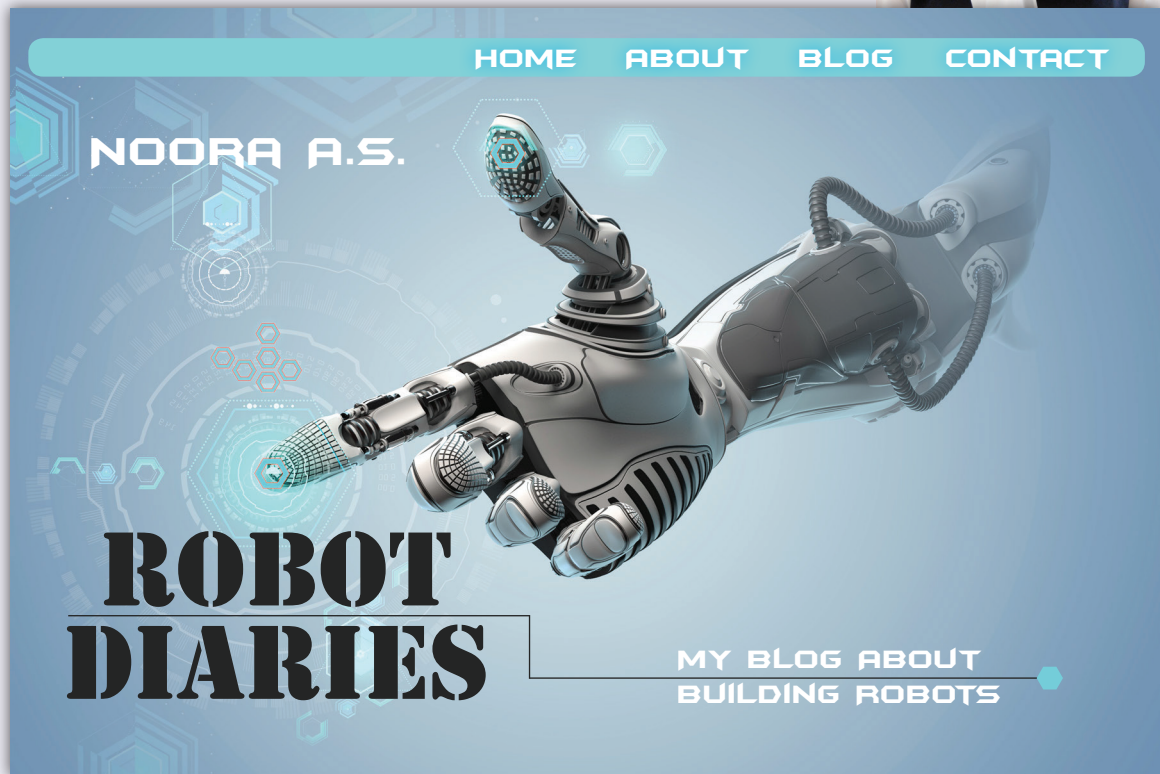
Make a list of all the comparative structures in the text in your exercise book.

1 Discuss.

Noora writes a blog.

Look at her blog and answer the questions.

- 1 What is Noora's blog about?
- 2 What is the difference between the homepage and the blog post page?
- 3 What features does the blog homepage include?
- 4 What do you think about the design of the blog?



2 Listen and sort.

Listen to Noora talking about building a new blog.

Write the categories, **Content**, **Design** and **Technical** into your exercise book.

Sort the points Noora mentions into categories.

Content

Design

Technical

- 1 Get hosted
- 2 Choose a design theme
- 3 Choose a name for your blog
- 4 Include lots of photos in your blog posts
- 5 Add social media and 'like' buttons
- 6 Blog regularly
- 7 Choose attractive colours
- 8 Blog about things you love
- 9 Don't post personal details on your blog
- 10 Use a font size and colour that is easy to read

3 Plan.

Work in groups to design a blog.

Discuss the following questions to help you plan your blog.

Use the expressions on page 7 of the Skills Book to help you make and respond to suggestions.

- 1 What is your blog going to be about?
- 2 What will you call your blog?
- 3 What kind of design and layout will your blog have?
- 4 What features will your blog page include?
- 5 Why will your blog be appealing to readers?
- 6 How will you make your blog stand out from other blogs?

4 Do your project.

Create a **blog homepage** or a **blog post** or **both**.

Design your blog on paper or create a real online blog.

Think carefully about the features, content and design of your blog.

Refer to the points from **Activity 2** to help you.

2

Climate Change

1 Discuss.

Look at the pictures 1-3 and discuss the questions below.

- 1 What do the pictures show?
- 2 What do you think caused these things to happen?
- 3 How do the pictures make you feel?



2 Listen and answer.

Choose the correct definition for the word **climate**. Listen to the interview and check your answer.

- 1 the effect of global warming
- 2 changes in the weather each day
- 3 the weather in one place over a period of time



3 Read and discuss.

1 Read the text and discuss the questions.

- 1 What does 'climate change' mean?
- 2 What are some of the effects of climate change?
- 3 What might happen if we do not take action?

2 Look at the vocabulary in **bold**.

Discuss the meanings of these words.

Climate Change

The term **climate change** refers to a change or an increase in average global **temperatures**. Climate change is a serious **threat** to our planet. As a result of climate change oceans are warming, **ice caps** are melting and **sea levels** are rising. We are experiencing an increase in **droughts**, **floods**, **heat waves** and other climate related disasters. If we do not take action now, we may all be in danger in the future.

4 Discuss.

Discuss the following question with your group.

How concerned are you about climate change?

I feel very concerned because...

I don't really feel concerned because...

I feel quite concerned because...

1 Discuss.

Look at the chart and discuss the questions.

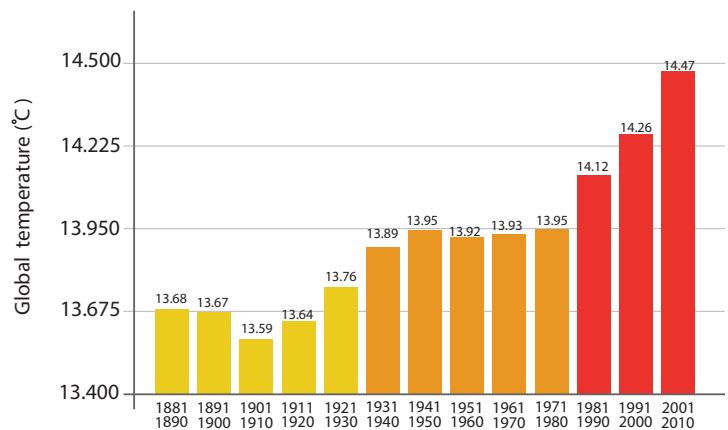
- 1 What does the chart show?
- 2 What do you think is causing this trend?

2 Read and match.

Read the text below.

Match paragraphs 1-5 to their subheadings a-e.

- a) What is our responsibility?
- b) What causes climate change?
- c) How can we stop climate change?
- d) What is climate change?
- e) What are the effects of climate change?



Climate Change

1

Climate change is an issue that affects every country in the world. When we talk about climate change we are referring to changes in the Earth's weather, in particular **global warming** or the increase in the planet's temperature.

2

In the last 200 years, human activity has resulted in excessive amounts of **greenhouse gases** being produced. When people burn **fossil fuels**, such as coal, oil and gas they release the greenhouse gas, carbon dioxide into the **atmosphere**. Methane, another greenhouse gas is produced by bacteria in landfill sites and from modern agriculture. These gases trap heat in the atmosphere, just like the glass walls of a greenhouse trap the sun's heat. This is causing the Earth's temperature to rise.

3

Climate change is having a devastating effect on our planet. We are experiencing longer and more **extreme** heat waves. In some areas, farmers cannot grow crops or find suitable land for their animals because of droughts. If temperatures continue to rise, many plants and animals will not be able to survive. In other areas, climate change is causing heavier rainfall and severe floods. In addition, many cities and countries located at sea-level are at risk from flooding due to rising sea levels caused by melting ice caps and glaciers. If we do not take action, these problems will probably get worse.

4

If we want to reduce climate change, we must reduce our 'carbon footprint' which is the amount of greenhouse gases we **release** into the atmosphere. Small changes in our daily lives can make a big difference. For example, we can turn off lights and electronic devices when we are not using them, walk or ride a bike instead of travelling by car, take shorter showers to save water, use reusable bags instead of plastic bags and recycle our waste.

5

Climate change is a serious threat to our planet. Some people think that governments have to solve climate change but fighting climate change should be considered everyone's responsibility. As it is caused by human actions, we must all take action to stop it.

3 Read and choose.

Read the text in **Activity 2** again.

For each item, choose the correct option to complete the statement.

- 1 The Earth is getting hotter because there are more...
 - a) greenhouses on Earth
 - b) greenhouse gases in the atmosphere
 - c) ice caps melting
- 2 Greenhouse gases are produced by...
 - a) the atmosphere
 - b) trapped heat
 - c) burning fossil fuels and bacteria
- 3 The metaphor compares greenhouse gases to...
 - a) the glass walls of a greenhouse
 - b) growing plants in a greenhouse
 - c) the sun's heat
- 4 Countries and cities at sea-level are at risk from ...
 - a) heat waves
 - b) droughts
 - c) floods
- 5 If we do not stop climate change, there will be...
 - a) more animals and plants
 - b) serious consequences
 - c) small changes

Learning Strategy

To help infer the meaning of a word from the context, look at the information in the sentence around the word.

4 Read and think.

Look at the words in **bold** in the text in **Activity 2**.

Use the context of the text to work out the meaning of each word.

Make notes about the possible meaning of each word in your exercise book.

Word	Meaning
<i>Example</i> global warming	an increase in temperatures on Earth
greenhouse gases	
fossil fuels	
atmosphere	
extreme	
release	

5 Discuss.

Read the statement below from the text in **Activity 2**.

Do you agree or disagree? Discuss your ideas with your group.

'... fighting climate change should be considered everyone's responsibility.'

Grammar and Vocabulary

1 Read and complete.

Read the texts on page 12 of the Skills Book again.
Identify the missing causes and effects to complete the table.

Cause (What makes something happen?)	Effect (The result)
(1)	Arctic sea ice melting at a rate of 9% per decade
Melting ice	(2)
(3)	Nesting beaches might disappear
(4)	Female eggs
Carbon dioxide affecting Eucalyptus leaves	(5)
(6)	Koala's natural habitat is at risk

Grammar Focus Cause and Effect

We often link **cause** and **effect**.

The cause is what happens. e.g. *global temperatures are rising*

The effect is the result, e.g. *the Arctic sea ice is melting*

Sometimes we write the cause first

cause → effect

As the ice melts, it is harder for polar bears to survive

cause

consequently
therefore
so

many polar bears are dying.

effect

One consequence of
One result of
One effect of

melting ice, is many polar bears are dying.

cause

effect

Sometimes we write the effect first

effect ← cause

Polar bears are dying

effect

due to
because of
as a result of

melting ice.

cause

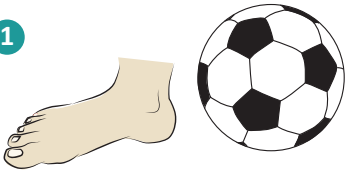
2 Read and find.

Read the texts on page 12 of the Skills Book again.
Underline the cause and effect connectors in each text.

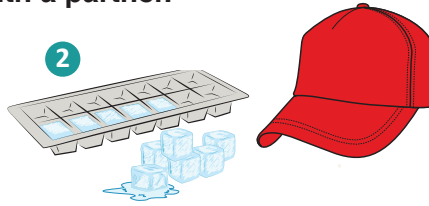
3 Think and discuss.

Look at the pictures below.
Each pair of pictures is a clue for a compound noun.
Guess the compound nouns with a partner.

1



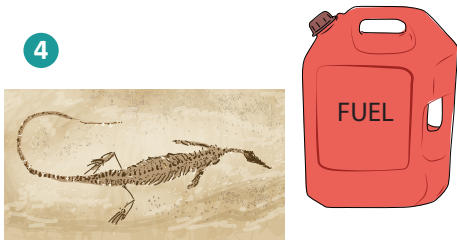
2



3



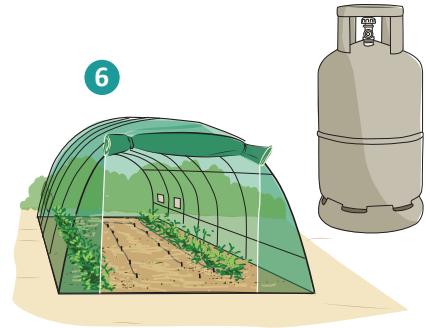
4



5



6



Compound Nouns

A **compound noun** is a noun that is made up of **two or more words**.

Sometimes the two words are **joined**.

e.g. armchair, classmate, sunglasses, textbook, thunderstorm, etc.

Sometimes the two words have a **hyphen**.

e.g. dry-cleaning, one-year-old, passer-by, etc.

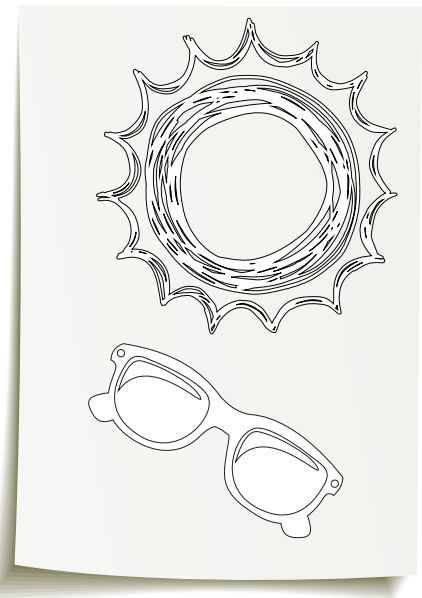
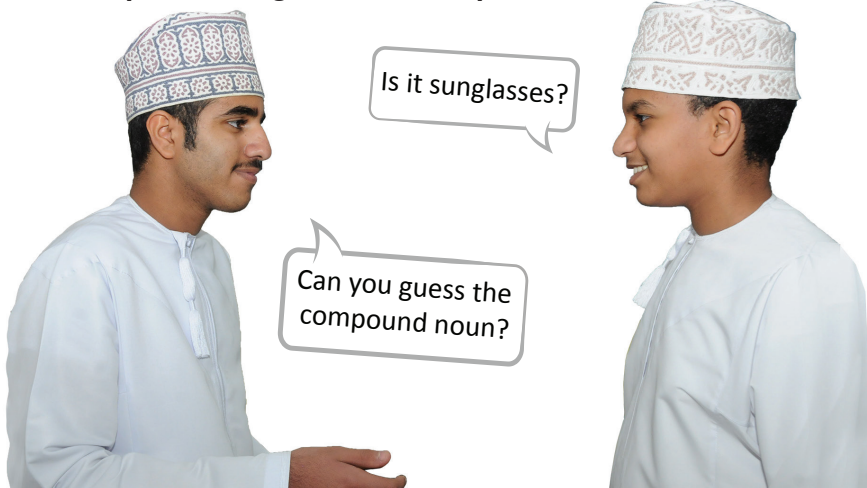
Sometimes they are **separate words**.

e.g. air conditioner, alarm clock, fossil fuel, ice cream, etc.

A dictionary will show you the correct way to write a compound noun.

4 Play a game.

Think of a compound noun.
Draw a picture to represent each word in the compound noun.
Ask a partner to guess the compound noun.



Listening and Speaking

1 Read and choose.

Look at the vocabulary below.

Read the definitions and choose the correct definition, **a** or **b**, for each word.

1	policy (n)	a a set of ideas, officially agreed by a group, business or government b a new law
2	emission (n)	a the act of releasing gas, heat or light b the act of burning fossil fuels
3	responsibility (n)	a something that you are paid to deal with b something that is your job or duty to deal with
4	to regulate (v)	a to control something b to stop something
5	consumer (n)	a a person who sells goods or services b a person who buys goods or services for their own use
6	eco-friendly (adj)	a something that does not produce greenhouse gases b something that has been designed not to damage the environment

2 Listen and choose.

You are going to listen to some Grade 10 students having a debate.

Listen and identify the topic of the debate.

- 1 Governments alone cannot stop global warming.
- 2 Governments are responsible for stopping global warming.
- 3 Governments should do more to stop global warming.



3 Listen and sort.

Read the statements 1-6. Are the arguments **For (F)** or **Against (A)** the topic of the debate? Write an **F** for arguments **For** the topic and an **A** for arguments **Against** the topic.

- 1 We need new policies and laws to control global warming.
- 2 People are unlikely to change their habits.
- 3 Governments have a responsibility to educate people about climate change.
- 4 Many people cannot afford to buy products that are more eco-friendly.
- 5 Saving the planet is more important than money.
- 6 Individual people have to take more responsibility and change their habits.

4 Read and discuss.

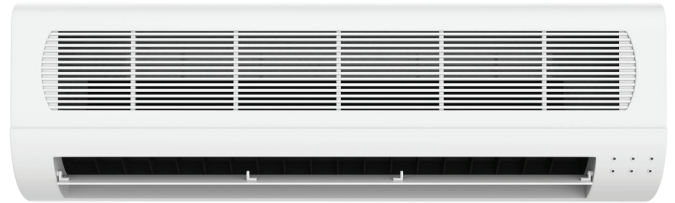
Look at the possible ways to reduce your carbon footprint. Which are the most suitable for you and your family?

1



Turn off electronic devices when you are not using them. All electronic devices use electricity which is created by burning fossil fuels.

2



Heating and cooling houses is one of the biggest contributors to an individual's carbon footprint. Reduce your use of air conditioners and electric fans so that they use less electricity. Or turn them off if possible.

3



Fill up the kettle with only as much water as you need.

4



Switch off lights when you leave a room. Use energy saving light bulbs

5



Take showers instead of baths to save water.

6



Give away very old electrical appliances and buy new ones. Old water heaters, fridges, air conditioners and cookers use more energy than new ones.

7



Cars use fossil fuels and release greenhouse gases. Walk, ride a bike or take public transport instead of travelling by car.

8



Look for fruits and vegetables that are grown locally or grow your own. Transporting food around the world burns fossil fuels and adds to global warming.

9



Find out where wood products come from. Furniture should come from sustainable forests and paper should be recycled. Don't use products that result in trees being cut down. We need trees to absorb greenhouse gases.

1 Discuss.


Read the facts about plastic in the oceans and discuss them with a partner.

1



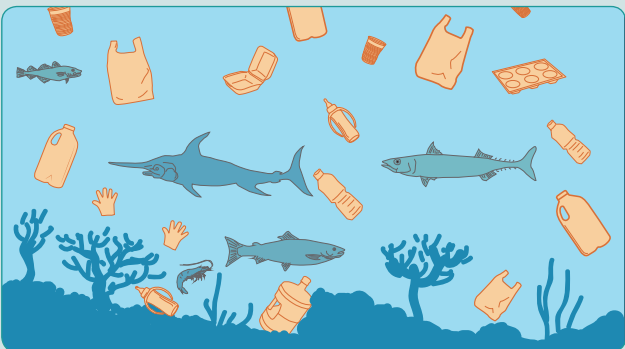
Every year, we put 8 million tonnes of plastic into the oceans.

2



Hundreds of thousands of marine animals die per year because they eat or become trapped in plastic.

3



It is predicted that by 2050, there will be more plastic in the oceans than fish.

2 Read and answer.

Read the opinion essay on page 21 and answer the questions.

- 1 According to the author, how does plastic end up in our oceans?
- 2 Which single-use plastic items does the author mention in the essay?
- 3 Why is plastic in the oceans also a threat to humans?
- 4 In which paragraph does the author first state his or her opinion?

3 Read and match.

Read the essay again.

Match paragraphs 1-4 to their functions a-d.

- | | | |
|-------------|---|--------------------------------------------------------------|
| Paragraph 1 | a | Present an idea with examples to support your opinion. |
| Paragraph 2 | b | Present another idea with examples to support your opinion. |
| Paragraph 3 | c | Summarise your points and remind the reader of your opinion. |
| Paragraph 4 | d | Explain the topic in your own words and state your opinion. |

**We should use less plastic to protect our oceans.
Do you agree or disagree?**

Our oceans are under threat because of plastic pollution. Plastic waste, such as packaging, cups and straws is lightweight and so it often gets blown or washed into the ocean. Some people do not want to stop using plastic products because they are convenient. However, I believe that we must use less plastic to protect the oceans.

One reason why we should use less plastic is that plastic pollution is dangerous to both marine life and humans. Many marine animals die as a result of getting tangled in plastic or eating plastic. Furthermore, scientists have discovered that if you eat fish, you may be eating pieces of plastic that the fish has eaten. Therefore, it is essential to take action to address this problem.

Another reason we should use less plastic is because it is easy to do and making small changes in our daily lives will help improve this problem. For example, a million plastic bottles are sold every minute worldwide. They are used once and then thrown away. However, we could easily use reusable bottles instead and this would help reduce the amount of plastic that end up in the ocean.

To sum up, plastic waste is a serious threat to our oceans, but we can all reduce the amount of plastic we use and protect the oceans.



4 Language review.

Read the essay again and find the following items.

- 1 Two phrasal verbs
- 2 Two compound nouns
- 3 Two examples of cause and effect

5 Write.

Think of an example of plastic pollution that you have seen in Oman.

Think of **three possible solutions** to stop this kind of pollution.

Write your ideas into your exercise book.



Project

1 Discuss.

Look at the four reusable shopping bags below.

Discuss the questions about the bags with your group.

- 1 Which design do you like the most and why?
- 2 How does the message on each bag connect to climate change?
- 3 What do you notice about the slogans on Bag 1 and 3? Do you think this is effective?



2 Listen and choose.

Rashid is the designer of one of the bags. Listen to him explaining his bag design. For each item, choose the correct option to complete the sentence.

- 1 Think of a slogan that _____.
a) is memorable b) is simple and direct c) rhymes
- 2 Choose an image that is _____ and reflects your message.
a) complicated b) large c) easy to understand
- 3 Choose a colour that _____.
a) you like b) looks good c) connects to your message
- 4 The _____ you choose should be strong and environmentally friendly.
a) material b) bag c) design
- 5 Rashid designed bag number _____.
a) one b) two c) three

3 Plan.

Work with your group.

Brainstorm ideas for your reusable shopping bag design and answer the questions below.

- 1 What is the overall message of your bag about?
- 2 What image will be on your bag?
- 3 What is your slogan?
- 4 What colours will you use on your bag?
- 5 What material will your bag be made from?

Learning Strategy

Be creative! Try to think outside the box about how you will present your design. Your illustration can be a drawing, a collage, a digital illustration, a 3D model. Your written explanation can be presented as a paragraph, bullet points or a spider diagram.

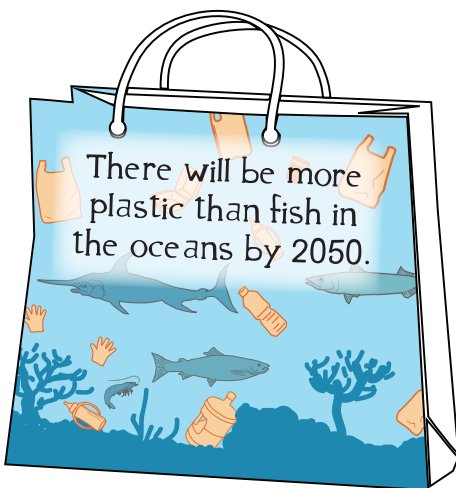
4 Do a project.

In your group, choose one idea to develop into a design.

Create and write a short explanation about the design of your bag.

Look at the example below to help you.

OUR REUSABLE SHOPPING BAG



The message on our reusable shopping bag is about the plastic pollution in the ocean. We chose this message because we live near the sea and see a lot of plastic pollution. The image on our bag shows plastic bottles instead of fish in the ocean to represent the problem. For our slogan we chose a fact because we feel this information is quite shocking and it is important that people know how serious this issue is. Our main colour is blue to represent the ocean. Finally, the bag will be made of recycled plastic bottles because this is an eco-friendly material and if we recycle plastic bottles, fewer will end up in the ocean.

5 Evaluate.

Evaluate your classmates' bag designs and choose the best bag.

5 is the highest score and 1 is the lowest score.

	Bag 1	Bag 2	Bag 3	Bag 4	Bag 5
Overall design					
Image					
Slogan					
Choice of colour (s)					
Choice of material					
Written explanation					
Total score					

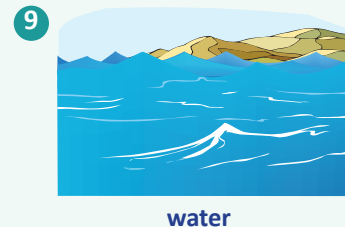
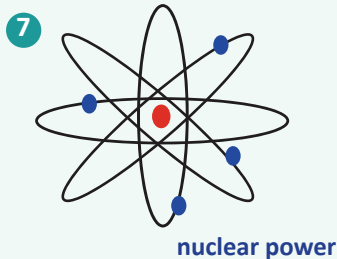
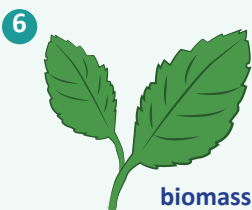
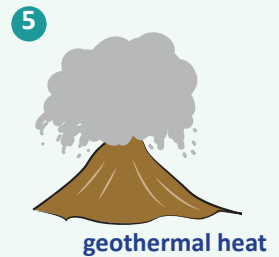


3

Renewable Energy

1 Think and sort.

Look at the different sources of energy below.
Sort the energy into **renewable** and **non-renewable** energy sources.



2 Listen and answer.

1 Listen to a phone conversation between a student and his aunt.
Read the statements 1-6. Is each statement **True (T)** or **False (F)**?
Listen and write **T** for **True** or **F** for **False**.

- 1 **Renewable energy** and **non-renewable energy** come from the same sources.
- 2 Renewable energy is generated from sources that never **run out**.
- 3 The most common types of renewable energy are **solar power**, **wind power**, **hydropower**, **geothermal power** and **biofuel**.
- 4 Biofuel is produced using water.
- 5 Renewable energy is cheaper than non-renewable energy.
- 6 Renewable energy is better for the environment.

2 Look at the vocabulary in **bold** in the statements. Discuss the meanings of these words.

3 Discuss.

Discuss the following questions with a partner.

- 1 What is the difference between renewable and non-renewable energy?
- 2 Do you think renewable energy is important? Why? Why not?



Reading and Understanding

1 Read and answer.

Read the emails and answer the questions below.

- 1 What is the purpose of Luke's email to Bill?
- 2 What does Bill attach to his email?

New message

To: bill.hope@hotmail.com

Subject: Request for help

Hi Bill

How are you? I hope you are well. I'm emailing to ask if you can help with a school project. I have to design an **invention** that is powered by a renewable energy source.

My idea is an automatic shopping trolley. When we go shopping, my father always asks me to push the trolley. But it gets really heavy and I find it difficult to push. So I want to design a trolley that can move by itself. The trolley will be powered by the lights in the mall. It will have a small panel which will convert light from the mall into **electricity**.

I know that you know a lot about renewable energy, so I want to ask what you think about my idea. Any suggestions you have would be great!

Thanks,
Luke

Send

New message

To: luke2005@gmail.com

Subject: RE: Request for help

Hello there Luke,

Thanks for your email. I'd love to help you with your project. Your idea sounds great! I have the same problem when I go shopping and I always wish someone would come up with an idea to make shopping easier.

I think that there are a couple of things you need to consider. Firstly, is it possible to **convert** energy from electric lights into electricity? Are the lights in a shopping mall a **renewable source** of energy? Secondly, is there a more suitable source of renewable energy you could use **to power** the trolley?

I have attached some information about renewable energy for you to take a look at. Hopefully this will help you with your project.

Take care,
Bill

Attachment: Types of Renewable Energy

Send

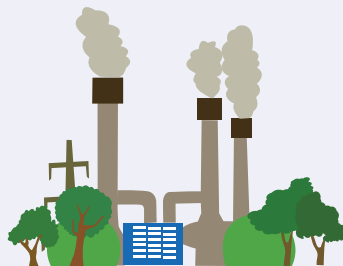


Types of Renewable Energy



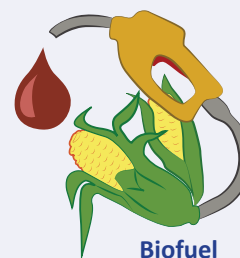
Wind Power

The wind can be used to power wind turbines on wind farms which **generate** electricity.



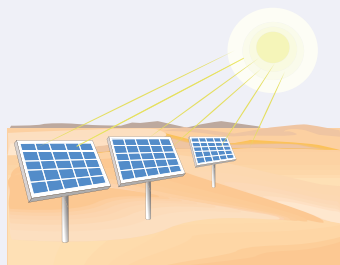
Geothermal Energy

Natural heat and steam in the ground can be used to generate electricity.



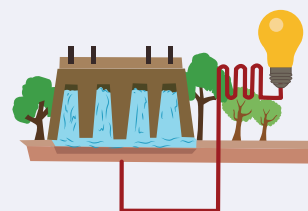
Biofuel

Organic mass from plants and animals can be burned to create electricity or used to power vehicles.



Solar Energy

Heat from the sun can be collected using **solar panels** and converted into electricity.



Hydropower

Hydropower plants use turbines which are turned by water passing through dams or from waves in the ocean to generate electricity.

2 Read and answer.

Read the emails in **Activity 1** again and answer questions 1-6 below.

- 1 What does Luke have to do for his school project?
- 2 What problem does Luke face when he goes shopping?
- 3 What does Luke want to invent?
- 4 Why does Luke ask Bill for help?
- 5 What does Bill think about Luke's idea?
- 6 What kind of information is included in the attachment Bill sends?

3 Read and complete.

Read the facts about renewable energy.
Complete the facts with words in the boxes.

Note: There are two extra words.

solar panels

convert

invention

generate

electricity

to power

turbines

renewable sources

Renewable Energy Facts

- 1 _____ of energy include solar, wind and hydropower.
- 2 Energy from renewable sources can be used to _____ electricity.
- 3 _____ are used on wind farms and hydropower plants.
- 4 _____ are used to convert heat from the sun into electricity.
- 5 Natural heat from the earth or geothermal energy can also be used to generate _____.
- 6 Electricity generated from renewable sources can be used _____ our homes, schools, offices and even whole cities.

4 Discuss.

Look at the questions below which are from Bill's email to Luke.
Imagine that you are Luke and answer the questions from Bill with a partner.
Use the information that Bill attached to his email to help you.

- 1 Is it possible to convert energy from electric lights into electricity? Why? Why not?
- 2 Are the lights in a shopping mall a renewable source of energy? Why? Why not?
- 3 Is there a more suitable source of renewable energy that could be used to power the trolley?

Learning Strategy

Try to think critically and creatively when you evaluate ideas and suggest solutions to problems.

1 Listen and match.

Listen and match the names of the football stadiums in the box to the descriptions below.

Note: You will not hear the descriptions in the same order as the text.

The Greenest Football Stadiums in the World

- _____ generates its own electricity because the roof of the stadium is covered in solar panels. The stadium also supplies electricity to 1,000 homes per year.
- The _____ only uses renewable energy so it has reduced its carbon footprint by 20,000 tonnes. That is the same as flying an airplane around the Earth 500 times.
- The _____ is one of the most eco-friendly stadiums in the world. There are 4,200 solar panels on its roof and the stadium is cooled using water from a nearby lake. In addition, its seats are 100% renewable as they are made from sugarcane instead of plastic.
- Football pitches are usually made of grass and designed to play football on. However, there are 200 kinetic tiles under the pitch at the _____ stadium. These tiles turn the players' movements into energy to power the stadium lights.

Stadiums

Morro da Mineira (Brazil)

Aviva Stadium (Ireland)

Estadio Mineirão (Brazil)

Amsterdam Arena
(The Netherlands)

Grammar Focus Conjunctions

Conjunctions are **linking** words that join clauses and sentences. They help make writing clear and cohesive. There are different types of conjunctions.

1 Conjunctions that add information, e.g. moreover, in addition, also

- Renewable energy is good for the environment. **Moreover** it will not run out.
- Learning English is fun. **In addition**, it will help me in my future career.
- In my free time, I like taking photographs. I **also** like watching films.

Note: The word 'also' comes before a single action verb, e.g. I play the piano. I also play the guitar. But it comes after a modal verb or the verb 'be' and before the infinitive, e.g. I can speak French. I can also speak Spanish/ I am studying Physics. I am also studying Biology.

2 Conjunctions that contrast two different ideas, e.g. however, on the other hand, but

- Solar power has a lot of potential. **On the other hand**, solar panels are quite expensive.
- Some video games contain violent content. **However**, not all video games are bad.
- I love tennis, **but** I never have time to play.

3 Conjunctions that add reasons/ causes and results, e.g. because, so, therefore

- I got good grades in my exam **because** I studied hard.
- I want to be healthier **so** I started exercising every day.

Note: We use 'because' to introduce a reason and we use 'so' to introduce a result, e.g. I ate a snack because I was hungry. / I was hungry so I ate a snack.

- I am doing a project about renewable energy. **Therefore**, I would like to visit your company.

Note: We use 'therefore' to mean 'for this reason'.

2 Play a game.

Your teacher will give you a noun.

Work in groups.

Think of as many adjectives as possible to describe the noun.

3 Read and find.

Rahma works for be'ah, Oman.

Read about her job and identify the adjectives in the text.



My name is Rahma and I work as a Sustainable Development Executive at be'ah. The be'ah organisation is an environmental service company that works to provide sustainable waste management in Oman. My job involves analysing data, doing research and communicating with senior management. I work in a team so it is essential to be able to work well with others. My work is very creative and I enjoy doing something useful to improve the environment in my country.

Forming Adjectives

An adjective is a word that describes a noun.

Adjectives can be formed using a root word (a noun or a verb) + a suffix.

root word	suffix	adjective
renew	+ able	renewable
beauty	+ ful	beautiful
fame	+ ous	famous
create	+ ive	creative
option	+ al	optional

Note:

If the root word ends in letter **e**, remove the **e** when you add the suffix, eg. create**e** – creative.

If the root word ends in letter **y**, remove the **y** and add an **i** when you add the suffix, eg. beauty**y** – beautiful.

4 Read and list.

Read the texts on page 22 of the Skills Book again. Find one adjective with the same suffix as each of the examples below. Then think of one more adjective for each suffix.

1 + ful

colourful

.....

2 + al

central

.....

3 + ous

dangerous

.....

4 + ive

productive


.....

Listening and Speaking

1 Discuss.

You are going to listen to a presentation about a renewable energy project in Oman. Look at the slides from the presentation below. Make some predictions about what the presentation will be about.

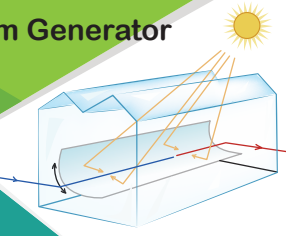
1 Mir'aah Solar Project
Oman



3 Advantages

- Low cost
- Reliable
- Eco-friendly
- Reduces our carbon footprint

2 Solar Steam Generator



2 Listen and complete.

Listen to the introduction of the presentation. Complete the table with the missing information.

Project name	(1)
Location	(2) oilfield
Year the project started	(3)
Type of energy	(4) power

3 Listen and choose.

Listen to the presentation. For each item, choose the correct option, **a** or **b**, to complete the sentence.

- 1 Mir'aah is one of the largest solar energy plants in **(a) Oman / (b) the world**.
- 2 Mir'aah uses **(a) solar panels / (b) large mirrors** to generate steam.
- 3 The steam is used to extract **(a) oil / (b) natural gas**.
- 4 Using natural gas to extract oil is not **(a) cost effective / (b) environmentally friendly**.
- 5 Using solar power will reduce the oilfield's carbon footprint by **(a) 200,000/ (b) 300,000** tonnes per year.

4 Listen and sort.

Listen to the final part of the presentation.
Sort statements 1-6 into **advantages** and **disadvantages**.

Advantages	Disadvantages

1

Solar energy does not produce greenhouse gases.

2

Solar panels are expensive to install.

3

Over time, solar panels will save money on electricity bills.

4

Solar panels require a lot of space.

5

Solar panels do not generate electricity on cloudy days.

6

Solar panels do not require much maintenance.

Useful Language

Talking about advantages and disadvantages

The greatest advantage of (solar energy) is...

The main benefit of (wind power) is ...

Another advantage is ...

The biggest disadvantage of (biofuel) is ...

One disadvantage is ...

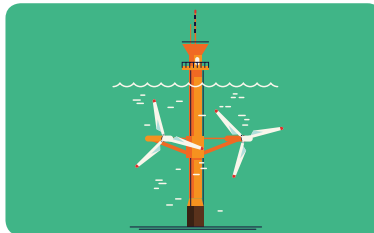
Overall, the advantages outweigh the disadvantages.

5 Discuss.

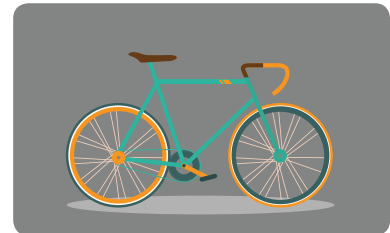
Think about the ideas below for using renewable energy in Oman.
Discuss the **advantages** and **disadvantages** of each idea with your group.
Use the expressions in the **Useful Language box** to help you.



Installing a wind turbine at your school to generate electricity to power the lights in your school.



Installing underwater turbines off the coast of Oman to generate tidal energy.



Giving students bikes that generate electricity when they ride them. The electricity can be used to charge electronic devices.

1 Read and think.

Read the email and answer the question below.

What is the purpose of the email?

- 1 to make a complaint
- 2 to make a request
- 3 to send an invitation



New message

To: s.brown@miraah.com

Subject: Visit request

Dear Mr Brown,

I hope that you are very well.

My name is Mazin. I am a third-year student at the Science and Technology College. I study Engineering and as part of our course this year, we have been learning about renewable energy. For our final assignment, we have to research and write a report about a sustainable project in Oman.

My team would like to write a report about the Mir'aah project. Therefore, I am writing to request a visit to the Mir'aah site. We would like to learn about how the plant operates and the environmental benefits of using steam instead of gas to extract oil. In addition, it would also be helpful to speak to an engineer because we have some questions about how the plant was built. We would also like to take some photographs for our report.

If a visit is possible, we would like to visit at the start of next month and there will be four of us.

Any help you can provide will be greatly appreciated.

Kind regards,
Mazin

Send

2 Read and answer.

Read the email in **Activity 1** again and answer the questions below.

- 1 What does Mazin study?
- 2 Why do Mazin and his classmates want to visit the Mir'aah project?
- 3 What do Mazin and his classmates want to do when they visit the Mir'aah project?
- 4 When do Mazin and his classmates want to visit the Mir'aah project?

3 Read and analyse.

Read the email in **Activity 1** again and discuss the questions about the structure of the email.

- 1 In which paragraph does Mazin introduce himself?
- 2 What other information does Mazin provide about himself?
- 3 In which paragraph does Mazin state his request?
- 4 Which conjunctions does Mazin use in his email?
- 5 How is this email different to the emails on page 26 of the Classbook?

4 Read and answer.

Match the extracts from the email **1-5** with their functions **a-e**.

- | | |
|--------------------------------------------------------|-----------------------------|
| 1 Dear Mr Brown | a a polite opening sentence |
| 2 I hope that you are very well | b a polite closing |
| 3 I am writing to request a visit to the Mir'aah site. | c a closing comment |
| 4 Any help you can provide will be greatly appreciated | d a polite greeting |
| 5 Kind regards | e a request |

5 Sort and write.

Sort the words and write the sentences in the correct order.

- 1 help me / if / to ask / I am writing / with / be able to / you / would / my project. /
- 2 next Monday. / you / to invite / We / the Science Fair / would like/ to / our school / at
- 3 to visit / whether it / I am writing / would be / to ask /your company. / possible /
- 4 looking for / Earth Day / are / a presenter / at / We / for / event / an / our college. / be available / a presentation? / Would you / to give /

6 Language review.

Read the email in **Activity 1** again and find the following items.

- 1 Two **conjunctions** that **give a reason**
- 2 Two **conjunctions** that **add information**
- 3 Two **compound nouns**
- 4 Two different examples of **adjective suffixes**

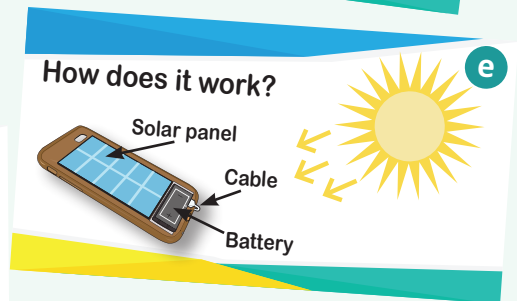
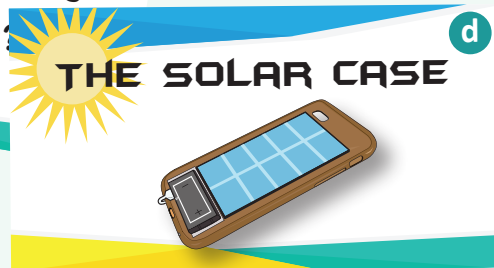
Learning Strategy

It is important to revise new language regularly to help you learn and recall it.

Project

1 Read and match.

Ali's team are giving a presentation about their invention. Look at the slides from their presentation. Match the slides a-g to the extracts from the presentation 1-7 below.



- 1 **Good morning, everyone. Welcome to our presentation about our renewable energy invention.**
- 2 Do you ever run out of battery on your phone while you are out with no way to charge your phone? **This is the problem that inspired our design. Our invention is called** The Sun Case. It is a solar powered phone cover.
- 3 **Our invention has two purposes. Firstly,** it is a protective cover for your phone. **Secondly,** it can be used to charge your phone battery.
- 4 There is a solar panel on the phone case. This converts sunlight into electricity. There is a battery in the case to store the electricity and a small cable to connect the case to your phone when you want to charge it.
- 5 If you are outside in the sun, the case will charge automatically. Alternatively, you can leave the case outside in the sun and put it back on your phone when it is charged.
- 6 **The main advantage of our invention is** that you can charge your phone anywhere and you do not need a phone charger. **Another advantage is** that it is a more eco-friendly way to power your phone.
- 7 **Thank you for listening. Does anyone have any questions?**

2 Plan.

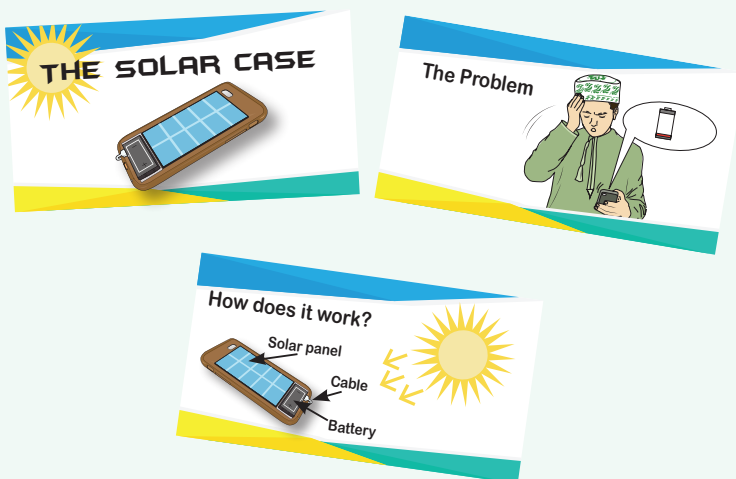
You will design an invention powered by renewable energy.

Brainstorm ideas for your invention and answer the questions below with your group.

- 1 What is your invention?
- 2 What problem does it solve?
- 3 What type of renewable energy does it use?
- 4 How does it work?
- 5 What are the advantages of your invention?
- 6 Does your invention have any disadvantages? Can these be solved?
- 7 What is the name of your invention?

3 Do a project.

- 1 Work with your group to design your invention. Present your design on a set of slides or a large poster.



- 2 Prepare a presentation about your invention. Each member of your group has to participate in the presentation. Use the phrases from **Activity 1** and the tips below to help you prepare your presentation.

Tips for Giving Presentations

- Practise before the presentation
- Use notes to help you
- Have open body language
- Do not read from slides
- Relax and smile
- Speak clearly
- Pause regularly
- Keep it simple
- Make eye contact with the audience

4 Present.

Present your invention to your classmates.

Listen to your classmates' presentations and ask questions about their inventions.



4

Civilisation

1 Read and match.

Match the names of the civilisations with pictures 1-6 below. Listen and check your answers.

Mayan Majan
Egyptian Roman
Greek Sumerian



2 Read and discuss.

1 Read the facts below about the civilisations from Activity 1. Which civilisation do you think each fact describes?

Ancient Civilisation Facts

1 This **civilisation** conquered many lands and at its largest, **citizens** of the empire accounted for 12% of the total world population.

2 This **ancient** kingdom was an important source of copper and famous for building ships.

3 This ancient civilisation was responsible for many important inventions. Art and **culture** also thrived during this time.

4 This civilisation gave great importance to knowledge and was not limited to one **united** country with one king or **leader**.

5 **Archaeologists** do not know for certain why this civilisation in Central America collapsed.

6 This was one of the greatest and most powerful civilisations in the history of the world. Many treasures were **discovered** in the pyramids that were built during this time.

2 Look at the vocabulary in **bold** in each sentence. Explain the meaning of any words you know to a partner.

3 Discuss.

Discuss the questions below with a partner.

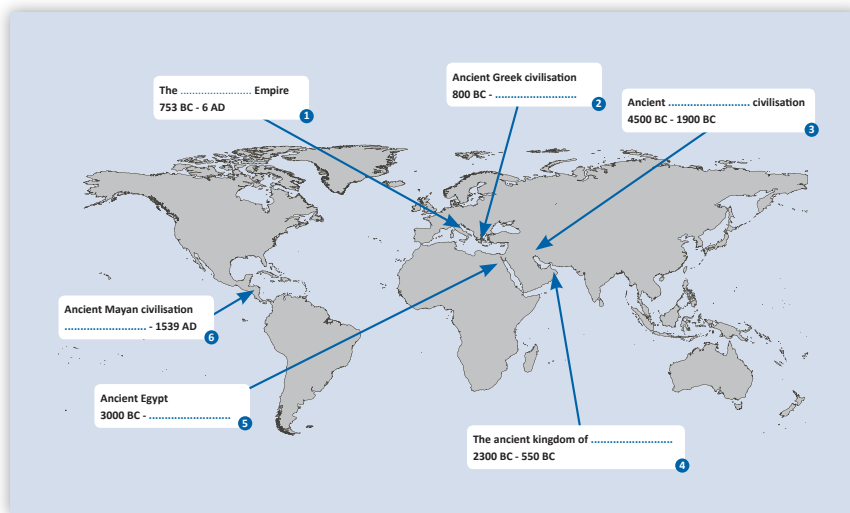
What else do you know about these ancient civilisations?
Why is it important to study ancient civilisations?



Reading and Understanding

1 Listen and complete.

Listen and complete the missing information on the enlarged copy of this map on page 43 of the Skills Book.



2 Read and identify.

In texts 1-4, teenagers from the past describe their civilisations. Read the texts and use the map from Activity 1 to identify which civilisation each teenager is from.

Voices from the Past

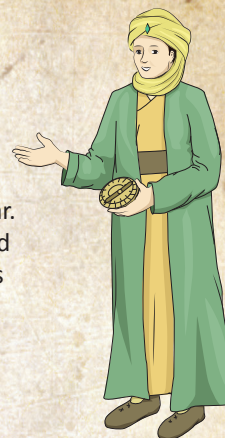
1

It is the year 100 AD. My name is Livia. I live in the capital city which is the centre of our great **empire**. In my **society**, we are very interested in sports and games. Last week, my father took us to the Colosseum. I was amazed at the size of the building which can seat 50,000 people. It was built using a new material called concrete. We watched gladiators fighting some big animals like lions and bears.



2

It is the year 950 BC. My name is Mubarak and my father is a trader. He also owns a copper mine. We live in Al Asil, in Sohar. The people here are very skilled at building ships. My father has a fleet of dhows and he sails to many places to **trade** copper. He navigates using the stars. Sometimes I sail with him and I have visited many beautiful places.

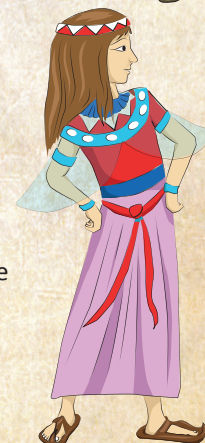


It is 2100 BC and my name is Iskur. I am training to be a 'Sangu' which means accountant. I have to write information on clay tablets using a form of writing called 'cuneiform'. My older brother is an architect. He helped build the Great Ziggurat at Ur. The ziggurat is a huge **monument** that was constructed using clay bricks. Some people think it is the tallest and most beautiful building in the world.



3

It is 1500 BC and my name is Atet. **Agriculture** is the main industry in our **economy**. My family owns a lot of land which means we are wealthy. Because of this I was able to have an education. I learned how to read hieroglyphics. I will get married soon so I have to help my mother and learn how to run the household. Feasts are important in our culture. We often have big parties for our family and friends with lots of music and dancing.



4

3 Read and answer.

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

- 1 What jobs are mentioned in the texts?
- 2 Which teenagers talk about buildings?
- 3 What are the two forms of writing mentioned in the texts?
- 4 Which teenager was born first?
- 5 In which civilisation would you like to be a teenager? Why?

Learning Strategy

Writing definitions of new vocabulary in your exercise book or vocabulary notebook will help you to remember the meaning of new words.

4 Read and complete.

Use the words in **bold** in **Activity 2** texts to complete the definitions below.

- 1 To _____ means to buy, sell or exchange goods and services.
- 2 A _____ is a large group of people who live together in an organised way.
- 3 _____ means the work of farming.
- 4 An _____ is a group of countries ruled by a single person, government or country.
- 5 _____ means the system of trade and industry that generates wealth in a country.
- 6 A structure or building that is built to honour a special person or event is called a _____.

5 Discuss.

Read the role play instructions below.
Do a role play in groups.

Instructions

- 1 Your teacher will give you a role play card.
- 2 Imagine that you are a teenager from an ancient civilisation.
- 3 Work in groups.
- 4 Take turns to talk about your civilisation using the facts on your role play card.
- 5 Ask the other students in your group to guess which civilisation you are talking about.

Remember not to mention the name of your civilisation.



3 Read and sort.

Read the debate topic and the opinions from the debate.
Decide whether each opinion is For (F) or Against (A) the debate.
Write F for for and A for against.

Inventions are more important than people in a civilisation

- 1 Some inventions like air conditioning are quite important because they keep people cool.
- 2 Laws, morals and religion are absolutely essential to civilisation. The way people behave is more important than the inventions they create.
- 3 Inventions are very important because they improve people's lives. For example, because of smartphones we can stay connected to our family and friends wherever we are.
- 4 People are definitely more important because they make inventions. There would be no inventions without people.
- 5 Many civilisations invented things, so I suppose inventions are fairly important.
- 6 I certainly think that inventions are more important than people, because inventions last forever.
- 7 Some inventions are really dangerous. For example, nuclear weapons were designed to kill large numbers of people.

4 Discuss.

Discuss the questions about the opinions in **Activity 3** with a partner.

- 1 Which opinions are stronger?
- 2 Which opinions are less strong?
- 3 What makes these opinions strong or less strong?

Adverbs of Degree

We use adverbs of degree to express something more strongly.

For example, Studying is important.

I love camping in the mountains.

Studying is **very** important.

I **absolutely** love camping in the mountains.

5 Read and list.

Read the opinions in **Activity 3** again.
Identify the adverb of degree in each opinion and make a list in your exercise book.

Listening and Speaking

1 Discuss.

1 Many leaders have had great ideas about how people should live together. Discuss the meaning of each quote with a partner.

What do you think this quote means?

I think it means...

"Our country in the past was famous and strong. If we work in unity and cooperation we will regenerate that glorious past and we will take a respectable place in the world."



Sultan Qaboos

1

"You can no more win a war than you can win an earthquake."



Jeannette Rankin

2

"Only when the last tree has died and the last river been poisoned and the last fish been caught will we realise we cannot eat money."



Cree native American proverb

3

"An eye for eye only ends up making the whole world blind."



Mahatma Gandhi

4

"I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."



Martin Luther King

5

"One child, one teacher, one book, one pen can change the world."



Malala Yousafzai

6

2 Match the words in the box below to quotes 1-6 .

war education the environment equality revenge cooperation

2 Listen and choose.

Listen to the information about the United Nations. For each item, choose the correct option to complete the sentence.



The United Nations

The United Nations is an international organisation formed by governments around the world to maintain peace, develop friendly relations between nations and achieve international cooperation.

It also works to address 21st century issues such as human rights, climate change, sustainable development, equality, and humanitarian and health emergencies.

- The UN Charter was signed on the _____ 1945.
 - 25th of April
 - 26th of June
 - 24th of October
- The UN has _____ official languages.
 - 6
 - 50
 - 193
- The leader of the UN is the _____.
 - UN Secretariat
 - Secretary General
 - General Assembly
- _____ is the unofficial name of the UN and its partner programmes.
 - The UN family
 - UNESCO
 - UNICEF
- In 2017, the UN provided food to _____ million people.
 - 3
 - 65.3
 - 80

3 Listen and complete.

Listen to the information about the **Universal Declaration of Human Rights**. Complete the text below.

The Universal Declaration of Human Rights

On the 10th of December, (1) _____ the Universal Declaration of Human Rights was (2) _____ by the United Nations. The document lists universal human rights which should apply equally to everyone, everywhere, at all times. The document contains (3) _____ articles. It has been translated into over (4) _____ languages. International (5) _____ Day is celebrated every year on the 10th of December.

4 Discuss.

Look at the summary of six articles from the **Universal Declaration of Human Rights**. Tell your partner what each article means in your own words.



The Universal Declaration of Human Rights

Article 1
All human beings are born free and have equal rights. Everyone should respect each other.

Article 2
Everyone has the same human rights whatever their race, colour, gender, language or religion.

Article 3
Everyone has the right to life, freedom and security.

Article 6
Everyone has the right to be treated equally by the law.

Article 15
Everyone has the right to a nationality.

Article 26
Everyone has the right to an education.

I think that Article 1 is about equality. It means that every person has the same rights and so we should treat people respectfully and kindly.

I agree. What about Article 2?

5 Discuss and write.

Work in groups.

Discuss what universal rules would make the world a better place.

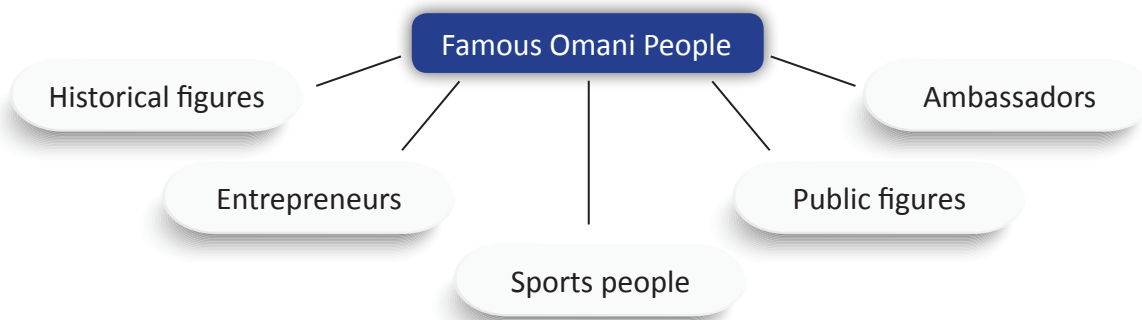
Write three articles to add to the Universal Declaration of Human Rights.

1 Discuss.

Work in groups.

Look at the categories below.

Tell your group about any famous Omani people you know for each category.



2 Read and answer.

Read the biography of Ahmed Bin Majid and answer the question below.

According to the text, what three things was Ahmed famous for?

Ahmed Bin Majid

Ahmed Bin Majid was a famous Omani sailor and navigator. He was known as the 'Lion of the Sea' for his expertise in sailing and navigation.

Ibn Majid was born around 1421 in Oman. He was raised in a family of professional sailors. At a young age, Ibn Majid took his first sailing trip with his father. His father taught him everything he knew about sailing and navigation. He also insisted that Ibn Majid had a clear understanding of the Qu'ran.

At the age of seventeen, Ibn Majid became a sailor. He quickly progressed to the position of Master Mariner. However, he was not only famous for his sailing ability. Perhaps his most important achievement was the books he wrote to record his knowledge of sailing, navigation and the ports of the Arab trading empire. His most famous book is called 'Al-Fawa'id Fi Usul ilm Al-Bahr Wa Al-Qawaid'. He also wrote almost 40 poems.

Ibn Majid invented the 'kamal' a simple but effective tool for navigation. He also redesigned the compass which was originally invented by the Chinese. His compass was far superior and the compasses we use today are based on his design.

The exact date of Ibn Majid's death is not known. Historians think he probably died around 1500. He will be remembered as one of the most famous navigators and explorers of all time.

Sources: <https://archive.aramcoworld.com/issue/200504/the.navigator.ahmad.ibn.majid.htm>
Oman Encyclopaedia (الموسوعة العمانية)

3 Ask and answer.

Dr Lamyia Al Haj is a university lecturer, public speaker, scientist and researcher from Oman. Work in pairs. Ask and answer questions about Dr Lamyia Al Haj using the information below.

- Born on 31st May 1982 in Buraimi, Oman
- Has two brothers and two sisters and is the fourth of five children
- Married with three sons
- Always loved science
- Studied Bachelor of Science (BSc) at Sultan Qaboos University, Oman and graduated in 2004 with a high distinction
- Studied MSc Science & Technology in Environmental Science at the University of New South Wales Australia, graduated in 2006
- Studied PhD Molecular Biology, University College London, UK and graduated in 2014
- Works as an Assistant Professor at Sultan Qaboos University
- Publishes research and presents at conferences
- Represents women of the Sultanate nationally and internationally
- 2003 - Received the Award of Excellence from His Majesty Sultan Qaboos for outstanding academic achievement
- 2016 - Was the first Omani invited to address the Harvard Business School Alumni In HBS Crossroad Conference in Dubai as a role model for woman in STEM
- 2018 - Received the L'Oreal UNESCO Award for Women in Science and the National Research Award in renewable energy
- Dr Lamyia hopes to empower Omani youth and unleash their potential in creating positive change and development in Oman



4 Write.

- 1 Look at the phrases for writing biographies in the Useful Language box below. Read the biography about Ahmed Bin Majid in **Activity 2** again. Identify which phrases are used in the biography.

Useful Language

Biographies

(Name) is/was a famous/well known ...

(Name) is famous because ...

At/From a young age ...

At the age of he/she ...

In (year) he/she...

One year later,...

He/ She studied (subject) at (university)

His/ her most important achievement was ...

One of his/her greatest achievements is ...

(Name) will be remembered as/for ...

(Name) currently ...

In the future, he/she hopes to ...

- 2 Write five sentences about Dr Lamyia Al Haj.

Use the information from **Activity 3** and the phrases from the **Useful Language box**.

Example

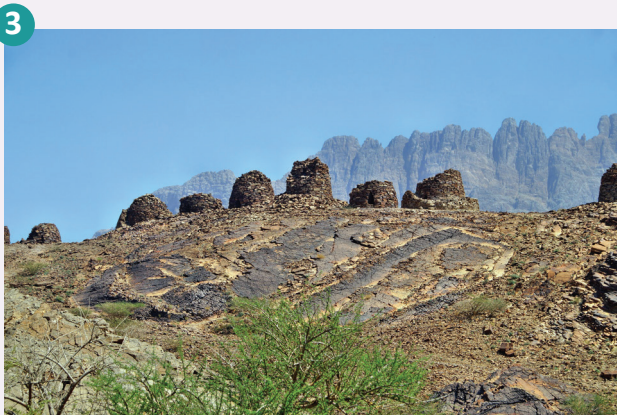
Dr Lamyia Al Haj is a well-known Omani scientist.

In 2004, she graduated from Sultan Qaboos University with a BSc in Science.

Project

1 Discuss.

Look at the pictures of archaeological sites in Oman below.
Discuss the questions in groups.



- 1 What are the names of these archaeological sites?
- 2 Do you know anything about any of these archaeological sites?
- 3 Have you ever visited any of these archaeological sites?

2 Listen and identify.

1 Maha and her group are planning how to research an archaeological site in Oman for a project. Listen to their discussion. Which types of research do they talk about?

- a) looking for information online
- b) looking for information in a book
- c) asking a history teacher about the site
- d) contacting the Ministry of Heritage and Culture
- e) visiting the archaeological site
- f) looking for information in the national museum
- g) looking for videos about the site on YouTube

2 Discuss the questions below in your group.

- 1 What are the advantages and disadvantages of each method of searching for information?
- 2 Which sources of information will be the most and least reliable? Why?
- 3 Why is it important to use information from reliable sources?



3 Read and discuss.

Maha and her group made an information leaflet about the Al Baleed Archaeological Park. Look at the information and answer the questions below with your group.

- 1 What kind of information is provided in the leaflet?
- 2 What facts have been included in the leaflet? Make a list.
- 3 Is there any other information that could be added to the leaflet?
- 4 What do you think about the design of the leaflet?

The Al Baleed Archaeological Park



The History of Al Baleed

Al Baleed was the most important ancient port on the Arabian Sea. It is located in Salalah, Dhofar. The Al Baleed site dates back to 2000 BC. The port city of Al Baleed was established in the 11th century and it became the centre of the frankincense trade.

Al Baleed was discovered in 1930. The huge 64,000 hectre site is still being excavated by archaeologists today. In 2000, the site was given UNESCO World Heritage Site status.

The Al Baleed Archaeological Site

The ancient city of Al Baleed was divided into three main sections: commercial, residential and services. One of the most important discoveries was the Al Baleed mosque, which archaeologists believe was built in the 11th century. The mosque was located in the west of the city. It had 144 columns and some of the columns can still be seen today. The remains of a 13 metre high fort were also found in the same part of the city. The city was surrounded by a wall to protect it from floods during the Khareef season in Dhofar.

Visiting the Al Baleed Archaeological Park



The Al Baleed Archaeological Park is a must see attraction for any visitors to Dhofar. It is part of the Frankincense Route and is located in Salalah. Opening hours are 8am - 8pm and the entrance fee is 2 OMR per car. In addition to exploring the ruins of Al Baleed, visitors can also visit the Frankincense Land Museum.

Source: <http://www.omantourism.gov.om>

4 Plan and do a project.

You are going to design and make an information leaflet about an archaeological site in Oman. Discuss the questions below with your group. Make notes about your ideas. Then create your information leaflet.

- 1 Which archaeological site do you want to make a leaflet about?
- 2 How will you research your archaeological site? Think about the ideas from Activity 2.
- 3 What information will you include in your leaflet?
- 4 How will you design your leaflet? Think about the size, colours, images and layout.

