

SULTANATE OF OMAN
MINISTRY OF EDUCATION

نتقدم بثقة
Moving Forward
with Confidence



10A

English for Me

SKILLS BOOK
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 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 Skills Book.

Thank you.

**Sultanate of Oman
Ministry of Education**

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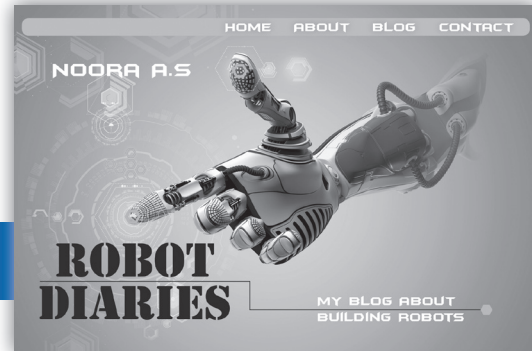
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Learning Outcomes for Grade 10A

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

Reading and Understanding

1 Read and answer.

Read the texts and answer the following questions.

- 1 Which social media platforms do these teenagers use?
- 2 What activities do they enjoy doing on social media?



My Favourite Social Media

Rebecca



My favorite social media platform is Instagram. On a typical day, I spend up to 2 hours using it and I follow about 400 people. I love it because I like photography and I enjoy sharing, editing, and viewing photos. I follow all my friends and I scroll through their feeds everyday. I also love following different (1) _____. I think that Instagram is a great platform for businesses. They can (2) _____ with customers, post pictures of their products and other users can tag companies or their products in pictures. It's basically free advertising!

Omar



I am a very private person. I was (3) _____ to join any social networks, but my friends persuaded me. I joined several social networks, but my favorite is Facebook because it is the only one that I actively (4) _____ in. I like to look at what other people post and keep up with my friends' lives. But I don't like posting about my own thoughts and life.

My Facebook account is private and I'm careful about what I share. I am always skeptical about news posted on Facebook because anyone can make up fake news. I always double check before sharing these kinds of posts.

Mike



I am addicted to YouTube. I usually watch and (6) _____ videos related to my studies. These videos really help me with my school work, I often look up information, especially for my English homework. I love it when I come across new information

and different ideas. Sometimes I leave a comment, if a video is really interesting. I also follow some famous YouTubers' channels, they are really (7) _____. I'm currently creating a YouTube channel to upload my own videos about my favourite hobby, snorkeling.

Sophie



I don't use a lot of social media. I prefer reading newspapers instead because I can get detailed information about the latest world events from a trusted (8) _____. However, my favourite newspaper, which is the

one of the world's leading international newspapers, has now been digitalised. So now I go online and read it. I enjoy reading the news more now because it is more (9) _____. I can post comments on stories and talk with other readers.

Learning Strategy

Skimming is an important reading skill when you want to understand the general idea of a text quickly. It helps you decide if a text has the information you need and if you should read the text in detail.

Maryam



I am constantly on Snapchat taking photos and videos, and talking with my friends. I really like Snapchat because it is fun to use. I can put filters on my pictures

and videos, stay connected to my friends and meet new people. I enjoy creating stories and sharing them. Only my friends can see what I post and once they view a post, it disappears! Although it's fun, it is important to be aware of cyber bullying and trolling. Many users leave horrible (5) _____ about people's appearances or personalities. This can be very difficult to deal with.

2 Read and complete.

Read the texts in **Activity 1** again.
Complete the gaps **1-9** with the words below.

a) <i>awesome</i> (adj)	amazing, extremely good
b) <i>source</i> (n)	someone or something that supplies information
c) <i>interactive</i> (adj)	a two-way flow of information
d) <i>communicate</i> (v)	to share or exchange information, news or ideas
e) <i>download</i> (v)	to copy information from the Internet to a computer
f) <i>participate</i> (v)	to be involved in something
g) <i>comments</i> (n)	verbal or written remarks expressing an opinion
h) <i>reluctant</i> (adj)	not willing to do something and therefore slow to do it
i) <i>brands</i> (n)	products made by a particular company

3 Read and match.

Read the texts in **Activity 1** again.
Identify the person that each statement describes. Write their names next to the statements.

- 1 This person has several social media accounts, but hardly uses any of them.
- 2 This person mainly uses social media for sharing photos.
- 3 This person uses their favourite platform for learning and entertainment.
- 4 This person likes to read and stay up to date with informative and reliable news.
- 5 This person is aware of the dangers of online bullying.

4 Write.

Write a short paragraph about your favourite social media platform.
Include information such as why it is your favourite and what kind of activities you use it for.

.....

.....

.....

.....

.....

.....



Grammar and Vocabulary

1 Read and match.

Read the sentences 1-5 and circle the correct word or words that give the second sentence the same meaning as the first sentence.

- 1 Computer screens are not as big as TV screens.
Computer screens are **bigger / smaller than** TV screens.
- 2 Some mobile phones are as expensive as laptops.
Some mobile phones are **the same price as / more expensive** than laptops.
- 3 Football is the most popular sport in my school.
Basketball is **as popular as / not as popular as** football in my school.
- 4 Patrick is not as good as David at playing video games.
Patrick is **worse / better** than David at playing computer games.
- 5 Facebook is the most successful social media platform.
Instagram is **as successful as / not as successful as** Facebook.

2 Read and write.

For each item, rewrite the sentence using **not as (adjective) as**.

Example Nasser thinks playing video games is more interesting than watching TV.
—————> Nasser thinks watching TV is not as interesting as playing video games.

- 1 My brother is taller than me.
—————> I am my brother.
- 2 Eating salad is healthier than eating fast food.
—————> Eating fast food is eating salad.
- 3 My ticket to New York is more expensive than my ticket to Mumbai.
—————> My ticket to Mumbai
- 4 My marks in Physics are better than my marks in Arabic.
—————> My marks in Arabic
- 5 Watching football on TV is more exciting than watching swimming.
—————>

3 Write.

Write three sentences comparing two people, places or things.

Example I am not as good as Omar at playing tennis.

- 1
- 2
- 3

4 Read and circle.

Read the sentences 1-6.

Circle the correct phrasal verb to complete each sentence.

- 1 Can you **plug in / click on** the computer, please?
- 2 I need to **go offline / sign into** my email account.
- 3 I use an online dictionary to **look up / make up** new words.
- 4 I read the news online to **keep up with / run out of** world events.
- 5 It is important to **hang up / back up** your computer files so that you do not lose them.
- 6 Digital natives are so addicted to social media that they never **log in/ log out**.

5 Read and speak.

Noor is helping her friend Dana set up a new email account.

Read the dialogue in pairs.

Predict which phrasal verbs might complete each sentence.

Then listen and check.



- Dana: Hi Noor! How are you? I want to register for that new email service you told me about. Can you help me?
- Noor: Sure. Do you want to do it now?
- Dana: Yes. I'll just (1) _____ my computer. Okay, I'm ready.
- Noor: Great. First you need to (2) _____ and search for 'super-fast email'.
- Dana: Okay, I'm already online and I've found the website.
- Noor: Okay, good. Now (3) _____ 'new account'.
- Dana: Okay, I've clicked on it.
- Noor: Great. So to (4) _____ for the email account, you just need to enter your information and choose a password.
- Dana: Okay. I am going to (5) _____ so that I can do that.
- Noor: Sure, no problem. Let me know if you need any more help.
- Dana: Thank you, Noor.

6 Role play.

Work in pairs to create a role play about setting up a social media account.

Student A You want to set up a new social media account. Ask your friend for help.

Student B Give your friend instructions about how to set up their social media account.

Use three phrasal verbs from the box in your dialogue.

keep up with
hang up

sign up
click on




log in
turn on

go online

Listening and Speaking

1 Listen and match.

Listen to three teenagers talk about their experiences with social media.
Match the person to the number of followers they have and their social media skill.

1		Mo	20K	making videos
2		Rebecca	120K	tweeting
3		Peter	15K	taking pictures

2 Listen and match.

You are going to listen to Mo's podcast about social media.

- 1 Before you listen, work in pairs to make a list of things you need to do to be successful on social media.

.....

.....

.....

- 2 Listen to the podcast and tick any ideas on your list that Mo mentions.



3 Listen and choose.

Listen to the podcast again.
For each item, choose the correct option and write it into the space.

- 1 The podcast is about social media.
a) the history of b) being successful on c) the disadvantages of
- 2 Mo's first piece of advice is to
a) create content you love b) promote yourself c) think before you post
- 3 According to Mo, you should choose a social media platform based on your
a) content b) skills and abilities c) audience
- 4 Mo does not recommend as a way to promote yourself.
a) commenting on posts b) participating in forums c) buying followers

4 Read and answer.

Read the dialogue below in pairs. What does Jack suggest?



Jack: Dan, you know I love science? Especially experiments?
 Dan: Yes...
 Jack: Well I've had an idea.
 Dan: Really? What?
 Jack: Well, I was thinking about how lots of people think science is difficult. But maybe if somebody explains how experiments work, it might be easier to understand.
 Dan: Okay...
 Jack: So why don't we make our own YouTube channel for science?
 Dan: A YouTube channel?
 Jack: Yes. We could film experiments and upload them to YouTube. What do you think?
 Dan: I think it's an amazing idea!
 Jack: Great! Perhaps we can ask Sam if he can film us. He's in the photography club.
 Dan: That sounds great. Let's go.

5 Read and think.

Look at the expressions in the **Useful Language box** for making and responding to suggestions. Underline expressions for making and responding to suggestions in the dialogue in **Activity 4**.

Useful Language

Making Suggestions

How/ What about ...?
 Let's
 Perhaps/Maybe we can ...
 You/we could ...
 Why don't you/we ...
 You/We should ...

Responding to Suggestions

That sounds great.
 I think it's a great idea.
 That's an excellent idea!
 Good thinking.
 Yes, I suppose you're right.
 Ok. What do you suggest?
 I don't think it's a good idea.
 I don't think so.
 I'm not sure about that.
 How about instead?

6 Discuss.

Imagine that you are going to create a new media project about something you love. Discuss the questions below with your group and make some notes. Use the expressions from the **Useful Language box** to help you discuss your ideas.

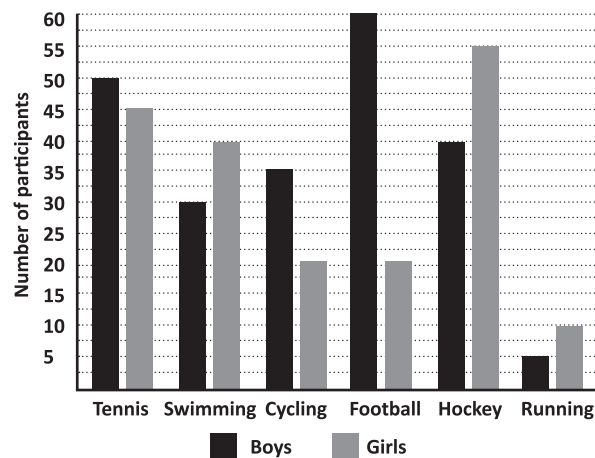
- What kind of new media will you use for your project?
 a video channel a website a podcast a social media page
- What kind of content will your project focus on?
- How will you attract followers to your new media project?

1 Read and answer.

Study the chart and answer the questions.

- 1 What is the chart about?
.....
- 2 Which is the most popular sport for boys?
.....
- 3 Which is the least popular sport for girls?
.....
- 4 Which sports are more popular with girls than boys?
.....

Sports played by boys and girls at the IB School in 2018



2 Read and complete.

Look at the chart in **Activity 1** again.

Use the information from the chart to complete the sentences below.

- 1 The _____ illustrates _____ played by _____ at the IB School in _____.
- 2 Overall, _____ at the IB School are more interested in playing sports than _____.
- 3 The most popular sport for boys is _____, with a total of 60 boys playing the sport.
- 4 The _____ sport for girls is hockey, with a total of _____ girls playing the sport.
- 5 The _____ sport for both _____ is running, with only 5 boys and 10 girls participating in the sport.
- 6 A _____ number of boys and girls play tennis. It is also a popular sport, but not _____ popular _____ football and hockey.
- 7 The most significant difference in the type of sports played by boys and girls is _____.
This is the most popular sport for boys, _____ only 20 girls play the sport.
- 8 To summarise, _____.

3 Read and write.

Look at the pie chart.

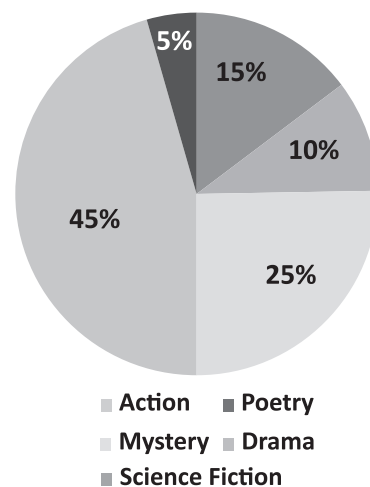
Write four sentences about the chart in your exercise book.

Use the prompts below.

Write a sentence that...

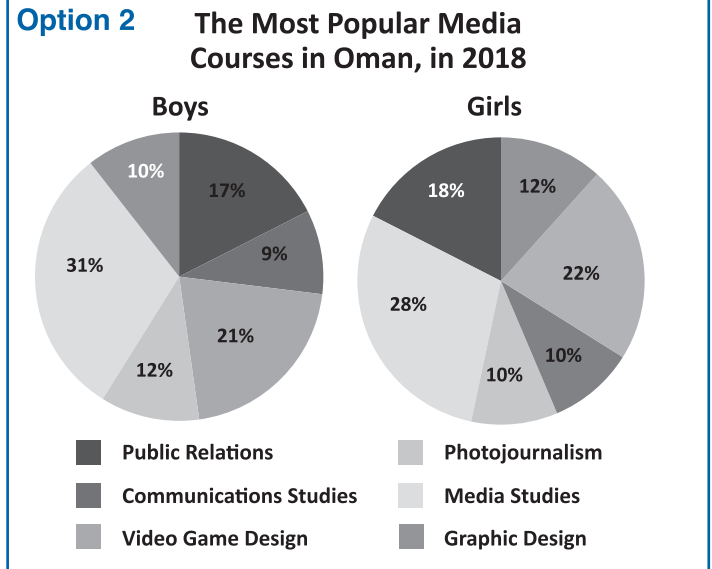
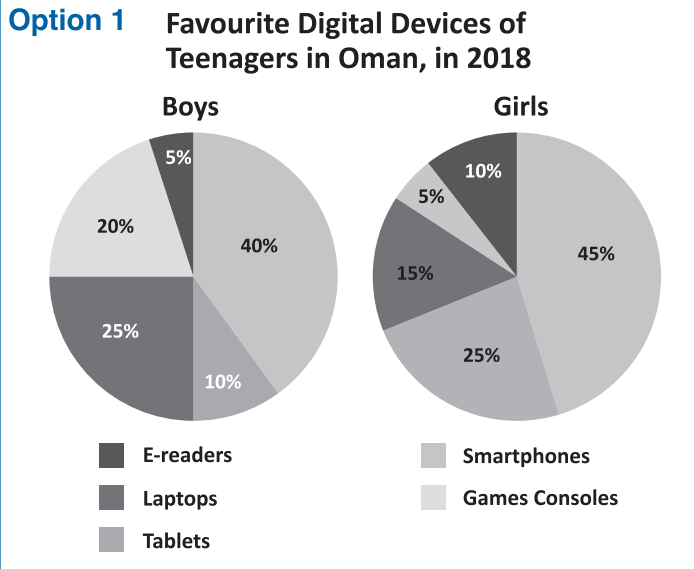
- 1 describes what the charts shows
- 2 includes a comparative adjective (e.g. **more popular**)
- 3 includes a superlative adjective (e.g. **the most/least popular**)
- 4 includes the structure '...**not as (adjective) as...**'
(e.g. ...**not as popular as...**)

Favourite Book Genres of Grade 10 Students in Oman



4 Think and discuss.

Look at the two pairs of pie charts below.
Work in pairs. Discuss the information shown in the charts.



5 Plan.

You are going to write a summary about **one of the pairs** of pie charts from **Activity 4**.
Chose **Option 1** or **Option 2**. Complete the plan provided on page 44 of this book.

6 Write.

Write the **first draft** of your summary in your exercise book.

Learning Strategy

Refer to the Writing Reference, pages 54-55 for more support.

7 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

Writing Checklist	First Draft	Second Draft
1 I have written an introductory sentence describing what the chart shows.		
2 I have written about general findings in the first paragraph.		
3 I have written about more specific details/findings in the second paragraph.		
4 I have used data and numbers from the chart.		
5 I have avoided writing about my opinion.		
6 I have summarised the main findings in the conclusion.		
7 I have used capital letters and punctuation marks.		
8 I have checked my work for grammatical and spelling errors.		

8 Write.

- 1 Exchange your summary with a partner. Give your partner feedback.
- 2 Write the **final draft** of your summary. Use the checklist to evaluate your work again.

Review

1 Think and write.

Think about what you have learnt about the topic **New Media** in this unit.
Write your own definition of **new media** below.

.....

.....

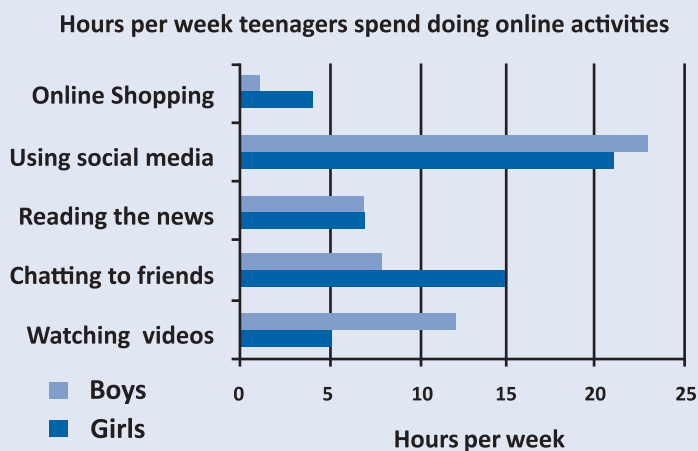
.....

.....



2 Analyse and write.

Look at the chart.
Write a sentence to describe what the chart shows.



.....

.....

.....

.....

3 Correct the errors.

The sentences below are about the bar chart from **Activity 2**.
Each sentence contains some errors.
Read the sentences and correct the errors.

- 1 The more popular onlin activity for teenagers is chatting to friends.
Girls spend 21 hours per week and boys spend 23 hors per week doing this
- 2 online shopping is least popular online activity for boys.
It is slightly the more popular with girls.
- 3 Watch videos online is not popular as reading the news online.
- 4 The less popular online activity for both gendes is online shopping.

Types of Errors

Factual 2
Spelling 3
Punctuation 2
Grammatical 6

4 Word search.

Find the words from the box in the word search.

F	G	S	N	B	O	D	W	O	N	L	I	N	E
H	R	O	Q	L	L	E	S	J	C	D	H	V	S
K	Y	C	W	O	G	N	V	L	Q	Z	I	O	D
T	D	I	K	G	D	A	G	P	Z	T	M	R	N
A	S	A	E	F	D	O	Z	U	C	K	C	V	P
T	B	L	T	L	F	C	W	A	Q	W	S	Q	L
C	P	M	S	Z	X	W	R	N	E	T	O	I	A
E	O	E	H	H	K	E	M	N	L	Y	Q	Y	T
N	S	D	S	L	T	R	S	X	Z	O	R	G	F
N	A	I	B	N	V	A	D	S	J	F	A	F	O
O	N	A	I	F	A	K	E	N	E	W	S	D	R
C	O	M	M	E	N	T	H	J	K	W	S	A	M

blog	download	online
comment	fake news	platform
connect	interactive	social media

5 Phrasal Verbs

Brainstorm phrasal verbs by adding verbs to the prepositions.

+ up

+ on

+ through

6 Reflect.

1 Reflect on your learning in this unit. Work with a partner.

How well did you achieve the learning aims for this unit? Tick the appropriate column.

Did you achieve the learning aims of this unit?	Yes	Partly	No
Understand a variety of reading texts, including an article and a summary			
Understand a variety of listening texts, including an interview and a podcast			
Understand and use vocabulary related to new media			
Use comparative structures in speaking and writing			
Understand and use phrasal verbs			
Discuss issues related to new media			
Make and respond to suggestions			
Interpret visual data from charts			
Write a summary about two pie charts			
Work in a team to design a blog			

Yes, completely

Yes, quite well

Partly, I still feel confused.

No, it was really difficult

2 Think about the activities you did in this unit and write about the following:

Write about an activity you enjoyed and say why you enjoyed it

Write about an activity you found challenging and say why it was challenging

Set a personal learning goal for the next unit

2

Climate Change

Reading and Understanding

1 Predict.

Look at the three animals in the pictures.
Write the name of each animal.
Make some predictions about why each animal is under threat.

Learning Strategy

Making predictions before you read is important because it activates your knowledge about a topic.

Animal 1
Animal 2
Animal 3

Climate change not only affects humans, it is also having a significant impact on animals around the world.

Experts believe that the Arctic sea ice is melting at a rate of 9% per decade due to global warming. As a consequence, many polar animals are at risk. For example, polar bears hunt, rest and raise their young on sea ice. Their main food source is seals, which they can only hunt on the ice. As the ice melts, it is harder for polar bears to survive and consequently many polar bears are dying.



Sea turtles leave the ocean to lay their eggs on nesting beaches. However, because sea levels are rising, nesting beaches might disappear. Therefore, turtles will not have a place to lay their eggs in the future. Furthermore, the temperature of a turtle's nest determines whether eggs are male or female. Warmer temperatures result in female eggs. In the future, there might be more female than male turtles so turtle populations will be under threat.

Koalas live in trees and eat eucalyptus leaves. However, as a result of increased levels of carbon dioxide in the atmosphere, eucalyptus leaves contain less protein. Therefore, koalas have to look for alternative sources of food which puts them at risk of attack by other animals. Global warming has also resulted in more wildfires and because koalas live in woods, their habitat is at risk.



2 Read and answer.

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

- 1 How fast do scientists believe the Arctic ice is melting?
- 2 What do polar bears eat?
- 3 Why do sea turtles leave the ocean?
- 4 Where do koalas live?
- 5 Why is it dangerous for koalas to look for different types of food?

3 Read and tick.

Read the statements in the table below.
Tick the animal or animals each statement describes.



1 The rising sea level is putting the future of this animal at risk.			
2 Greenhouse gases are affecting the diet of this animal.			
3 Warmer temperatures affect the gender of this animal.			
4 It is becoming more difficult for this animal to raise its young.			
5 The habitat of this animal is at risk because of global warming.			

4 Write.

Use the information in the texts to write some predictions about the future of these animals.

e.g. *There **will be** fewer polar bears in the future.*
*Turtles **won't be able to** build nests in the future.*

.....

.....

.....

.....

.....

.....

.....

.....

Will for future predictions

will / will not + infinitive can be used to make predictions about the future

e.g.
There **will be** less Arctic ice in the future.
There **will not be** ice in the Arctic in the future.

Two useful phrases for making predictions about challenging situations in the future are:

will + have to + verb
will not be able to + verb

e.g.
Koalas **will have to find** a different source of food.
Turtles **will not be able to lay** their eggs in the future.

Grammar and Vocabulary

1 Read and choose.

Read the sentences. Choose the correct connector to complete each sentence.

- 1 The world will be hotter in the future **a consequence of/ therefore/ as a result of** global warming.
- 2 **One effect of/ As a result of/ Due to** global warming is more extreme weather.
- 3 Sea levels will be higher **because/ due to/ consequently** the ice melting in the Arctic.
- 4 Sea animals are dying **because of/ so/ an effect of** plastic pollution in the oceans.

2 Read and complete.

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

Write two more sentences using your own ideas.

Circle the effect in each sentence.

- 1 global temperatures. / into / One result of / is / an increase / being released / in / greenhouse gases / the atmosphere/
.....

- 2 more time / because of / online / People / are spending / social media. /
.....

- 3 Consequently / worse. / There / the roads. / traffic jams / are getting / more cars / are/on /
.....

- 4
.....

- 5
.....

3 Discuss.

Look at the three topics below.

Discuss the **causes and effects** of each issue.

Teenagers spending too much time on social media.

The popularity of trips to Dhofar in the summer.

Hotter temperatures in Oman in the future.

I think teenagers spend too much time on social media because they are addicted to it.

Yes, I agree. One effect of teenagers spending too much time on social media is that they can't focus on their homework.



Asma

Fatima

4 Make the words.

Use the words in the box to complete the compound nouns below.

footprint pollution	waste dioxide	effect fuels	warming straw	change gas
1 climate			4 global	
2 greenhouse			5 fossil	
3 carbon			6 plastic	

5 Read and complete.

Read the text.

Complete the gaps using compound nouns from **Activity 4**.

Carbon Footprint

Every person, house, business, organisation and country has a 'carbon footprint'. A carbon footprint is a way to measure how much (1) an activity releases into the atmosphere. Carbon dioxide is a (2) that causes global warming. It is produced when we burn (3)..... Activities such as watching television, using air conditioning or driving a car add to your carbon footprint. Measuring your carbon footprint is one way of understanding how you contribute to (4)..... We can reduce our (5)..... by turning off lights and air conditioning units when we are not in a room, buying local food and reducing our waste.

Greenhouse Gas Producers

- Industry 29%
- Residential buildings 11%
- Commercial buildings 7%
- Transportation 15%
- Agriculture 7%
- Energy supply 13%
- Land change 15%
- Waste 3%

Source www.sciencing.com

6 Write.

Make a list of all the compound nouns you know.

One word compound nouns	Compound nouns with a hyphen	Two word compound nouns

Listening and Speaking

1 Listen and complete.

Listen to some extracts from the debate from page 18 of the Classbook. Complete the expressions in the **Useful Language box** below.

Useful Language	
Introducing an opinion/argument	We (1) _____ that, ... In our (2) _____ ...
Agreeing with an opinion/argument	That's true.
	I see your (3) _____.
	That's a good point. You are absolutely (4) _____.
Disagreeing with an opinion/argument	I'm sorry but I (5) _____. You are right to some extent, but ... I (6) _____ but ...
Summarising an argument	To sum up, ...

2 Pronunciation.

Word Stress for Important Information

When we are trying to make a point or persuade someone our argument is correct, we often stress or emphasise the words that we think are most important.

Listen to the example from debate.

*'We believe that **governments** are responsible for stopping global warming.'*

The word government is stressed because the speaker is arguing that governments are responsible for stopping global warming, so the word '*governments*' is important.

1 Listen to the extracts 1-4 from the debate below.

Underline the word that the speaker emphasises in each sentence.

- 1 In our opinion, individuals are responsible for stopping global warming.
- 2 I understand, but money is not as important as saving the planet.
- 3 However, we do not believe people will change their lifestyles unless governments change laws and policies.
- 4 If we want to reduce global warming, we all have to change our habits.

2 Practise saying each sentence and emphasising the word you underlined.

3 Brainstorm.

You are going to take part in a debate.

The topic of the debate is **It is easy to live a more eco-friendly lifestyle.**

Brainstorm some arguments **for** and **against** this statement.

Arguments for	Arguments against

4 Plan.

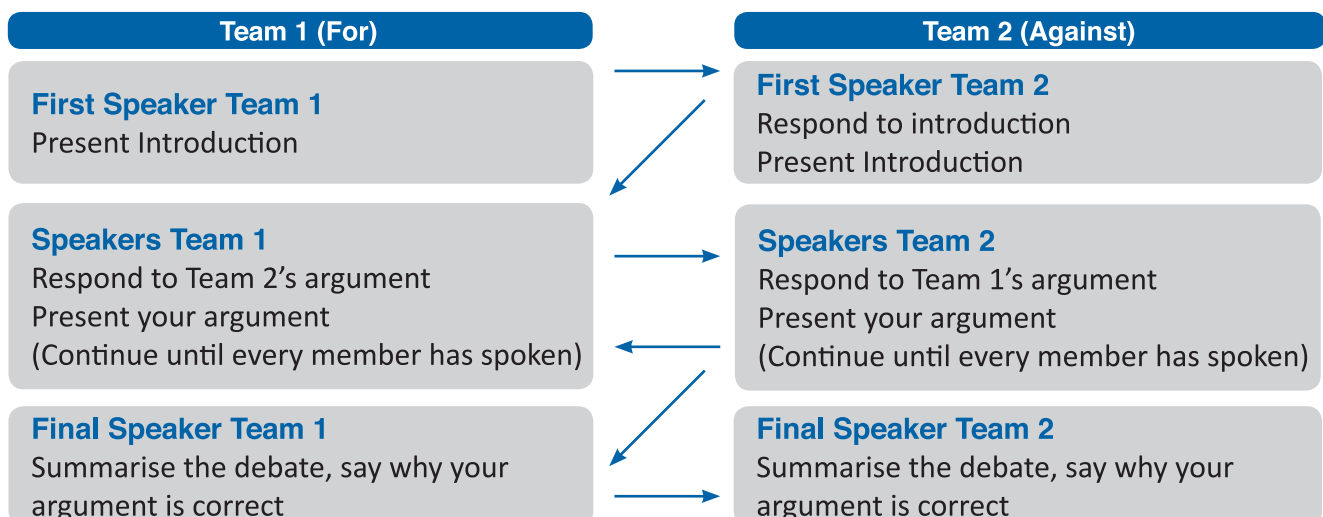
Work in your group and plan for the debate.

Make notes about your arguments and supporting evidence for each argument.

Topic	<i>It is easy to live a more eco-friendly lifestyle.</i>	For		Against	
Arguments	Supporting evidence, e.g. examples, facts, etc.				

5 Debate.

Debate the topic with your classmates. Follow the structure below.



1 Read and answer.

Read Paragraph 3 from the opinion essay on page 21 of the Classbook and answer the questions below.

The best way to solve this problem is to reduce the amount of plastic we use. We can all make small changes in our daily lives to reduce the amount of single-use plastic items we throw away. For example, a million plastic bottles are sold every minute worldwide. However, if we use reusable bottles instead we will greatly reduce the number of plastic bottles that end up in the ocean.

A good paragraph should:

- discuss one main idea
- start with a topic sentence that states the main idea
- include examples, facts and explanations that develop the idea and support the topic sentence
- end with a sentence to summarise the information in the paragraph

- 1 What is the main idea of this paragraph?
- 2 What example does the author give to support the main idea?
- 3 How does the author connect the information in the final sentence to the main idea?.....
- 4 What linking words does the author use in the paragraph?
- 5 How has the author created cohesion between the final sentence in Paragraph 2 and the topic sentence of Paragraph 3?

2 Write.

Read the topic sentence below.

Complete the paragraph with supporting sentences and a concluding sentence.

Use the prompts in the box to help you. Remember to use linking words.

Topic sentence: We can reduce our carbon footprint by making small changes to our everyday habits.

Supporting idea 1:

Supporting idea 2:

Concluding sentence:

Supporting idea 1
Save electricity at home/ turn off electronic devices

Supporting idea 2
Walk/ take public transport instead of cars

Concluding sentence
Small actions/ every day/ reduce carbon footprint

3 Brainstorm.

Read the statement below.
Do you agree or disagree? Discuss your opinion with a partner.

Individual people can make changes to reduce global warming.

4 Plan.

You are going to write an opinion essay on the topic from **Activity 3**.
Complete the plan provided on page 45 of this book

5 Write.

- 1 Write the topic sentences for the body paragraphs of your essay.
You can write two or three body paragraphs. Use your plan to help you.

Topic sentence 1

.....

Topic sentence 2

.....

Topic sentence 3

.....

- 2 Write the first draft of your opinion essay.

Learning Strategy

Refer to the Writing Reference, pages 56-57 for more support.

6 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

Writing Checklist		First Draft	Second Draft
1	I have stated my opinion in the first paragraph.		
2	I have written about one main idea in each paragraph.		
3	I have supported the main ideas with examples, facts or explanations.		
4	I have written a concluding sentence for each paragraph.		
5	I have presented an opposing opinion.		
6	I have used connectors to make my essay cohesive.		
7	I have used capital letters and punctuation marks.		
8	I have checked my work for grammatical and spelling errors.		

7 Write.

- 1 Exchange your essay with a partner. Give your partner feedback.
- 2 Write **the final draft** of your essay. Use the writing checklist to evaluate your work again.

Review

1 Think and write.

Think about what you have learnt about the topic **Climate Change** in this unit.
Write a definition for **climate change** using your own words.

.....

.....

.....

.....



2 Write.

Write three cause and effect sentences using the prompts below.

1 global warming → more extreme weather

.....

2 study hard → get good grades

.....

3 new media → better ways to communicate

.....

3 Read and correct.

Read the sentences. There are two errors in each sentence.
Find the errors and correct them.

- 1 In the future, we will to live in higher places because of there will be more floods.
- 2 Greenhouse effects are released when we burn fossil fuls.
- 3 One consequence dropping litter is that plastic ends in the ocean.
- 4 In the future, many animals will be able to survive due global warming.
- 5 If we do not to stop climate, we face many challenges in the future.

4 Read and complete.

Complete the compound nouns below. Add two more compound nouns to the list.

1 carbon _____

2 _____ gas

3 _____ wave

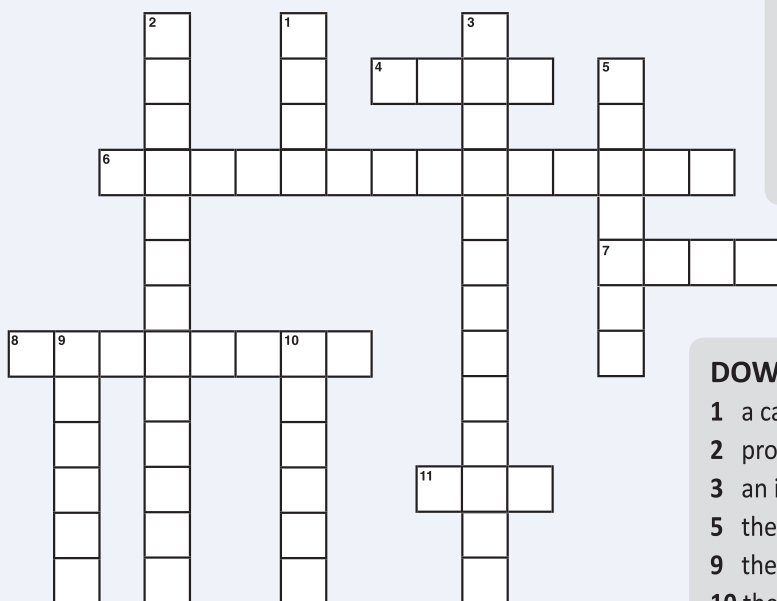
4 sea _____

5 _____

6 _____

5 Do a crossword.

Read the clues and complete the crossword puzzle.



ACROSS

- 4 a verb used to make future predictions
- 6 something that is your job or duty to deal with
- 7 In the future, we won't be to
- 8 to control something (verb)
- 11 a fossil fuel

DOWN

- 1 a cause and effect connector (2 words)
- 2 product of burning fossil fuels (2 words)
- 3 an increase in the planet's temperature (2 words)
- 5 the weather in one place over a period of time
- 9 the result of a cause
- 10 the possibility that something bad will happen

6 Reflect.

1 Reflect on your learning in this unit. Work with a partner.

How well did you achieve the learning aims for this unit? Tick the appropriate column.

Did you achieve the learning aims of this unit?	Yes	Partly	No
Understand a variety of reading texts, including factual texts and an essay			
Understand a variety of listening texts, including an interview and a debate			
Understand and use vocabulary related to climate change			
Construct cause and effect sentences			
Understand and use compound nouns			
Actively participate in a debate			
Use expressions for agreeing and disagreeing			
Understand the elements of a paragraph			
Write an opinion essay			
Work in a team to design a reusable shopping bag			

Yes, completely

Yes, quite well

Partly, I still feel confused

No, it was really difficult

2 Think about the activities you did in this unit and write about the following:

Write about an activity you enjoyed and say why you enjoyed it

Write about an activity you found challenging and say why it was challenging

Set a personal learning goal for the next unit

3

Renewable Energy

Reading and Understanding

1 Read and match.

Look at the pictures 1-4 and match them to the types of power plants below.



..... a geothermal power plant
 a wind farm

..... a solar power plant
 a hydroelectric dam

2 Read and complete.

Read the information leaflet about some of the largest renewable energy projects in the world. Complete the leaflet by writing the project names from the box below into the spaces 1-4.

Walney Extension

Ipaitu Dam

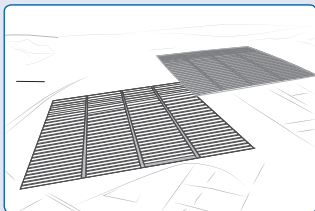
The Geysers

Andasol Solar Power Plant

Largest Renewable Energy Projects in the World

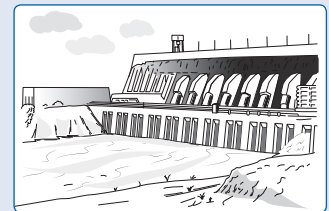
1 _____

This solar power plant is located in Andalusia, in Spain. It has a total capacity of 150 MW. The energy generated by the massive solar panels at the plant provides electricity to 450,000 residents in Spain.



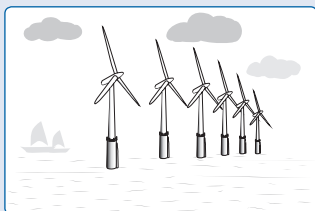
2 _____

This enormous hydroelectric dam, built on the Parana River between Brazil and Paraguay is 7,235 metres long. The dam has 18 turbine generators with a total capacity of 14,000 MW. It provides 78% of Paraguay's electricity.



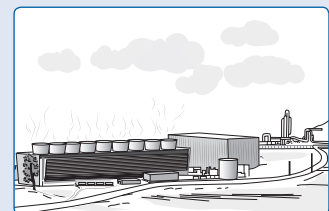
3 _____

This is the world's largest wind farm. It is located in the Irish Sea because the wind there is powerful. The wind farm has 87 turbines and each turbine is 640 feet tall. The total capacity of the wind farm is 659 MW and it provides electricity for more than 590,000 homes.



4 _____

A geyser is a hole in the ground which produces steam and hot water. This geothermal field in California generates power from the natural heat in the ground. Its 18 geothermal power plants have a capacity of 835MW. It produces enough power for the whole of San Francisco.



3 Read and transfer.

Read the information leaflet in **Activity 2** again.
Complete the missing information in the table below.

Name	Type of renewable energy	Location	Total capacity (MW)	Who does the plant provide energy to?
The Andasol Solar Power Plant			150MW	
Walney Extension		Irish Sea		
Ipaitu Dam	hydropower			
The Geysers				the whole of San Francisco

4 Sort the words.

Sort the letters to make words to complete the sentences.

- ntlap 1 The power burns fossil fuels which pollute the environment.
 druocep 2 Wind farms uses turbines to electricity.
 teengare 3 Renewable energy sources provide ways to 'clean' energy.
 tmategaw 4 One of electricity can power approximately 750 homes.

5 Discuss.

Work in groups.

Discuss the questions about the renewable energy power plants from **Activity 2**.
Use the information from the table in **Activity 3** to help you.

- Which project has the greatest capacity?
- Which project provides power to the largest number of people?
- Why do you think the wind farm is located at sea?
- Have you heard of any disadvantages of building large dams?
- How do you think natural heat in the Earth is generated into electricity?

6 Write.

Choose one question from **Activity 5**. Write two or three sentences to answer this question.

.....

.....

.....

.....

Grammar and Vocabulary

Learning Strategy

Focusing on the meaning of each clause will help you select the correct conjunction.

1 Read and circle.

Read the sentences below and circle the correct conjunction to complete each sentence.

- 1 The boy fell off his bike. **In addition / However**, he was not hurt.
- 2 I use the Internet to read the news. I **also / on the other hand** use it to help me study.
- 3 I would like to start a business. **Therefore / Because**, I am going to a conference next week.
- 4 Solar energy does not produce greenhouse gases. **But / Moreover** it will not run out.
- 5 I brought you a jacket **because / so** it is cold outside.

2 Write.

Think of a conjunction to connect these pairs of sentences. Rewrite each pair of sentences using a conjunction.

- 1 I will just eat a salad for lunch. I am not very hungry. **(give a reason)**
.....
- 2 My room is very small. It is very comfortable. **(contrast ideas)**
.....
- 3 I like playing football. I like playing tennis. **(add information)**
.....
- 4 I am travelling to Europe in the summer. I bought a new suitcase. **(give a result)**
.....
- 5 Muscat is the capital of Oman. It is the biggest city in the country. **(add information)**
.....

3 Discuss.

Work in groups. Say each statement.

Then use a conjunction to add **a reason, a contrasting statement or more information.**

- 1 English is a useful language.
- 2 Electricity generated from renewable sources is better for the environment.
- 3 Doing some exercise every day is important.

Example: Solar power has a lot of potential.

Solar power has a lot of potential because it is sunny every day in Oman.

Solar power has a lot of potential. However, wind power is cheaper.

Solar power has a lot of potential. Solar panels can also be installed anywhere.



4 Read, match and complete.

Match the words in the box on the left to the suffixes in the box on the right to form adjectives. Use the adjectives to complete the sentences below. Remember the spelling rules from page 29 of the Classbook.

renew expense continue tide harm

able ous al ive ful

- 1 energy is generated from sources that naturally renew themselves.
- 2 Burning fossil fuels is to the environment.
- 3 Generating electricity from solar energy is still relatively
- 4 We can use the power of waves to generate energy.
- 5 The work of this environmental organisation will help save our planet.

5 Match and write.

1 Match the adjectives 1-6 to their meanings a-f.

Adjective

- 1 effective
- 2 suitable
- 3 peaceful
- 4 various
- 5 stressful
- 6 universal

Meaning

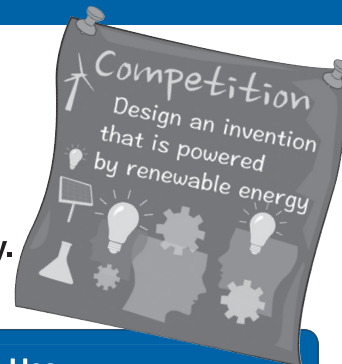
- a not at war / free from unpleasant things
- b different types
- c causing stress or tension
- d acceptable or right for someone or something
- e exists everywhere or involves all people
- f successful with good results/ something that works well

2 Choose three adjectives.

Use each adjective in a sentence. Write your sentences in the spaces below.

- 1
- 2
- 3

Listening and Speaking



1 Listen and complete.

A group of Grade 10 students are taking part in a competition. They have to design an invention that is powered by renewable energy. Listen to them describe their ideas and complete the table.

Name	Invention	Type of energy	Use
Raya			keep food hot and drinks cold
Hamed	t-shirt		
Aliya		kinetic / movement	

2 Read and answer.

Ali and his friends are also taking part in the competition. Look at Ali's text messages to his friends and answer the questions below.

- 1 What is Ali's invention idea?
- 2 What kind of energy will power the invention?

Competition Team

+
⋮

Ali: Hi guys
I have an idea for our invention.

Ali: You know how our phone batteries always run out? We can invent a solar-powered phone case to charge phones.

Ali: The phone case could have a solar panel to convert sunlight into electricity.

Ali: What do you think?

▶⋮

Simon

▶⋮

Phil

▶⋮

Viktor

3 Listen and answer.

Listen to the voice notes from Ali's friends. Answer the questions below.

- 1 Why does Simon like Ali's idea?
.....
.....
.....
- 2 What disadvantages does Phil identify?
.....
.....
.....
- 3 What does Viktor suggest?
.....
.....
.....
- 4 Who suggests a similar idea to the phone case?
.....
.....
.....

4 Pronunciation.

Syllable Stress for Verbs and Nouns

When we use a two syllable word as both a verb and a noun, we change the syllable stress.

noun **present**
The first syllable
is stressed



verb **present**
The second syllable
is stressed



- 1 Listen to the examples below.
Then practise saying the sentences with a partner.

noun

verb

- | | |
|--|---|
| 1 I have to do some <u>re</u> search for my project. | I would like to <u>re</u> search hydropower. |
| 2 I made no <u>pro</u> gress with my homework. | My English has <u>pro</u> gressed a lot. |
| 3 I have a <u>re</u> cord of your school attendance. | I need to <u>re</u> cord the results of the test. |

- 2 Listen the words below. Are they nouns or verbs?
Write the letter **n** in the boxes next to the **nouns**, and the letter **v** in the boxes next to the **verbs**.

decrease

impact

repeat

convert

increase

produce

5 Discuss.

Discuss the questions below with your group.
Make some notes about your answers.

- 1 What are the advantages of Ali's invention idea?

.....

- 2 What might be the disadvantages of Ali's invention idea?

.....

- 3 Could Ali use a different source of renewable energy to power his invention?

.....

- 4 If you were taking part in the competition, what would you design?

.....

1 Read and sort.

Read the phrases for writing emails below.
Sort the phrases to complete the table.

	Informal language for emails	Formal language for emails
Greeting
Request
Closing

To whom it may concern
Hi there!
Can you help me with...?
Kind regards
I would like to ...
Thanks!
Dear ...
I need some help.
Take care
I am writing to request ...
Hello
Yours sincerely

2 Write.

Rewrite these sentences from an email to make them more formal.
Use the phrases from **Activity 1** to help you.

1 Hi Mr Roberts

.....

2 I want some information about wind power.

.....

3 Can you help me?

.....

4 I also want to visit your wind farm.

.....

5 Thanks a lot.

.....

Learning Strategy

Remember that when we speak, we often use informal language. But when we write, we often need to use more formal language.

3 Write.

You are going to write a request email to the Mir'aah project. In the email, ask if an engineer from the Mir'aah project can visit your school to give a presentation about solar power.

Make notes in the table below about the information you need to include in the email.

Information about yourself and your school	Information about your request	Any other information you need to include

Tips for Writing Formal Emails

- Use an appropriate greeting
- Identify yourself
- Clearly state your purpose/request
- Use the verb 'would'
- Use a polite closing

4 Plan.

Complete the plan provided on page 46 of this book.

5 Write.

Write the first draft of your email in your exercise book.

Learning Strategy

Refer to the Writing Reference, pages 58-59 for more support.

6 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

Writing Checklist	First Draft	Second Draft
1 I have used an appropriate greeting		
2 I have written a polite opening sentence.		
3 I have introduced myself in the first paragraph.		
4 I have made my request in the second paragraph.		
5 I have used a polite closing.		
6 I have used conjunctions to make my email cohesive.		
7 I have used capital letters and punctuation marks.		
8 I have checked my work for grammatical and spelling errors.		

7 Write.

- 1 Exchange your email with a partner. Give your partner feedback.
- 2 Write the final draft of your email. Use the writing checklist to evaluate your work again.

Review

1 Think and write.

Think about what you have learnt about the topic **Renewable Energy** in this unit.
Write a definition for **renewable energy** using your own words.

.....
.....
.....
.....



2 Write.

For each item, join the sentences using the correct conjunction.

1 Coal and natural gas are called non-renewable energy sources. (because / so)
They are limited and they take a long time to form.

.....

2 I have read a lot of research on the topic. (moreover / but)
I am still not sure about the purpose of my project.

.....

3 My father bought solar energy lights to install on our farm. (on the other hand / also)
He bought big solar panels.

.....

3 Read and sort.

Read the words in the box. Which type of renewable energy is each word related to?
Sort the words into categories to complete the table.

Wind power	Solar power	Hydropower	Geothermal power

turbine water
dam panel
steam sun
mirror waves
farm river
natural heat

4 Read and correct.

Read the email below. Suggest changes to make the email more formal.

Hi **Dear** Professor Roberts,
How are you?
I am a Grade 10 student at Azaiba Basic Education School. We are having an Environmental Awareness Day at our school. We want to invite you to our event. In addition, we want to ask if you can give a short speech at the event.
Thanks!
Aziza.

5 Read and complete.

Add a suffix to each word in the box. Then use the words to complete the sentences below.

beauty stress fame renew danger harm expense

- 1 Studying for final exams can be very
- 2 Hydropower is type of energy.
- 3 Oman is a very country.
- 4 Solar panels are to install, but save money in the long term.
- 5 Greenhouse gases are to the environment.
- 6 It is to use your phone while you are driving.
- 7 Majid wants to be a football player when he is older.

6 Reflect.

- 1 Reflect on your learning in this unit. Work with a partner.
How well did you achieve the learning aims for this unit? Tick the appropriate column.

Did you achieve the learning aims of this unit?	Yes	Partly	No
Understand a variety of reading texts, including emails and infographics			
Understand a variety of listening texts, including presentations and conversations			
Understand and use vocabulary related to renewable energy			
Use conjunctions in writing			
Use suffixes to form adjectives			
Participate actively in discussions and a presentation			
Use expressions for presenting advantages and disadvantages			
Recognise the difference between informal and formal language			
Write a request email			
Work in a team to design an invention that is powered by renewable energy			

Yes, completely

Yes, quite well

Partly, I still feel confused

No, it was really difficult

- 2 Think about the activities you did in this unit and write about the following:

Write about an activity you enjoyed and say why you enjoyed it

.....

Write about an activity you found challenging and say why it was challenging

.....

Set a personal learning goal for the next unit

.....

4

Civilisation

Reading and Understanding

1 Read and order.

Read the text about the History of Oman.
Put paragraphs a-e into the correct order.

Learning Strategy

Using pictures to predict the content of a text can help you locate information more efficiently.

The History of Oman

___ a In the 7th century, within the Prophet Mohammed's lifetime, Islam reached Oman. A *Hadith* mentions that the Prophet said 'God's mercy be on the people of Al Ghubaira' (the people of Oman). They have believed in me although they had not seen me'. Mazin Bin Gadhuhah was the first Omani to meet the Prophet Mohammed, Peace be upon Him. He also built Oman's first mosque, Al Midhmar Mosque in Wilayt Samail.



___ b The year 1970 is known as the start of the modern renaissance in the Sultanate. His Majesty, Sultan Qaboos became the leader of Oman. Since that time, he has transformed the country by establishing a modern government, developing natural resources, providing education and healthcare, and building and developing infrastructure. Oman is now a modern, peaceful and prosperous country.

___ c Oman has a very rich and interesting history. More than 250 million years ago the whole area was covered by the ocean. We know this because there are fossils in the rocks at the top of Jebel Shams and Jebel Hareem. Once the sea level dropped, there is evidence that people may have inhabited the region for more than 100,000 years. In 2010, tools estimated to be 106,000 years old were discovered by the Dhofar Archaeological Project.



___ d In 1698, the Omani Empire expanded to include Zanzibar and cities on the east coast of Africa. Trade records from China show that ivory was shipped from East Africa to China by Omani merchants. Zanzibar was also Oman's trade centre for pearls, dates, copper and its most famous commodity, cloves. In 1840, the Sultan of Oman, Said Ibn Sultan, made Zanzibar his main place of residence.

___ e Oman was once known as the Kingdom of Majan. Majan was first mentioned in records by the Sumerians as a source of copper from about 2300 BC. The people of Majan were famous for their shipbuilding and sailing expertise. Pieces of pottery from around 2000 BC have been discovered at the Al-Baleed archaeological site in Dhofar. The chemicals used to colour the pottery cannot be found in Oman. Therefore it is believed that Al-Baleed was an ancient port. Frankincense was Majan's most valuable commodity and was traded with many other ancient civilisations along the Incense Route.



2 Read and summarise.

Work in pairs. Read the text in **Activity 1** again.

Write a subheading for each paragraph that summarises the main idea of the paragraph.

Paragraph 1 Paragraph 2
 Paragraph 3 Paragraph 4
 Paragraph 5

3 Read and answer.

Read the statements below.

According to the text, is the information in each statement **True (T)**, **False (F)** or **Not Given (NG)**?

- 1 Evidence shows people may have lived in this region 100,000 years ago. _____
- 2 The Sumerians mentioned Majan as a source of frankincense. _____
- 3 Islam reached Oman in the 700s AD. _____
- 4 Spices were a well-known product from Zanzibar. _____
- 5 On the 23rd of July 1970, His Majesty Sultan Qaboos became Oman's leader. _____

4 Read and match.

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

Match the words from the text to their synonyms in the box below.

wealthy skill trader live product proof

- | | |
|-----------------------|--------------------------|
| 1 inhabit (v) | 2 evidence (n) |
| 3 expertise (n) | 4 commodity (n) |
| 5 merchant (n) | 6 prosperous (adj) |

5 Write.

Work in groups. Read the statements below.

Discuss the evidence from the text in **Activity 1** that supports each statement.

- Oman was once covered by the ocean.
- Oman has been inhabited for more than 100,000 years.
- Al Baleed was a port city.
- Merchants from the Majan period traded with other ancient civilisations.
- Islam came to Oman within the lifetime of the Prophet Mohammed (PBUH).
- Oman traded goods from Africa with China.

Fossils in rocks at the top of mountains are the evidence that tells us that Oman was once covered by the ocean.



Grammar and Vocabulary

1 Think and write.

Write the past participle of each irregular verb below.

1 build

2 find

3 give

4 keep

5 know

6 make

7 sell

8 take

9 teach

2 Read and complete.

Read the news reports below.

Complete the reports using verbs from **Activity 1** in the past passive tense.

Students raise money with recycled bag designs

Last month, students at a school in Rustaq (1) _____ how to make bags from recycled materials. They collected materials, such as fabric and plastic, themselves. The bags (2) _____ by the students at a school event to raise money for charity. The money (3) _____ to an organisation that works to clean beaches in Oman.



Police find missing book!

Yesterday, an ancient book (4) _____ by police in an office at the university. The book (5) _____ from the national library almost one year ago. The book (6) _____ back to the library this morning. The library said that they were extremely happy to have the book back and thanked the police for their work to find the book.

3 Read, discuss and write.

Read the facts about Bahla Fort. Talk about the information with a partner. Use the past passive tense. Then write about the fort using the past passive tense.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Bahla Fort, Oman

- The Omani people built Bahla Fort.
- They built it between the 12th and 15th century.
- They used bricks made out of mud and straw to build the fort.
- UNESCO gave Bahla Fort World Heritage Site status in 1987.

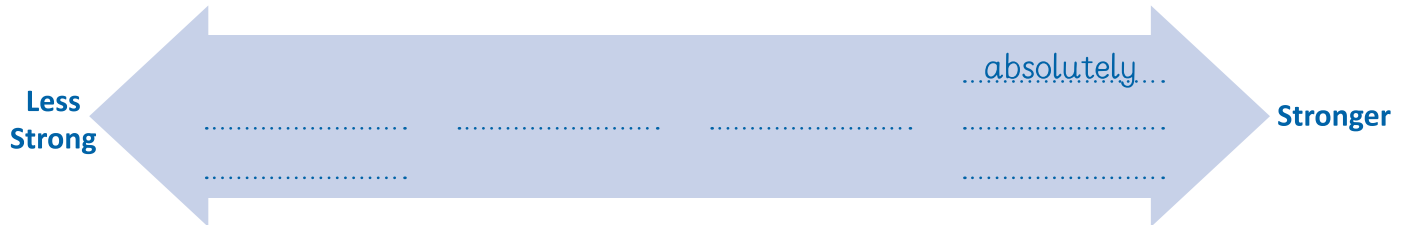
- The Ministry of Heritage and Culture restored Bahla Fort.
- The Ministry of Heritage and Culture reopened Bahla Fort in 2012.



4 Read and analyse.

- 1 Look at the adverbs in the box below.
Complete the diagram by sorting the adverbs from the stronger to less strong.

absolutely fairly really definitely quite certainly very



- 2 Read the opinions in **Activity 1** on page 41 of the Classbook again.
Complete the statements below with the words from the box.

We usually put adverbs of degree _____ an adjective.

We usually put adverbs of degree _____ a verb.

If a verb has an auxiliary verb e.g. be, have, can, would, etc. we usually put the adverb _____ the auxiliary verb and main verb.

before

between

before

5 Read and choose.

- Read the questions and answers below.
Circle the correct adverb in each answer.

What would happen if...

- | | |
|------------------------------|--|
| 1 a society had no laws? | If a society had no laws, it would be very / absolutely dangerous. |
| 2 it snowed tomorrow? | I would really / very like to build a snowman if it snowed tomorrow. |
| 3 there was a war? | If there was a war, it would be absolutely / fairly terrible. |
| 4 there were no cars? | If there were no cars, the air would be certainly / really clean. |
| 5 you won one million rials? | I would definitely / quite give a lot of money to charity if I won one million rials. |

6 Discuss.

- Work in pairs.
Ask and answer the questions from **Activity 5**.
Remember to use the adverbs of degree and the second conditional in your answers.

Listening and Speaking

1 Listen and answer.

Three teenagers are talking about why they consider themselves to be global citizens. Listen and answer the questions below.



Hanan



Talal



Nada

- 1 Who cares about the environment?
- 2 Who is a volunteer?
- 3 Who is a member of the Global Shapers Community?

2 Listen and match.

Listen to the teenagers again. Match the statements 1-8 to the teenagers from Activity 1. Write the first letter of each teenager's name in the spaces next to the statements.

- 1 Global citizens **respect, value** and try to learn about different cultures.
- 2 Global citizens work to make the world a better place by **promoting peace** and **reducing poverty**.
- 3 Being a global citizen is similar to being a responsible citizen in your own society.
- 4 Global citizens understand that we have to work together to solve environmental problems because they affect everyone.
- 5 Global citizenship is the idea that we are part of one **global community** and we all have global rights and responsibilities.
- 6 Global citizens need skills like team work, problem solving and creative thinking so that they can face the challenges of the 21st century.
- 7 Global citizens are kind and friendly, and **treat people equally** and with respect.
- 8 Global citizens are aware of, and active in both local and global issues.

3 Discuss.

Think about the descriptions of global citizenship from Activity 2. Discuss the questions below with a partner.

- 1 Do you think you are a global citizen? Why? Why not?
- 2 What could you do to be a more active global citizen?



4 Pronunciation.

1 Listen to the information about foreign word in English. Try to pronounce the words below. Then listen and put tick in **Box 1** next to the words you pronounced correctly.

Foreign Words in English

Have you ever noticed that English pronunciation can be very confusing? For example,

- We are taught the letters **c** and **h** make the sound **ch /tʃ/** like in the words *chicken* or *teach*.
- What about the word *chef*? We pronounce it **/ʃef/** not **/tʃef/**.
- What about the word *archaeology*? We pronounce it **/ɑː.ki'ɒl.ə.dʒi/** not **/ɑː.tʃi'ɒl.ə.dʒi/**.
- The word *cello* is not spelt with a **ch** but we say **/tʃel.əʊ/** not **/sel.əʊ/**.

This is because English words originally came from many different languages.

Sometimes words from other languages are used directly in English. These are often the most challenging to pronounce and spell.

	Box 1	2		Box 1	2
lingua franca	<input type="checkbox"/>	<input type="checkbox"/>	apostrophe	<input type="checkbox"/>	<input type="checkbox"/>
boutique	<input type="checkbox"/>	<input type="checkbox"/>	guitar	<input type="checkbox"/>	<input type="checkbox"/>
enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	renaissance	<input type="checkbox"/>	<input type="checkbox"/>
entrepreneur	<input type="checkbox"/>	<input type="checkbox"/>	ghoul	<input type="checkbox"/>	<input type="checkbox"/>
thesaurus	<input type="checkbox"/>	<input type="checkbox"/>	algorithm	<input type="checkbox"/>	<input type="checkbox"/>

2 These words come from Arabic, French and Greek. Guess which language each word is from. Write an **A** for Arabic, an **F** for French and a **G** for Greek in **Box 2** next to each word.

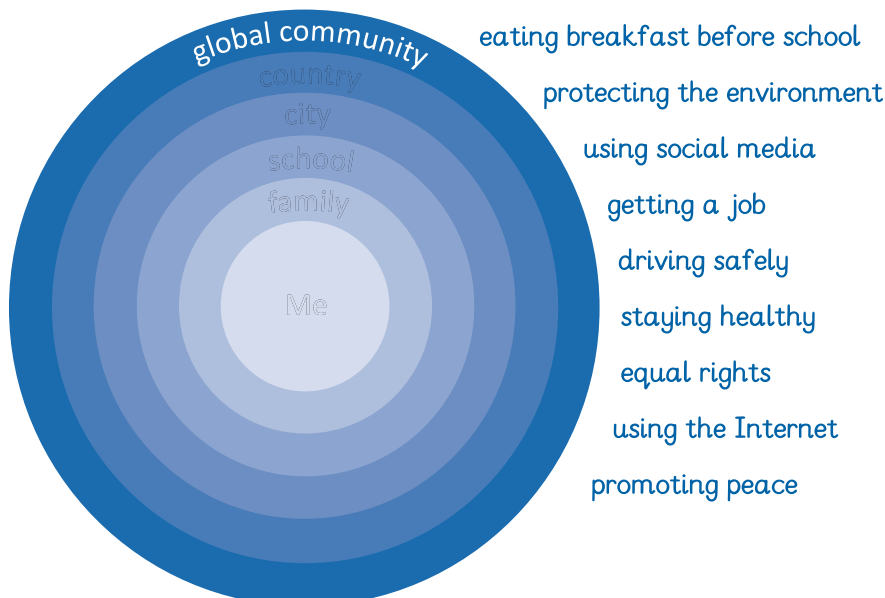
5 Discuss.

Work in groups.

Look at the diagram below which shows different communities. Read the issues around the diagram.

Discuss which communities are responsible for each issue.

Use the expressions in the **Useful Language box** to help you.



Useful Language

Vary your response

To explain your point of view

In my opinion, ...
I (definitely) think that ...
I (absolutely) believe that ...

To agree completely

I completely agree.
You're absolutely right!

To completely disagree

I'm sorry, I disagree because ...
I (really) can't agree with you on that, because ...

To partly agree

I see, but...
I understand that, but...

To say you are not sure

I'm not sure about that.
I don't really know.

Writing

1 Read and complete.

Read the biography about Ahmed Bin Majid, on page 44 of the Classbook again. Complete the fact file below with information from the biography.

Fact File			
Name		Important life events (include age/ date)	
Date of birth			
Place of birth			
Family		Significant achievements (include age/ date)	
Education			
Career		Any other information	
Date of death			

2 Read and match.

Read the biography about Ahmed Bin Majid, on page 44 of the Classbook again. Use the information in the box to complete the sentences about the structure of the biography.

- important events in Ahmed's life
- when / where Ahmed was born
- in chronological order
- what Ahmed will be remembered for
- Ahmed's family
- when Ahmed died
- who Ahmed was / why he was famous
- Ahmed's childhood / early life
- Ahmed's significant achievements

Paragraph 1 includes information about and

Paragraph 2 includes information about and

Paragraphs 3 & 4 include information about and

Paragraph 5 includes information about..... and

The information in the biography is organised

3 Analyse and discuss.

Discuss the questions about the biography with a partner.

- 1 Is the biography about a person from the present or the past?
- 2 Which two tenses are used to describe the events of Ahmed's life? Why?
- 3 The biography also uses the present simple and present future tense. Can you explain why?

4 Research and record.

You are going to write a biography about a well-known Omani person who inspires you. You can choose an Omani from the past or someone who is alive today. Do some research and record important information in the table below.

Fact File			
Name		Important life events (include age/ date)	
Date of birth			
Place of birth			
Family		Significant achievements (include age/ date)	
Education			
Career		Any other information	
Date of death (if applicable)			

5 Plan.

Complete the plan provided on page 47 of this book

6 Write.

Write the first draft of your biography in your exercise book.

Learning Strategy

Refer to the Writing Reference, pages 60-61 for more support.

7 Check your work.

When you have completed the first draft, self-edit your work using the checklist below.

Writing Checklist	First Draft	Second Draft
1 I have used reliable sources for my research.		
2 I have included facts about the person's life.		
3 I have included dates and/or ages for significant events in the person's life.		
4 I have organised the information chronologically.		
5 I have used the past simple and past passive tenses.		
6 I have used phrases from the Useful Language box.		
7 I have used capital letters and punctuation marks.		
8 I have checked my work for grammatical and spelling errors.		

8 Write.

- 1 Exchange your biography with a partner. Give your partner feedback.
- 2 Write the final draft of your biography. Use the writing checklist to evaluate your work again.

Review

1 Think and write.

Think about what you have learnt about the topic **Civilisation** in this unit
Write a definition for **civilisation** using your own words

.....

.....

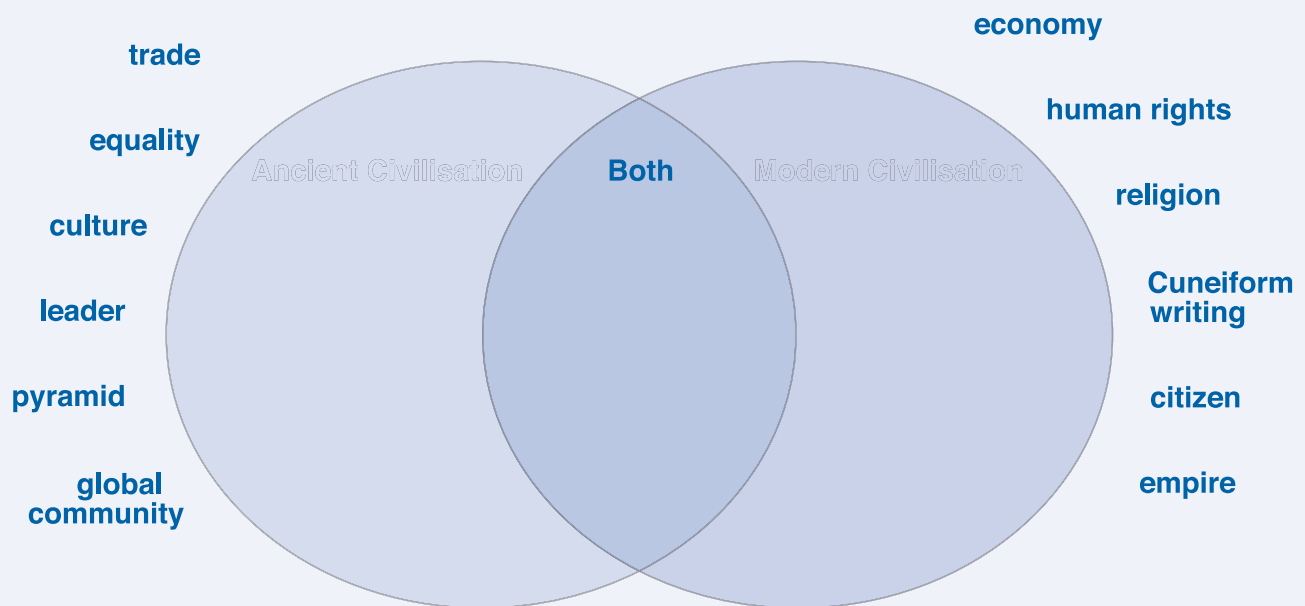
.....

.....



2 Sort and write.

Look at the words around the Venn diagram below
Decide if each word relates to **ancient civilisation**, **modern civilisation** or **both**
Add the words to the correct part of the diagram



3 Read and complete.

Read the sentences **1-6**

Decide whether each sentence should be written in the **past active** or **past passive**

Complete each sentence by changing the verb in brackets into the correct form

- 1 Ancient Greece by the Romans. **(invade)**
- 2 Ancient tools by archaeologists in Dhofar. **(discover)**
- 3 Merchants in Ancient Majan copper. **(trade)**
- 4 The Great Ziggurat at Ur by the Sumerians. **(build)**
- 5 Ibn Majid many books and poems. **(write)**
- 6 Fifty countries the UN Charter in 1945. **(sign)**

4 Read and complete.

Sort the letters to form adverbs of degree.
Use the letters in the circles to find the hidden word.

TEIQU	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
BYTLULOSEA	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
VYER	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
LIARYF	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
DIFTEILENY	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
RELLAY	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
TYLCEINAR	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Hidden word (hint: not an adverb)

5 Reflect.

1 Reflect on your learning in this unit. Work with a partner.
How well did you achieve the learning aims for this unit? Tick the appropriate column.

Did you achieve the learning aims of this unit?	Yes	Partly	No
Understand a variety of reading texts, including historical narratives and biographies			
Understand a variety of listening texts, including factual texts and opinions			
Understand and use vocabulary related to civilisation			
Use the passive tense to describe past events			
Use adverbs of degree to express opinions more strongly			
Participate actively 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 archeological site in Oman			

Yes, completely

Yes, quite well

Partly, I still feel confused

No, it was really difficult

2 Think about the activities you did in this unit and write about the following:

Write about an activity you enjoyed and say why you enjoyed it

.....

Write about an activity you found challenging and say why it was challenging

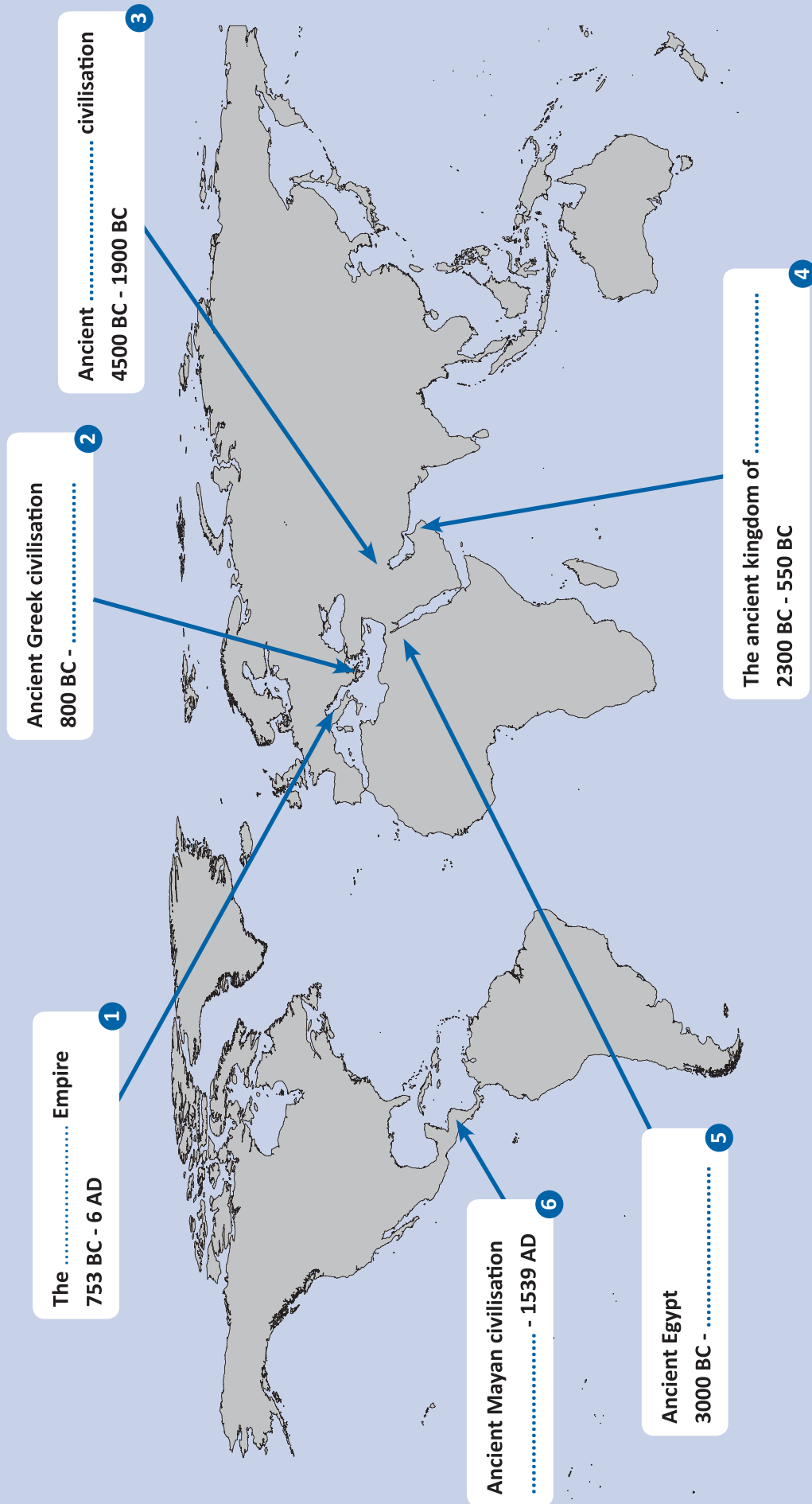
.....

Set a personal learning goal for the next semester

.....

Map of Ancient Civilisations

Activity 1, Classbook Page 38



1

A Summary of Two Pie Charts

Plan your writing.

**Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to pages 54 - 55 of the Writing Reference for more guidance.**

Paragraph 1

Explain what the chart(s) shows and describe the main trends in the chart(s).

Paragraph 2

Describe the chart(s) in more detail. Highlight significant result, similarities or differences.

Paragraph 3

Summarise the key findings in the chart(s) and any reasons for this.

2

An Opinion Essay

Plan your writing.

**Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to pages 56 - 57 of the Writing Reference for more guidance.**

Paragraph 1

Explain the topic in your own words and state your opinion.

Paragraph 2

Present an idea with examples to support your opinion.

Paragraph 3

Present another idea with examples to support your opinion.

Paragraph 4

Summarise your points and remind the reader of your opinion.

3

A Request Email

Plan your writing.

**Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to pages 58 - 59 of the Writing Reference for more guidance.**

Greeting and opening sentence

Greet the recipient and write a polite opening sentence.

Paragraph 1

Introduce yourself and provide any necessary background information.

Paragraph 2

State the purpose of your email and your request.

Ending the email

Write a polite closing comment and sign off.

4

A Biography

Plan your writing.

**Make notes about what you will write about in each paragraph.
Use your notes to write your first draft.
Refer to pages 60 - 61 of the Writing Reference for more guidance.**

Paragraph 1

Introduce the person and explain why they were/ are famous or well-known.

Paragraph 2

Describe their early life, e.g. where/ when they were born, their family, their education, etc.

Paragraph 3

Describe their most important or significant achievements.

Paragraph 4

If the person is dead, mention the date and place of their death and what they will be remembered for. Or, if the person is alive, mention anything else of interest about them and their future.

Word Lists

1

New Media

addicted to
attention span
awesome
bar chart
blog
blogger
blogging
blog post
brand
bring up
button
camera
chart
click on
column chart
come across
comment
communicate
computer
connect
consequence
content
cyber bullying
deal with
design
device
digital age
digital native
disappear
download
excessive
fake news
favourite
follower
gender
glued to
go into
go online
hang up
homepage
hurry up
illustrate
interactive
Internet
journalism
journalist
keep up with
layout
line graph
log in
log out
look in
look up
magazine
make up
media
menu
news
newspaper
online
opinion
participate
pie chart
plug in
podcast
popular
post
radio
reluctant
reporter
screen
screenager
screen time
scroll through
show
significant
sign into
smart phone
social media
source
stereo
suggestion
summarise
summary
surprisingly
table
technology
trust
upload
video
video games
video streaming
watch
website

2

Climate Change

action
air conditioning
as a result (of)
atmosphere
average
because of
burn
carbon dioxide
carbon footprint
cause
climate
climate change
consequence
consequently
consumer
contribute
danger
debate
design
devastating
disaster
drought
due to
eco-friendly
effect
emission
end up in
environment
evidence
excessive
expert
extreme
fill up
find out
flood
fossil fuel
future
give away
global temperatures
global warming
government
greenhouse effect
greenhouse gas
habit
habitat
heat
heat wave
ice cap
image
impact
increase
individual
koala
litter
look for
material
melt
ocean
planet
plastic
plastic pollution
plastic straw
plastic waste
polar bear
policy
pollution
problem
reduce
regulate
release
responsible
responsibility
reusable
rise
risk
sea level
single-use
slogan
so
survive
switch off
temperature
therefore
threat
throw away
turn down
turn off
turtle
warmer
weather

3

Renewable Energy

advantage	massive
also	megawatt
approximately	natural
beautiful	non-renewable
benefit	energy
biofuel	nuclear power
biomass	oil
but	oilfield
capacity	on the other hand
central	operate
charge	peaceful
cheap	potential
closing	power
coal	powerful
colourful	power plant
convert	present
creative	presentation
dangerous	produce
decrease	productive
disadvantage	provide
ecofriendly	reduce
effective	relatively
electricity	renewable energy
email	request
energy	research
enormous	run out
environment	solar energy
environmental	solar panels
essential	solar power
expensive	solution
famous	space
formal	steam
gas	stressful
generate	sunlight
geothermal energy	supply
greeting	sustainable
harmful	therefore
heat	tidal power
helpful	turbine
however	universal
hydroelectric dam	unlimited
hydropower	useful
in addition	various
increase	waste
informal	management
install	wave power
invention	wind energy
kinetic energy	wind power
limited	

4

Civilisation

absolutely	leader
achievement	leaflet
agriculture	live
ancient	map
apostrophe	Mayan
archaeological site	merchant
archaeologist	modern
archaeology	monument
biography	mosque
boutique	navigation
century	peace
certainly	poverty
charity	product
chronological	promote
citizen	proof
civilisation	prosperous
commodity	pyramid
community	quite
cooperation	really
copper	reduce
culture	reliable
definitely	religion
discover	renaissance
economy	research
education	respect
Egyptian	revenge
empire	Roman
enthusiasm	sailor
entrepreneur	skill
environment	society
equality	Sumerian
evidence	thesaurus
expertise	trade
fairly	trader
famous	treat equally
foreign	united
fort	universal
frankincense	value
ghoul	very
global citizen	volunteer
global citizenship	war
global community	wealthy
global issues	well-known
Greek	
history	
human rights	
inhabit	
inhabited	
Islamic	

Writing Reference

The writing reference section provides guidance to support you in improving your writing skills and successfully completing the writing tasks in each unit. Pages 50 - 53 provide general guidelines to follow in your writing. Pages 54 - 61 provide specific guidelines for the main writing task in each unit as well as a model answer for each writing task.

Writing Sentences.

Well-constructed sentences will make your writing easier to read and understand. Writing good sentences is the key to being a good writer.

Sentence structure

- A basic sentence in English requires:

a subject

- The subject is the person, thing or idea that the sentence is about.
- The subject usually comes before the verb and does the action.

an object

- The object receives the action.
- It usually comes after the verb.

a verb

- The verb tells you what the subject is or does.

Example: The cat ate the mouse.

S **V** **O**

agreement

- The verb must agree with the subject in number (singular or plural).
- If the subject is singular, the verb must be singular.
- If the subject is plural, the verb must be plural.

Example: *I is here.* The verb and subject do not agree.

I am here. The verb and subject agree.

Writing interesting sentences

- It is also important to make sure your sentences are interesting to read.
- Writing that contains mostly short, simple sentences can be uninteresting.
- Writing that contains mostly long, complex sentences is usually difficult to read.
- Good writers use a variety of sentence types.

- You can make sentences more interesting by using:
 - **adverbs** to describe verbs.
*e.g. The boy **quickly** threw the ball.*
 - **adjectives** to describe nouns.
*e.g. The boy quickly threw the **tiny** ball.*
 - **a relative clause** to add more information about a noun.
*e.g. The boy quickly threw the tiny ball **which was hard and round**.*
 - images such as **metaphors and similes**, to create a picture in the reader's mind.
*e.g. The boy quickly threw the tiny ball which was **as hard as a rock**.*

Writing paragraphs.

A paragraph is a group of sentences about one main idea or topic.

- To write a good paragraph, you need to:
 - Focus on one main idea
 - Include explanations, examples, facts or reasons
 - Present information in a logical order
 - Create clear connections between sentences by using linking words
 - Summarise the main idea

Paragraph structure

- A paragraph in English should include:

A topic sentence

- The topic sentence tells your reader what the paragraph is about.
- It is usually the first sentence in a paragraph.
- To write a topic sentence, think carefully about what the main idea of your paragraph is and try to summarise this in one sentence.

Supporting sentences

- Supporting sentences provide details to support the topic sentence.
- They should include explanations, examples, facts and reasons.
- To write supporting sentences, you need to brainstorm your ideas, connect your ideas and present them in a logical order. You may have to do some research to find the information you need to write your supporting sentences.

A concluding sentence

- The concluding sentence summarises the paragraph and reinforces the topic sentence.
- It is the final sentence in the paragraph.
- To write a concluding sentence, state the main idea again using different words.

Punctuation.

The correct use of punctuation is a key skill in writing.
Good punctuation will also make your writing easier to read and understand.

Punctuation checklist

- Remember to use:
 - a **capital letter** at the start of a sentence and for the pronoun 'I'.
e.g. My friend and I stayed at home.
 - a **capital letter** for names, months, nationalities, languages, cities, countries and continents.
e.g. I told Mahmoud that my birthday is in December.
 - a **full stop** at the end of a sentence.
e.g. Today is Monday.
 - a **question mark** at the end of a question.
e.g. Is it Monday?
 - an **exclamation mark** at the end of a sentence with a strong feeling.
e.g. I hate Mondays!
 - a **comma** in a list of three or more things.
e.g. I go to school on Saturday, Sunday, Monday, Tuesday and Wednesday.
 - a **comma** after a time sequencer such as first, then, next and after that.
e.g. First, I have assembly. Then, I go to the classroom.
 - an **apostrophe + s** to show possession.
e.g. Ahmed's bag is the heaviest.
 - an **apostrophe** to make a contraction.
e.g. I can't lift his bag.

Editing your work.

In the final stages of any written work it is important to check your work for grammatical, punctuation and spelling errors.

Common errors

- Confusing the words **their**, **there** and **they're**.
 - **their** refers to something belonging to or connected with a person or another thing which has already been mentioned.
 - **there** means in a particular place.
 - **they're** is a short or contracted form of **they are**.
- Confusing the words **its** and **it's**.
 - **its** refers to something belonging to or connected with a thing that has already been mentioned.
 - **it's** is the short or contracted form of **it is** or **it has**.
- Confusing the words **your** and **you're**.
 - **your** means belonging to someone.
 - **you're** is the short or contracted form of **you are**.

Avoiding plagiarism.

Plagiarism means using or copying the work of others without providing an attribute for the source of the work.

- Plagiarism can include:
 - using or copying words as they have been used in articles, presentations, television programmes, books, on the Internet or anywhere else.
 - using other people's ideas without saying whose ideas they are.
- Plagiarism is treated very seriously. In higher education, plagiarised work is usually disqualified.
- It is important to use an appropriate method to avoid plagiarism.

Quotation

- Quotations are the exact words of the author or speaker.
- They must be accurate, with the same punctuation and spelling.
- In quotations, you should:
 - Copy words and punctuation exactly.
 - Put speech marks, also called quotation marks, around the words you quote.
 - Provide a reference which tells the reader exactly where the quote came from.

Paraphrase

- Paraphrasing is describing what someone else said in your own words.
- It is a different way of expressing what was said in the original text.
- To paraphrase, you should:
 - Read the whole text for main ideas and general understanding.
 - Write down the main idea and some key words.
 - Use the key words to help you write what was said using your own words.
 - Use reported speech.
 - Provide a reference which tells the reader the name of the person who originally produced the work and the date that they wrote it.

Summary

- A summary involves writing a short version of a text using your own words.
- Summaries are much shorter than the original material and they usually shorter than information that has been paraphrased.
- To summarise you should:
 - Read the whole text and identify the main idea.
 - Write down the main idea and some key words.
 - Use the key words to help you write what was said using your own words.
 - Provide a reference which tells the reader the name of the person who originally produced the work and the date that they wrote it.

New Media

A summary of a chart (informative)

Top Tips

Highlight the most important trends
 Describe the most significant/ important pieces of information in the chart
 Use numerical data from the chart in your description

Organisation.

Paragraph 1

Give an overview of the information in the chart and include:

a sentence that describes the chart (e.g. what, where, when and who)

- *The chart/ graph shows ...*
- *The chart / graph illustrates...*

a description of the main trends shown in the chart

- *Overall, in (2010)...*
- *The main trend shown by the chart is ...*
- *In general, between (year) and (year) ...*

Paragraph 2

Write a more detailed description of the trends in the chart(s) and highlight significant result, similarities or differences.

- *Both (genders/ countries/ groups etc.) ...*
- *Similarly, ...*
- *The most significant difference is...*
- *In contrast, ...*

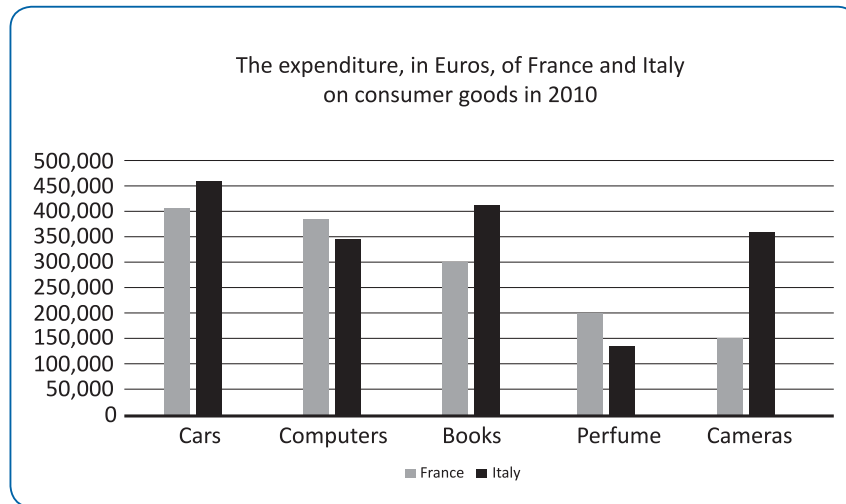
Paragraph 3

Summarise the key findings shown in the chart.

- *To summarise, ...*
- *To conclude, ...*

Example.

Summary of a Chart



The column chart illustrates the amount of money spent on five different products, cars, computers, books, perfume and cameras in Italy and France in 2010. **Overall**, Italy spent more than France on these products.

Both Italy and France spent the most amount of money on cars. **The most significant difference** in spending was in relation to cameras. People in Italy spent around €350,000 on cameras, **whereas** people in France spent the least amount on cameras. **In contrast**, Italy spent the least amount of money on perfume.

To summarise, Italy and France spent a similar amount of money on cars and computers in 2010. However, their spending habits in other categories are quite different.

Refer also to the chart summary on page 8 of your Classbook.

Climate Change

An opinion essay (evaluative)

Top Tips

State your opinion clearly
 Make sure that each paragraph focuses on one main idea
 Provide examples and facts to support your opinion

Organisation

Paragraph 1

Explain the topic in your own words and state your opinion.

- *Many people think/believe/argue that ...*
- *I think / believe/ agree/ disagree that ...*
- *In my opinion, ...*

Paragraph 2

Present an idea with examples to support your opinion.

- *First of all, ...*
- *One reason why ...*
- *One advantage/ disadvantage of ... is ...*
- *Therefore ... / This is because ...*

Paragraph 3

Present another idea with examples to support your opinion.

- *Secondly, ...*
- *Another reason why ...*
- *Another advantage/ disadvantage of ... is ...*

Paragraph 4

Summarise your points and remind the reader of your opinion.

- *To summarise ...*
- *To sum up ...*
- *In conclusion ...*

Example.

Spending too much time on social media can have a negative impact on young people.
Do you agree or disagree?



Social media has become very popular with young people. Teenagers sometimes spend several hours per day using it. **Many people argue that** this is having a negative effect on young people. **I agree that** spending too much time on social media is not healthy for teenagers.

One reason why spending too much time on social media is not healthy for young people is that it can lead to mental health problems. **For example**, there is research that shows social media has resulted in an increase in anxiety and depression. This is because people compare their lives to the 'perfect' lives they see other people sharing. This can lead to negative emotions.

Another disadvantage of spending too much time on social media is its effect on sleep. Research has shown that the light from screens can make it harder to sleep. Furthermore, many young people stay up too late because they are using social media. Sleep is very important for young people's health and to help them concentrate at school.

In conclusion, social media allows us to connect with people all over the world but spending too much time on social media can have a negative impact on young people.

Refer also to the opinion essay on page 21 of your Classbook.

Renewable Energy

A formal request email (interactive)

Top Tips

Introduce yourself

Clearly state the purpose of your email and your request

Use polite language

Organisation.

Greeting

- *Dear Mr/ Mrs Smith,*
- *Dear Sir/ Madam,*
- *To whom it may concern,*

A polite opening sentence (optional).

Write a polite opening sentence.

- *I hope that you are very well.*

Paragraph 1

Introduce yourself and provide any necessary background information.

- *My name is and I am a (student) at (name of school).*
- *I am studying ... / doing a project about ...*

Paragraph 2

State the purpose of your email and your request.

I am writing to request ...

- *I am writing to ask if it would be possible to/ you would be able to ...*
- *I would like to ...*
- *Could you support us by ...?*

A polite closing comment.

- *Thank you in advance for your help.*
- *Any help/ information you can provide would be greatly appreciated.*
- *I look forward to hearing from you.*

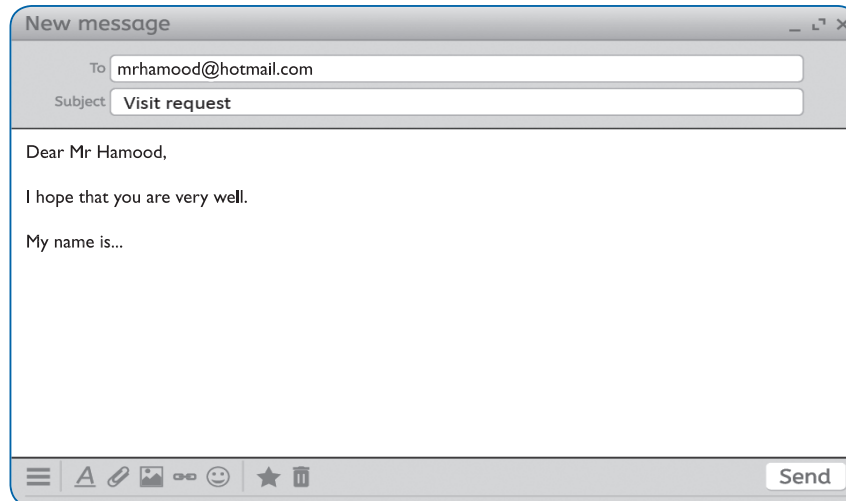
Note: In a short email, you can combine paragraphs 1 and 2.

Sign off.

- *Kind regards*
- *Yours sincerely*
- *Best wishes*

Example.

Request Email



New message

To: mrhamood@hotmail.com

Subject: Visit request

Dear Mr Hamood,

I hope that you are very well.

My name is...

Send

Dear Mr Hamood,

I am a Grade 10 student from Rustaq. We are currently doing a project about recycling in Oman. Next month, we will have an environment day event at our school.

I am writing because we would like to find an expert to give a short presentation at our event. I know that your company works to reduce waste in Oman. **Therefore I would like to** invite you to our event and ask **if you would be able to** give a short presentation to the students. The event will be held on April 20th at 11am.

I look forward to hearing from you.

Kind regards,

Khalid

Refer also to the email on page 32 of your Classbook.

Civilisation

A biography (narrative)

Top Tips

Research the person carefully and check the accuracy of the information
 Present the information in chronological order
 Use time words and phrases to link the information
 Vary your sentences so that your biography does not read like a list

Organisation.

Paragraph 1

Introduce the person and explain why they are famous or well-known.

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

Paragraph 2

Describe their early life, for example where/ when they were born, their family, their education, etc.

- *(Name) was born*
- *His/ Her father was a ... and his / her mother was a ...*
- *He / She studied (subject) at (school/ university)*
- *At a young age, he/she ...*

Paragraph 3

Describe their most significant achievements.

- *His/ Her most important achievement was/is ...*
- *One of his/ her greatest achievements was/is ...*

Paragraph 4

If the person is dead, mention the date and place of their death and what they will be remembered for.

- *He/ She died in (date), at the age of (age).*
- *He/ She will be remembered as/for ...*

If the person is still alive, mention anything else of interest about them and what they might or hope to achieve in the future.

- *(Name) is currently ...*
- *In the future, he/she hopes to ...*

Example.

Biography of a former Prime Minister



Margaret Thatcher **was a famous** politician and the first female Prime Minister of Britain. **She was known as** the 'Iron Lady' for her strong will and leadership style.

Thatcher **was born on** the 13th October, 1925, in Grantham, England. She was introduced to politics at a young age by her businessman father, who was the Mayor of Grantham. Thatcher was a good student and in 1943, she won a scholarship to study chemistry at Oxford University.

She graduated from Oxford **in 1947** and began working as a research chemist. **One year later**, she started her career in politics. After several local positions, **in 1959** she became a member of parliament. **From 1970-1974** she was the secretary for education. **One year later** she became the leader of the Conservative party. **Her greatest achievement was** becoming Britain's first female prime minister in May, 1979.

She was Prime Minister until 1990. Following this, she continued her career in politics and also wrote two books about politics. **She died on** the 8th April, 2013 at the age of 87. **She will be remembered for** her politics and strong character.

Refer also to the biography on page 44 of your Classbook.

Grammar Reference

present simple

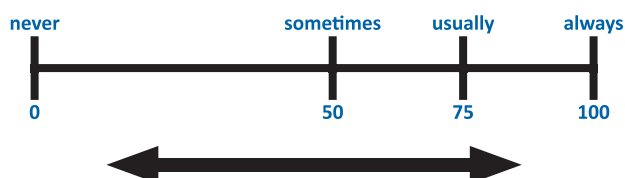
We use the present simple to talk about things that are true.

I you we they	walk	to school
he she it	walks	

We use the present simple to talk about routines and habits.

She goes to school at 6 o'clock every day.

We often use adverbs of frequency with the present simple.



He never washes the dishes.
She always helps her mother.

present continuous

We use the present continuous to talk about actions happening now.

Ali is reading a book.

They are watching television.

We make the present continuous with the present tense of the verb **be** + a verb ending in **-ing**.

I	am	eating	to school
you we they	are		
he she it	is		

present perfect

We use the present perfect to talk about our experiences in our life up to now and when we have no definite time in mind.



He has visited Cairo.

They have written a book about the Jiddat Al Harasees.

We make the present perfect using the verb **have** + the past participle.

I you we they	have	seen	the pyramids
he she it	has	seen	

yet and already

We use **yet** and **already** with the past simple/ present perfect.

yet

- **yet** tells us something has not taken place.
- We usually put **yet** at the end of sentences.
- We usually use **yet** in negative sentences.
- We usually use **yet** in questions.

already

- **already** tells us something has taken place.
- We usually put **already** in the middle of sentences.
- We usually put **already** before the main verb.

present perfect continuous

We use the **present perfect continuous** to talk about an action that started in the past, continued over a period of time and is still continuing now.



I have been waiting for two hours.

(I arrived two hours ago and I am still waiting.)

We often use the present perfect continuous with **for** and **since** to say how long an action has been happening.

We have been waiting for 20 minutes. (and we are waiting now)

It's been raining since Tuesday. (and it is raining now)

We use the **present perfect continuous** to talk about an action that started in the past, continued over a period of time and has recently stopped. However, there is evidence of the finished action now.

She's been shopping. (she has finished shopping but she is carrying shopping bags now.)

It has been raining. (it has recently stopped but the ground is wet.)

We make the present perfect continuous using the verb **have** + **been** + **present continuous**.

I you we they	have haven't	been	waiting
he she it	has hasn't		

the passive

We use the **passive** when we want to focus on what happens more than on the person who makes it happen. Sometimes the person is left out of the passive sentence. It is usually used for news reports, signs and scientific descriptions.

The boy wrote the story.

[The boy is more important.]

The story was written by the boy.

[The story is more important.]

To form the passive we use the verb **be** + the **past participle**.

it	is was	invented
they	are were	

past simple

We use the **past simple** to talk about finished actions or situations in the past and when we have a definite time in mind.

He went to Australia last summer.

I visited my uncle yesterday.



I you we they he she it	arrived	in the morning
---	---------	----------------

past continuous

We use the **past continuous** to describe actions that happened over a period of time in the past.

They were having a barbecue.
He was playing football.

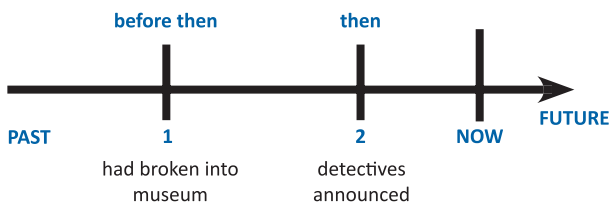


We make the **past continuous** with the **past simple** of the verb **be** + a verb ending in **-ing**.

I you we they	was	eating	lunch
he she it	were		

past perfect

This morning, detectives **announced**² that a gang of criminals **had broken**¹ into the museum



We form the **past perfect** using **had** + **past participle**

We use the **past perfect** for an action that happened before another action or time in the past.

We use the **past perfect** for the **first** action and the **past simple** for the **second** action.

used to

We use **used to** for describing things that happened regularly in the past but don't happen now.

I used to get up at 7 o'clock but now I get up at 6 o'clock.

We also use it to describe something that was true in the past but is not true now.

That building used to be a cinema.

used to is followed by the **infinitive** of the verb.

I you we they he she it	used to	live	in England
---	---------	------	------------

the future

We use **going to** and **will** when we want to talk about the future.

going to

We use **going to** when we have a definite plan or intention to do something.

We're going to fly London next week.
We're going to catch a plane at Muscat International Airport.

We use the present tense of the verb **be** + **going to** + the **infinitive** of the verb.

I	am	going to	visit	Muscat tomorrow
he she it	am			
you we they	am			

the future (continued)

will

Will has many uses. One of its uses is to predict what will happen or what we think will happen in the future.

Scientists will make robots to help us in the home.
We will travel in flying cars to Mars.

We use **will** when we are not sure of our plan or our intention. We will decide at the time we make the decision or at the moment we speak.

We'll go by car or bus.
We'll decide when we get there.
Maybe we'll leave on 3rd or the 4th of December.

We use **will** followed by **the infinitive** of the verb.

I			
you			
we	will	live	on Mars
they			
he			
she			
it			

first conditional

We use the **first conditional** to talk about what we think will happen in the future.

If you study hard, you will pass your exams.
If we kill the snakes, the toad population will grow.

We form the first conditional with **two clauses**.

The **if clause** begins with the word **if** and the **main clause** shows the **result**.

We make the first conditional with **if + present simple + will**.

When the **if clause** comes before the **main clause**, it is separated by a **comma**.

second conditional

We use the **second conditional** to express unreal or imaginary situations and what could happen.

We make the second conditional using:

if + past simple + would

If he saw a Yeti, he'd/he would climb a tree.
If I were on the Marie Celeste, I'd/would leave a note.

third conditional

We use the third conditional to talk about something which was **possible**, but which did **not happen** in the past.

If she had won the hurdles, she would have won two gold medals.
She did not win the hurdles so she did not win two gold medals.

- We use the **past perfect** in the 'if' clause.
- We can use **would have**, **could have** or **might have** in the main clause.
- We do not use **would have** and a past participle in the 'if' clause

If everyone **had run**, he might have **lost the race**.

if clause

main clause

adverbial clauses of time

Adverbial clauses of time use time conjunctions such as **before**, **while**, **whenever**, **until**, and **after**.

Sometimes shops had to close for days **while the number of things in stock were checked**.

adverbial clause of time

Adverbial clauses of time can go **before** or **after** the main clause.

When an adverbial clause comes before a main clause, it is usually separated from the main clause by a **comma**.

Before barcodes were invented, many things in shops had to be individually priced by hand.

comma

adverbial clauses of place

Adverbial clauses of place use the place conjunctions **where** and **wherever**.

When we want to talk about the location or position of something, we use the place conjunction **where**.

When we want to talk about something that happens or will happen in every place or any place, we use the place conjunction **wherever**.

Adverbial clauses of place can go **before** or **after** the main clause.

When an adverbial clause comes before a main clause, it is usually separated from the main clause by a **comma**.

adverbial clauses of manner

An adverbial clause of manner tells us how things are done or said.

We use **as if** and **as though** at the start of an adverbial clause of manner.

as if and **as though** are conjunctions.

The manner clause always comes after a main clause.

The adults behaved **as if they were children.**
if clause main clause

We use adverbial clauses of manner:

- a to show if something **might not be true** or that it is **unreal**.
She talked as though she were the Queen.
- b after words such as **act**, **feel**, **look** and **sound**.
He looked as if he was bored.

We usually use a **past tense** after **as if** or **as though** to show that the information in the manner clause is not true.

In formal English, we sometimes use **were** and not **was**.

conjunctions

Conjunctions are **linking** words.

Conjunctions **join** sentences or clauses.

and	adds more information
but however although	add a contrast
because as since so	add a reason and cause
who which that	add information about a person or thing
whenever while before after until when	add information about time
where wherever	add information about place
as if as though	add information about how things are said or done

the infinitive

The infinitives are:

- to + infinitive
He went to visit the Statue of Liberty.
- bare infinitive (the infinitive without 'to')
Sorry, I can't help him today.

We use to + infinitive:

- 1 after it + be + adjective
It is nice to see you.
- 2 after a **noun** or a **pronoun**
I must take a book to read.
I want you to buy some vegetables.
- 3 in **some phrases** such as going to, have to, used to
I have to go to school.
- 4 after **some verbs** such as hope, decide, write, agree
I hope to see you soon.
- 5 after **question words**
We don't know where to go.

Verbs with to + infinitive or -ing

- Some verbs take **to + infinitive**.
He decided to build wings.
- Some verbs take **-ing**.
They began making the wings.
- Some verbs can take **to+ infinitive** or **-ing** without a change in meaning.
He started flying higher and higher.
He started to fly higher and higher.
- Some verbs, such as **stop**, **go on**, **like**, and **remember** can be followed by the infinitive with to or the -ing form, but the meaning changes.

I like to catch **fish using a fine line and net**.
[We use **like + infinitive** with to when we want to say it is a **good idea**.]

I like fishing **every weekend and on holidays**.
[We use **like + -ing** to mean I enjoy fishing.]

- We **do not** use the -ing form after a continuous tense.

He was beginning to think of ideas for a story.

NOT: He was beginning thinking of ideas for a story.

modals of obligation

The words **should**, **must** and **have to** are modals of obligation.

We use them to give advice and tell people what to do.

We use **must** and **should** to give our own personal opinion.

Must is stronger than **should**.

We use **have to** when there is a general rule or law and not our own personal opinion.

I have to wear my seat belt when I drive (a general rule or law).

I don't have to go to school today (a general law or rule).

You must go and see the doctor (a strong personal opinion).

You mustn't arrive late (a strong personal opinion).

modals of possibility

May, **might** and **could** are modals of possibility.

We can use **may**, **might** and **could** + **verb** to talk about how possible something is in the present or the future.

It may be the Yeti, but it could be a bear.

We can use **may have**, **might have** and **could have** + **past participle** to talk about how possible something is in the past.

The lake might have been a mirage.

May, **might** and **could** go before the main verb in any sentence.

It may have four or five legs.

quantifiers: some and any

Some and **any** are quantifiers. They are used with uncountable nouns: **juice coffee water** and countable plural nouns: **bananas apples eggs**

some

Some means a little or a few and is used in positive sentence.

I've got some soup for starters.

We use **some** in questions to request something when we think the answer will be yes.

Can I have some chicken spring rolls please?

We use **some** in questions when we make an offer.

Would you like some garlic bread?

any

We often replace **some** with **any** in questions when we are not sure of the answer.

Have you got any spring rolls then?

We usually use **any** in negatives.

I'm sorry madam, we haven't got any soup.

adjectives

An **adjective** is a word like **small**, **old**, **cheap**, **ugly**.

An **adjective** describes the qualities of people, places, things, etc.

The small fish.

Most **adjectives** can go in two positions:

- 1 When an adjective comes before a noun it is called an **attributive adjective**:

The **beautiful** **beaches** of Hawaii.
adjective noun

- 2 When an adjective comes after the verb it is called a **predicative adjective**:

The **shark** **was** **quick**.
subject verb adjective

A **predicative adjective** is used to describe the subject of the sentence and not the action of the verb.

order of adjectives

When using more than one adjective we usually sequence them:

adjective						noun
size	age	shape	colour	origin	material	
a	big	new	curved	silver	Omani	metal Khanjar

adjective + preposition

- Sometimes we use a preposition after an adjective.

If you're **tired of** the other TV channels, then watch ours.

- Some adjectives only use certain prepositions.

The Sumerians were **aware of** the Majan civilisation.

NOT

The Sumerians were **aware on** the Majan civilisation.

- Sometimes different prepositions can follow an adjective. Depending on the preposition used, the meaning of the sentence or phrase changes.

It was good of Ali to go shopping.
[tells us about the person]

Ali is good at shopping, because he buys the best food.
[tells us about the action]

- It is best to look in a dictionary to find out which preposition to use with a particular adjective.

adverbs of manner

Adverbs describe verbs.

- There are many different kinds of adverbs.
- We use adverbs of manner to describe **how** something happens.

The man walked **slowly**. (Tells us how the man walked.)

- We can put adverbs of manner **before** the verb.

They **angrily** **shouted** at the cat.
adverb verb

- We can put adverbs of manner **after** the object.

They shouted at the **cat** **angrily**.
object adverb

- We can put adverbs of manner **after** the verb and **before** the preposition + object.

They **shouted** **angrily** **at the cat**.
verb adverb preposition + object

- If there is **no** preposition, we do **NOT** put the adverb between the verb and the object.

We ~~wrote~~ **quickly** ~~the letter~~.
verb adverb object

adverbs of degree

We use adverbs of degree to make the meaning stronger.

fairly	quite
really	very
certainly	definitely
completely	absolutely

We usually put adverbs of degree before an adjective.

He ate a **fairly** big ice-cream.

We usually put adverbs of degree before or after a verb.

He walked **really** fast.
He **really** walked fast.

We usually put adverbs of degree in the middle of a sentence.

He was **absolutely** furious with the manager.

comparatives and superlatives

We use a **comparative** to compare people or things.

bigger more beautiful

We make the comparative with **adjective + than + noun**

An elephant is **bigger than** a cat.

We use a **superlative** to describe who or what is the best.

the biggest the most beautiful

We make the **superlative** with **the + adjective + -est** OR **the + most/least + adjective**.

	adjective	comparative	superlative
one syllable	tall	taller	tallest
one syllable ending in -e	wide	wider	widest
one syllable, a short vowel ending with one consonant	big	bigger	biggest
two syllables ending -y	happy	happier	happiest
two or more syllables	amazing beautiful	more amazing less beautiful	most amazing least beautiful
irregular	good bad	better worse	the best worst

similes

We use **similes** to make descriptions more interesting and to make a powerful picture in the mind of the reader.

Similes compare two things.

We use **like** or **as** to make a simile.

It smells **like** rubbish.

The mountain road looked **like** a long snake.

It's **as** hot **as** fire.

Her hands felt **as** cold **as** ice.

too and very

too and **very** are placed **before** the adjective.

very makes the adjective stronger.

It's hot. – It's **very** hot.

too makes the adjective stronger but it usually has a negative meaning.

It's **very** hot. – It's **too** hot.

question words

We use **who** to ask about people.

Who is it?

We use **where** to ask about places.

Where is the post office?

We use **when** to ask about time.

When does the bus leave?

We use **why** to ask for a reason.

Why is Makkah a great city?

We use **how** to ask about the size or quantity of something.

How heavy is it?

We use **what** to ask about something and not a person.

What is it?

We use **which** to choose between a few things or

people.

Which story do you like?

multiword verbs

Many verbs in English have two or more parts. These are called **multiword verbs**.

We make multiword verbs with

verb + adverb/preposition

get around, cut down, fix on, cut out, look at

We can use different words with the same verb so the meaning changes.

I got on the bus. I got off the bus

Sometimes the meaning of a **multiword verb** is difficult to work out.

I checked out the subway. (I investigated the subway).

It is important to check the meaning of **multiword verbs** in a dictionary or work them out from the context.

Many **multiword verbs** are used informally. In written English there is often a more formal word with the same meaning.

take off (informal) and **remove** (formal)

pronouns

A **subject pronoun** replaces the subject in a sentence.

He ate the apple.

An **object pronoun** replaces the object in a sentence.

The man ate it.

Possessive adjectives tell us about who owns something or how two people are related.

That's my apple.

Possessive pronouns tell us about who owns something.

Yes, the apple is mine.

We use a **reflexive pronoun** to refer back to the subject.

You should look after yourself. Eat more apples!

subject pronoun	I	you	he	she	it	we	they
object pronoun	me	you	him	her	it	us	them
possessive objectives	my	your	his	her	its	our	their
possessive pronoun	mine	yours	his	hers		ours	theirs
reflexive pronoun	myself	yourself yourselves	himself	herself	itself	ourselves	themselves

possessive apostrophes

We use an **apostrophe** when we want to show that a noun owns something.

With a singular noun we add an apostrophe + s,
boy → **boy's**
 He saved a **boy's** life.

With a plural noun ending in s, we add an apostrophe,
boys → **boys'**
 The **boys'** boots were very dirty.

With a plural noun not ending in s, we add an apostrophe + s,
children → **children's**
 Today is the **children's** party.

direct speech

We use **direct speech** when we want to write the exact words that were spoken.

- We put the actual words someone said inside speech marks.
- A new bit of speech starts with a capital letter if it is the beginning of a sentence.
- We start a new line when a new person starts talking.
- We can put a full stop, question mark or exclamation mark inside the speech marks if it is the end of a sentence.
- We can put a comma inside the speech marks if it isn't the end of a sentence.

"Holmes," murmured Sir Henry, "You have saved my life."

"I'm sorry I put you in danger," replied Holmes. "Are you strong enough to stand?"

reported speech

We can use reported speech to report someone's words after they were said.

In reported speech:

- We give the exact meaning of what was said.
- We sometimes change the pronoun.
- The tense can change.
- The speaker comes at the beginning of the sentence.
- We sometimes use that.

direct speech

Saada said, "They're really very good."

reported speech

She said they were really very good.

compound nouns

- A compound noun is formed from two nouns, or an adjective and a noun.
- Compound nouns are written in different ways:
 - as two words: **police officer**
 - as one word: **firefighter**
 - sometimes as two words joined by a hyphen.
- Unfortunately, there is no rule for how you write a compound noun, so you need to check in a dictionary.
- The plural is usually formed by making the second word plural: **police officers** **fishermen**
- The stress is usually on the first syllable of the first word:

○ ○ ○
shopkeeper

○ ○ ○
firefighter

prefixes

Prefixes are a group of letters or a word.
We put prefixes at the beginning of a word to change the meaning.

un + fair = unfair

There are three main types of prefix:

- 1 Whole word prefixes such as:
out- over- under- up
outside underwater upstairs
- 2 Negative prefixes such as:
in- un- dis- mis- im
incorrect invisible untie
- 3 Number prefixes such as:
uni- bi- tri- deca- centi- milli- multi
bicycle triangle centimetre

suffixes

A suffix is a group of two or more letters added to the end of a word.

meaning (n) + ful = meaningful (adj)

flower (n) + ing = flowering (adj)

clear (adj) + ly = clearly (adv)

excite (v) + ment = excitement (n)

Suffixes change word class.

manage (v) and management (n)

Suffixes can sometimes change meaning.

care and careless

The spelling changes when we add a suffix to a word.