



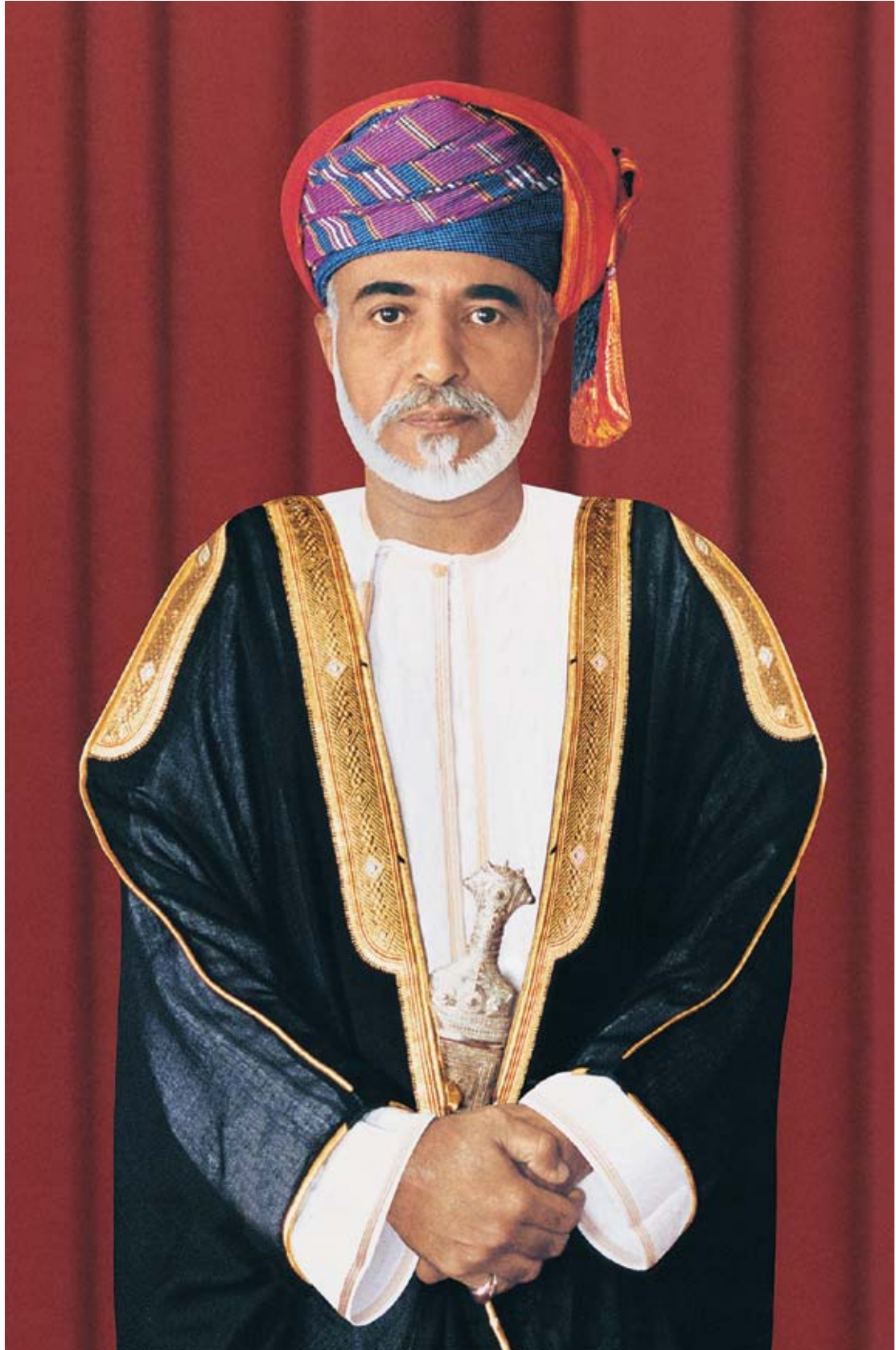
SULTANATE OF OMAN
MINISTRY OF EDUCATION

10_B

English for Me

SKILLS BOOK

2020



His Majesty Sultan Qaboos Bin Said
Sultan of Oman

Sultanate of Oman



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 Qaboos Bin Said.

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 B.

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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Learning Outcomes for Grade 10B

1

Stories



In this unit you will

- Read and understand a variety of stories
- Listen to and understand a variety of stories
- Form and use past tenses in narrative writing
- Recognise synonyms, similes and metaphors and understand their meaning.
- Tell a story based on picture prompts
- Use different story telling techniques.
- Plan and write a story
- Self and peer-edit written work
- Work in a team to convert a story into a comic strip
- Reflect on your learning

2

Healthy Lifestyle



In this unit you will

- Read and understand advice, factual and non-linear text
- Listen to and understand an interview and a dialogue
- Form and use Yes/No questions and Wh-Questions
- Do a survey
- Describe symptoms when feeling unwell.
- Use appropriate language to ask for and give advice
- Talk about healthy lifestyles and well-being
- Plan and write a report based on a survey
- Self and peer-edit writing work
- Reflect on your learning



3

The Future of Transport

In this unit you will

- Read and understand articles and factual texts about the future of transport
- Listen to a variety of listening text, including dialogues and conversations
- Use future tenses and modal verbs to make predictions about the future
- Recognise idioms and understand their usage.
- Discuss opinions and evaluate advantages and disadvantages
- Talk about the future of transport
- Plan and write an opinion essay (advantages and disadvantages)
- Self and peer-edit written work
- Work in a team to research and present a new means of transport.
- Reflect on your learning

4

Entrepreneurship



In this unit you will

- Talk about entrepreneurship
- Learn about Omani entrepreneurs
- Read and understand texts about entrepreneurs and business
- Use indefinite pronouns to refer to people, places and things
- Use compound adjectives
- Listen to and understand texts about entrepreneurship
- Use appropriate language to persuade people
- Plan and write an application request
- Self and peer-edit written work
- Plan and present a business pitch
- Reflect on your learning

1

Stories

Reading and Understanding

1 Think and circle.

Look at the words below from the three stories in this section. Circle the odd word in each set of words. Be prepared to explain your choice.

How the Bear Lost its Tail

- | | | | | |
|---|-------|--------|-------|------|
| 1 | fox | fish | tail | bear |
| 2 | ice | winter | snow | sun |
| 3 | black | trick | shiny | long |

Space Waste!

- | | | | | |
|---|-----------|----------|-----------|----------|
| 4 | moon | waste | junk | rubbish |
| 5 | create | build | pull | make |
| 6 | president | official | scientist | minister |

TRAPPED

- | | | | | |
|---|---------|-------|--------|--------|
| 7 | crowded | dim | dark | gloomy |
| 8 | smell | fear | see | feel |
| 9 | smoke | sharp | flames | fire |

2 Read and answer.

Read the background information and the story **Trapped**. Answer the questions on page 3.

Background Information

On October 28, 1995, tragedy hit the city of Baku in Azerbaijan. During rush hour, a fire broke out on an underground train and killed more than 300 people. Read about Vagif's experience.



Azerbaijan

Then, mad with fear, we ran away from the burning train. For two hours, we walked down the gloomy train tunnel. At last we saw a bright light in the distance.

TRAPPED

Suddenly all the lights went out. Then the train stopped in the dark tunnel.

We waited. We thought the lights would come on again, but nothing happened. Then I began to smell something. I could smell smoke. The people around me started to scream, "The train is on fire!"

Then I saw flames appearing. "If something doesn't happen soon," I said to myself, "I will be burned alive." As I stood in the blackness of the crowded, burning train, I could see no way to escape.

Then, something happened. I heard a noise like glass breaking. In the dim light, I slowly began to push my way towards the noise until I felt the sharp edges of a broken window. I pushed my body through the window and tumbled onto the ground outside. I shouted at the other passengers in the train to follow me.



www.soon.org

1 Why did the passengers continue to wait when the lights went out?

- a They were waiting for help.
- b They expected the lights to come back on.
- c The lights often went out.

2 How did the passengers know that the train was on fire?

- a They could smell smoke.
- b They heard a loud scream.
- c The lights did not come back on.

3 How did Vagif escape from the fire?

- a He climbed through a broken window.
- b He followed a bright light.
- c He followed a noise.

4 How did Vagif describe the escape from the train?

- a It was fast.
- b It was organised.
- c It was scary.

3 Read and complete.

1 Read the stories **How the Bear Lost its Tail**, **Space Waste!** and **Trapped** again. Complete the table with information about each story using the words in the box.

factual Vagif legend the future presidents
 winter science fiction a tunnel animals

	How the Bear Lost its Tail	Space Waste!	Trapped
Genre			
Setting			
Characters			

2 Read the sentences below. For each item, circle the correct word(s) to complete the sentence.

- 1 A story setting can include the place, time and **weather / people**.
- 2 If you are a character in a story, you should write in the **first person (I, we) / third person (she, they)**.
- 3 If you are writing about other characters in a story, you usually write in the **first / third** person.
- 4 If the characters in a story speak, use **direct / reported** speech.

4 Write.

Imagine that you were also trapped on the train and you followed Vagif to escape the fire. Write about your escape. Include details about what happened, what you saw and how you felt.

.....

.....

.....

.....

.....

1 Read and choose.

Read this conversation between Laith and his sister, Amna. Circle the correct verbs to complete Laith's answers.

- Amna: Laith, I'm so happy you're safe! What happened?
Laith: Well, I (1) **walked / was walking** home through the forest and I saw a lion.
Amna: Wow! Did you know there was a lion in the forest?
Laith: Yes, I (2) **was seeing / had seen** a footprint earlier that day when I walked to work.
Amna: Were you scared when you saw the lion?
Laith: Yes! I (3) **felt / had felt** really scared. I wished that I had taken the mountain path with Imran.
Amna: How did you escape?
Laith: Luckily, I (4) **was tricking / tricked** the lion. I told him that I didn't have a brain and that he should eat Imran's. While the lion (5) **had climbed / was climbing** the mountain, I warned Imran and he ran home as fast as he could. So did I!



2 Read and complete.

Read sentences 1-5.

Write the verb in brackets in the correct form **past simple**, **past continuous** or **past perfect** to complete each sentence.

- 1 It was a lovely day and the sun (**shine**).
- 2 Suddenly, he (**hear**) a loud noise and stopped.
- 3 After we (**finish**) our homework, we went out to meet our friends.
- 4 No one even noticed when I got home because they (**watch**) football on TV.
- 5 At the shop, I discovered that I (**lose**) my wallet.

3 Play a game.

Work in groups.

Read the instructions below and play a game.

Use the phrases from the **Useful Language box** to help connect the events in your story.

Useful Language

Time Linkers

Later on ...
In the end, ...
The next morning ...
Immediately ...
Suddenly ...

Tell a story

- ➔ The first student in the group starts the story with one sentence.
- ➔ The next student adds one sentence to the story.
- ➔ The rest of the group take turns to add sentences until the story is complete.

Remember to think about the plot, setting and characters.

Use the past tenses you studied in this lesson.

4 Read and sort.



Simile
or
Metaphor
?

Read the descriptions below.

Decide whether each description contains a **simile** or a **metaphor**. Write **S** for simile and **M** for metaphor in the space next to each description.

- 1 Her hair was as black as night.
- 2 My computer is a dinosaur.
- 3 Her words are always pearls of wisdom.
- 4 She was as busy as a bee.

5 Read and discuss.

Read and discuss the meaning of each simile or metaphor with your group. Write the meanings in the spaces provided.

Similies

Metaphors



I **slept like a baby** last night.

Meaning:



Her answer was **as clear as mud**.

Meaning:



My brother is **as brave as a lion**.

Meaning:



My exam was **a breeze**.

Meaning:



My sister is an **early bird**.

Meaning:



I was **dead tired** after the hike.

Meaning:

6 Write.

Read the examples of similes and metaphors to describe characters.

Write a **simile** or a **metaphor** to describe the appearance, feelings and behaviour of a character.

	Appearance	Feelings	Behaviour
Examples	Her skin was as white as snow. (S) His eyes were diamonds. (M) She was an ugly duckling. (M)	Her hands were like ice. (S) She felt as free as a bird. (S) His mood was dark. (M)	She's as quiet as a mouse. (S) He acts like a clown. (S) He's a bad apple. (M)

Listening and Speaking

1 Listen and match.

Listen to a lecturer describing the stages of a plot. Match the stages to their definitions.

Climax Resolution Falling action The beginning Rising action

- 1 This stage is the start of the story. The characters and setting are introduced.
- 2 Rising action In this stage, the main conflict or problem of the story is developed.
- 3 This stage is the main part of the story when most of the action takes place.
- 4 In this stage the characters start to overcome the problem or conflict.
- 5 This stage is the end of the story. Usually, the characters solve the problem they were facing or achieve their goal.

2 Read and label.

Read the key events from the story, **The Farmer without a Brain**. Write the stage of the plot of each event. Use the stages from Activity 1.

1

Laith met the lion on the path. The lion wanted to eat Laith's brain.

Stage of plot

2

The lion left Laith and went to eat Imran's brain.

Stage of plot

3

One day Imran and Laith were walking to their fields. They saw a lion's footprints on the path.

Stage of plot

4

Laith continued on the same path, while Imran took a different path through the mountains.

Stage of plot

5

Laith explained that Imran's brain was better, because he was clever and took the other path to escape from the lion.

Stage of plot

3 Discuss and order.

The following events are from stories in this unit but they are not in the correct order.

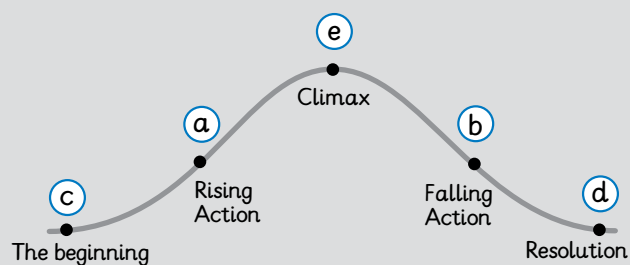
Look at the example and put the events of the second story in the correct order.

Write the title of the second story in the space provided.

Example

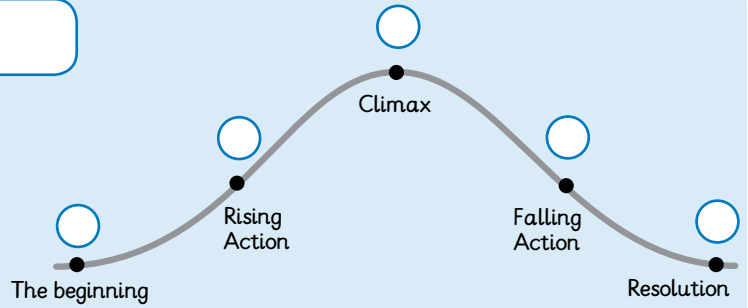
Story title: Trapped

- a The smell of smoke filled the train.
- b People escaped through the windows.
- c The lights went out on the train.
- d People walked away from the burning train.
- e Flames entered the train and the windows shattered.



Story title:

- a Bear saw that his tail was missing.
- b Bears no longer have tails.
- c Fox decided to trick Bear.
- d Bear sat fishing all night and his tail froze.
- e Bear saw Fox catching fish with his tail.



4 Pronunciation.

Silent Letters in English

We don't always pronounce every letter in English words, for example we do not pronounce the first letter **d** in **Wed**nesday or the letter **k** in **kn**ife.

1 The words below contain a silent letter.

Listen to the words and practise pronouncing them.

- | | |
|------------------------------|------------------------------|
| 1 climb (silent b) | 2 scene (silent c) |
| 3 evening (silent e) | 4 foreign (silent g) |
| 5 why (silent h) | 6 walk (silent l) |
| 7 castle (silent t) | 8 window (silent w) |

2 Read the words below with a partner.

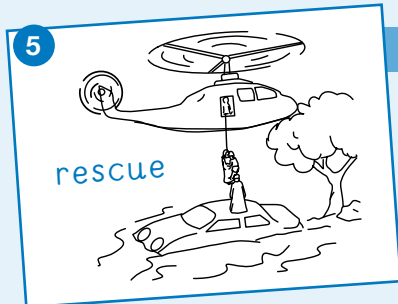
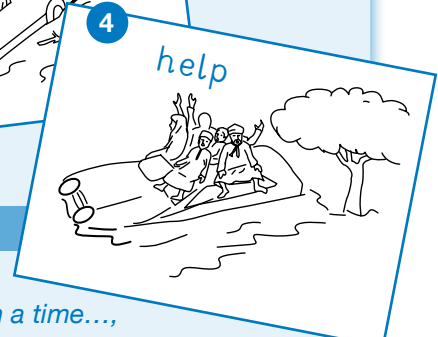
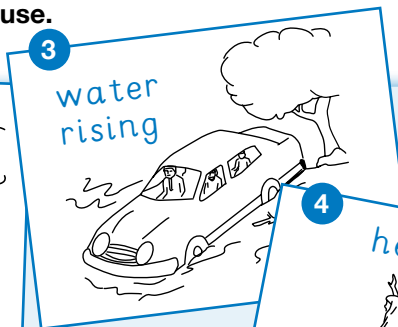
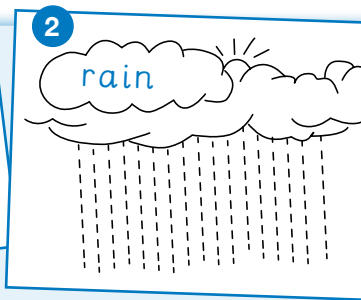
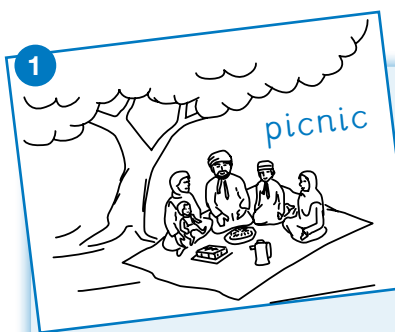
Circle the silent letter in each word.

- | | |
|---------------|-----------|
| 1 write | 2 design |
| 3 scientist | 4 who |
| 5 talk | 6 would |
| 7 interesting | 8 where |
| 9 thumb | 10 listen |

5 Tell a story.

Work in pairs. Tell a story using the pictures below.

Use the storytelling tips to help you and think carefully about which tense you will use.



Tips for Storytelling

- **Begin your story** with an appropriate phrase, e.g. *Once upon a time...*, *One day...*, *Last year...*, etc.
- Include descriptions of the **characters** and **setting**.
- Think about the **plot** and include the beginning, rising action, climax, falling action, resolution.
- When you tell your story, remember to use different storytelling techniques.

1 Write.

Imagine you are describing the setting of this scene from **The Kraken**.

Write a description in your exercise book.

Use the ideas around the picture to help you. Remember to use past narrative tenses.

1 Time

Decide.

- the time of the day.
- the time of the year.
- the year/century.

2 Weather

Describe the sky and weather.

- colours.
- patterns.
- temperatures.
- wind.

3 Landscape

Describe the buildings, people and animals in the picture. Think about

- location.
- colour.
- age.
- size.

4 Senses

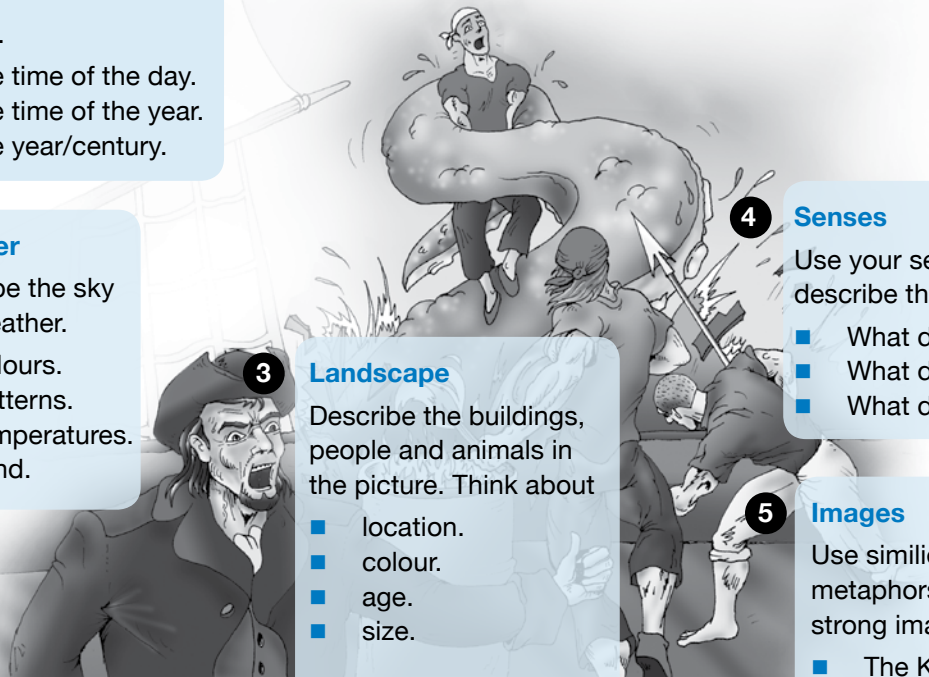
Use your senses to describe the setting.

- What did you see?
- What did you hear?
- What did you smell?

5 Images

Use similies and metaphors to create strong images.

- The Kraken was as big as a whale.
- Its tentacles were deadly weapons.



2 Discuss and write.

Read the incomplete story below.

Work with a partner and use the prompts in brackets to complete the story. Be creative.

The beginning

One day, last year, I had just arrived at my school. (Describe the setting)

.....

Rising action

I was walking towards my classroom, when the meanest student in my school stood in front of me. (Describe the student).

.....

Climax

I tried to walk past the student, but she / he said, 'Wait!'

(Describe what the student did next)

.....

Falling action

(Describe how you felt)

.....

(Describe what you said or did)

.....

Resolution

(Describe how the story ended)

.....

..... I will never forget that day!

3 Brainstorm.

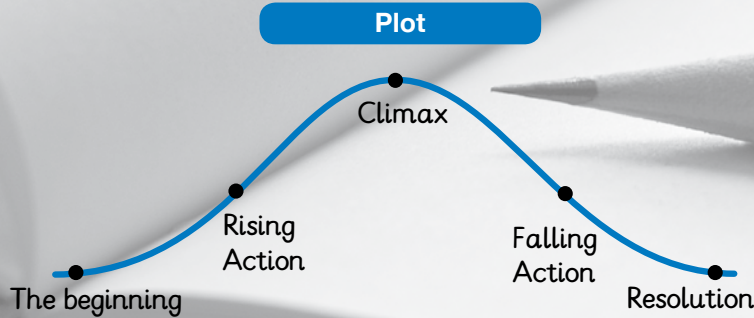
You are going to write your own story. Your story can be from any genre and you can write about any topic. Brainstorm ideas for your story and make some notes below.

Genre

Characters

Setting

Useful words



Learning Strategy

Remember to use descriptive language such as synonyms, similes and metaphors to make your writing more interesting.

4 Plan.

Complete the plan provided on page 44 of this book.

5 Write.

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

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 written a clear genre.		
2	I have included all the stages of a plot.		
3	I have described the setting.		
4	I have used narrative past tenses.		
5	I have used descriptive language including a simile or a metaphor.		
6	I have used direct or reported speech.		
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 story with a partner. Give your partner feedback.
- 2 Write the final draft of your story. Use the writing checklist to evaluate your work again.

1 Think and write.

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



.....

.....

.....

.....

.....

2 Read and complete.

Read the sentences about the stories in this unit. Choose the correct tense to complete each sentence. Then write two more sentences about the stories from this unit using the **past simple**, **past continuous** or **past perfect**.

- 1 Fox **decided / was deciding** to play a trick on Bear.
- 2 Laith was walking home when he **saw/ had seen** the lion.
- 3 Vagif was following a sound when he **was finding/ found** a window.
- 4 Captain Sven **told/ was telling** stories when the Kraken appeared.
- 5 Bear's tail fell off because the water **was freezing / had frozen** around it.
- 6 The Kraken tried to sink the ship but the sailors **fought / had fought** it.

7

.....

8

.....

3 Read and sort.

Read the words and phrases below. For each word or phrase, decide if it relates to **plot (p)**, **setting (s)** or **character (c)**. Write **p** for **plot**, **s** for **setting** or **c** for **character** in the space next to each word.

- | | | | | | |
|-------------------|-----------------------|-------------------------|-----------------------|-----------------------------|-----------------------|
| 1 resolution | <input type="radio"/> | 4 eyes like fire | <input type="radio"/> | 8 icy fingers of the wind | <input type="radio"/> |
| 2 dark and gloomy | <input type="radio"/> | 5 Once upon a time, ... | <input type="radio"/> | 9 shiny tail | <input type="radio"/> |
| 3 climax | <input type="radio"/> | 6 roar in pain | <input type="radio"/> | 10 It was the year 2100,... | <input type="radio"/> |
| | | 7 the beginning | <input type="radio"/> | | |

4 Read and order.

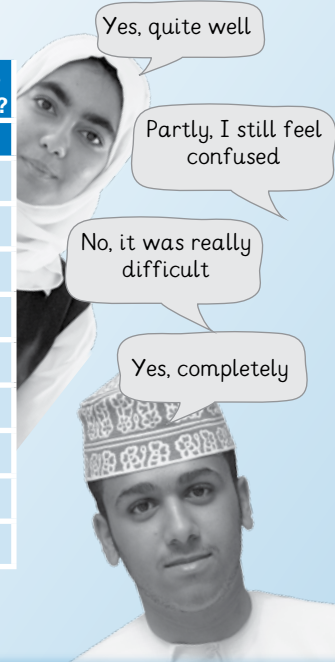
Read and order the story.

- a Suddenly, a snake appeared and asked, ‘What’s wrong?’
- b When she got home, her stepmother shouted at her because the wood was not crooked.
- c The girl said, ‘I will take him out of the house if you let me marry him.’ Her stepmother agreed.
- d Many years ago, there lived a kind girl who had a very wicked stepmother. The stepmother made the girl work very hard.
- e The snake said, ‘I can help you. I will hide in the wood and scare your stepmother. In return, when your stepmother sees me, you must ask her permission to marry me.’
- f As they left the house, the snake turned into a prince. He told the girl that she had been kind to him when all others had been cruel. He married the girl and she never had to work again.
- g The snake slithered out from the wood. The stepmother screamed at the girl to take the snake out of the house.
- h The girl was very scared, but the snake said, ‘Don’t cry.’ The girl realised the snake was a kind creature and explained her problem.
- i The girl agreed to follow the snake’s plan and took him home in the wood.
- j One day, the stepmother told the girl to collect some crooked wood. She looked everywhere for the crooked pieces of wood but she couldn’t find them. She started to cry.

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.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including different types of stories			
Understand a variety of listening texts, including stories and a lecture			
Use the past simple, continuous and perfect tenses in speaking and writing			
Understand and use synonyms, similes and metaphors			
Tell a story using appropriate storytelling techniques			
Use expressions for beginning and ending stories			
Understand the elements of a plot			
Write a story			
Work in a team to create a comic strip			



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

Healthy Lifestyle

Reading and Understanding

1 Discuss.

What kind of health issues do teenagers worry about? Make a list in groups.

2 Read and check.

In texts 1-5 below, five teenagers describe a health issue they are worried about.

Read the texts. Are any of the ideas on your list mentioned in the texts?

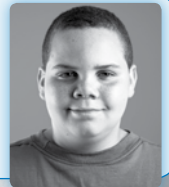
1 I'm feeling very sad because my parents don't have time for me. They are busy with work most of the time. They like my brother and sister more than me. I can't remember what I did to make them unhappy. I feel really **disappointed** and lost. Please help me. *Yuri*



2 I need some advice and I'm too **embarrassed** to talk to my friends. I'm really frightened of gaining weight. If I eat more than a piece of toast for a meal, I feel very fat and uncomfortable. I am 16 and I weigh around 40kg. My mother thinks that I am too thin and she worries about me all the time. *Alison*



3 I'm very overweight and I don't feel **confident** when I'm with other people. I try to avoid eating with my parents because they ask me to eat more than I want. I need to lose weight so I can be healthier and play sports with my friends. What should I do? *John*



4 Sometimes my friends give me cigarettes. When I smoke, it makes me feel **relaxed** and I forget my problems. But now my teeth have gone brown and I'm worried because my friend told me that it can cause mouth and stomach cancer. I really want to stop but I'm finding it difficult. Can you help me? *Chandresh*



5 Can you help me with this problem? I feel really **worried** when I have exams. I always study hard but when I start the exam, I forget everything! I have trouble eating and sleeping during exam times. Please help! *Rana*



3 Read and match.

Read the texts from **Activity 2** again.

Match the topics to the texts 1-5. Write the text number in the space next to each topic.

Exam stress

Obesity

Smoking

Depression

Eating disorder

1 Read and complete.

Complete the questions with the missing word. Then ask and answer the questions with a partner.

1 you like exercising?

2 kind of exercise do you like?

3 Do you enough water?

4 you run for 1km?

5 How healthy your diet?

6 Do ever feel stressed?

HEALTHY
LIFESTYLE

2 Read and correct.

Read the questions below. Find the error(s) in the questions and correct them. Rewrite each question in the space provided.

1 How many hours you sleep?

2 You are healthy?

3 How you are feeling?

4 You eat for breakfast what?

5 You like sport?

.....

.....

.....

.....

.....

3 Read and write.

1 Read the text about happiness below. Write three questions about the text to ask your partner.

Happiness

We all want to feel happy in our lives but did you know that feeling happy also has an effect on our health? Happier people get sick less often and feel less pain. According to the UN's World Happiness Report (2019), Finland is the happiest country in the world. But you don't have to go to Finland to improve your mood. Doing good things for other people, like donating to charity, can increase your happiness. So can smelling flowers. The colour of your clothes can also affect your mood. Wearing dark clothes could make you feel depressed, but wearing clothes in bright colours like yellow can make you feel happy. Spending time outdoors is also great for your mood and mental health.

<https://worldhappiness.report/ed/2019/>

1

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.....

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.....

.....

.....

.....

.....

2 Ask your questions to a partner and answer your partner's questions.

4

Listen and circle.



Mark, Jane and Paul are sick. Listen to them describing how they feel. Draw a circle on the parts of their body where they have a problem.



Mark



Jane



Paul

5

Read and complete.

1 Read the information box about Collocations. Use the information to complete the sentences below the box.

Collocations

Collocations are words that are commonly used together.

When we are talking about our health and being sick, we often use **have got** and **feel**.

e.g. I've **got** a headache.

She's **got** a fever.

e.g. I **feel** tired.

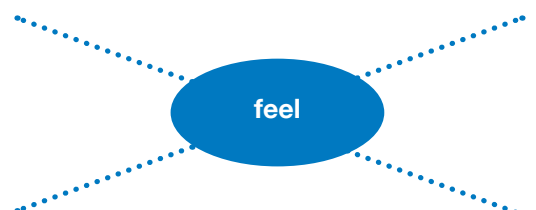
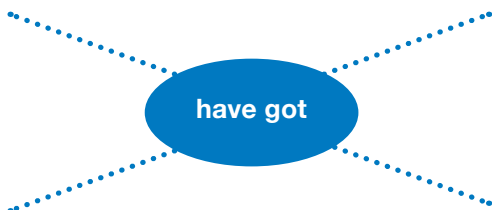
He **feels** hot.

We collocate **have got** +

(adjective / noun)

We collocate **feel** +

2 Complete the spider diagrams with the words from Activity 3 on page 19 of the Classbook. Then think of two more words of your own to add to each diagram.



Listening and Speaking

1

Listen and order.



Listen to the dialogue between the doctor and patient 1 again.
Put the conversation in the correct order.
Read the dialogue with a partner.

- ___ How are you today, Yasir?
- ___ No, I don't have any pain.
- ___ How many days have you been sick?
- ___ No, I think my temperature is normal.
- ___ Okay. Well it sounds like you probably have a cold. I recommend you get some medicine for a cold from the pharmacy.
- ___ Hello, doctor.
- ___ Please take a seat.
- ___ About four days now.
- ___ Good morning, Yasir.
- ___ I'm feeling a bit sick. I've got a sore throat and a runny nose.
- ___ Do you have any pain anywhere?
- ___ Thanks.
- ___ Four days, okay. Have you had a fever or a high temperature?



2

Do a role play.

Role Play 2

Student A

Role: Patient
Problem: Hurt your arm while doing sport

Student B

Role: Doctor
Advice: It could be broken
Go to hospital to get an X-ray
Take some painkillers

Doctor

What's the problem?
Where does it hurt?
Do you have any other symptoms?
When did it start?
You need to (rest / take medicine)
Take (1) tablet, (3) times a day.

Role Play 1

Student A

Role: Patient
Problem: Headaches and dizziness

Student B

Role: Doctor
Advice: Less time looking at phone screen
Take some tablets for a headache
Come back if headaches continue

Useful Language

At the doctors

Patient

I feel (sick / tired / stressed).
I've got a (cough / cold / stomach ache).
My (arm) hurts.
It started yesterday.
How often should I take them?

3 Design a survey.

You are going to design a survey about a topic related to healthy lifestyle.

Choose your topic and give your survey a title.

Complete the survey with five questions and three options for each question.



Title		
Questions	Responses	Total
1		
a		
b		
c		
2		
a		
b		
c		
3		
a		
b		
c		
4		
a		
b		
c		
5		
a		
b		
c		

4 Ask and answer.

Ask ten or more of your classmates to complete your survey. Record their answers in the space provided. Add up the total when you have finished the survey.

You will write about your results in the Writing lessons so you must complete this task.

Make some notes about the main findings from your survey.

1 Write.

Topic of survey		Number of people	
Main findings	Conclusions		
	Recommendations		

2 Discuss.

Use the prompts to ask a partner questions about their survey results.

Example: What / your survey about?
What was your survey about?

- 1 Why / choose this topic?
- 2 How many / completed survey?
- 3 What / main findings?
- 4 Were / findings expected / surprising?
- 5 What /conclusions / draw from findings?



3 Write.

Complete the sentences about your survey findings.

- 1 I did a survey to learn about
- 2 My survey had questions and people answered the survey.
- 3 The main finding from my survey was

4 Plan.

Complete the plan provided on page 45 of this book.

Learning Strategy

When writing reports, make sure that you give clear details describing the topic and survey sample.

5 Write.

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

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 provided background information about my topic.		
2	I have provided information about my survey.		
3	I have talked about the main findings of my survey.		
4	I have included my conclusions and recommendations.		
5	I have organised my report into paragraphs.		
6	I have used the present simple and past simple tenses.		
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 report with a partner. Give your partner feedback.
- 2 Write the final draft of your report. Use the writing checklist to evaluate your work again.

- 4 Another important finding was
-
- 5 I think the main reason that
-
- 6 In conclusion
- 7 I recommend that



4 Do a word search.

- lifestyle
- diet
- healthy
- relax
- exercise
- stress
- worried
- doctor
- sick
- headache
- sleep
- cough

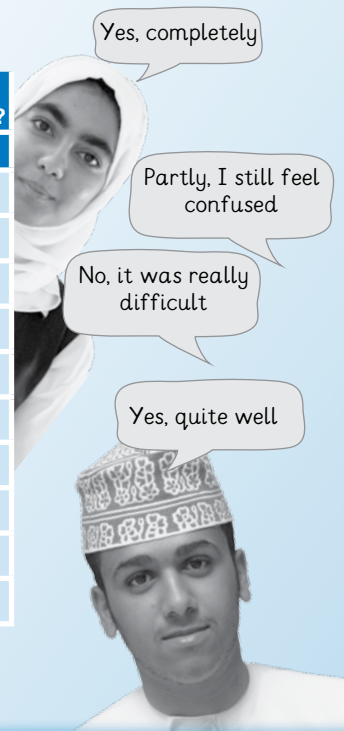
Find the words from the box in the word search.

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

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.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including posters and flyers			
Understand a variety of listening texts, including dialogues and descriptions			
Understand and use vocabulary related to health			
Use Yes/No and Wh- word questions in speaking and writing			
Understand and use collocations to describe symptoms			
Create and conduct a survey			
Use phrases for talking with a doctor			
Understand how to write about survey results			
Write a report			
Work in a team to plan an event			



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

The Future of Transport

Reading and Understanding

1 Read and match.

Look at the text below about space travel.
Match the means of transport with the correct pictures.

Today, space exploration has developed to such a degree, that space tourism seems more possible than ever before. Scientists have developed new ways to send spacecrafts to **outer space**. Here are three potential possibilities.

① Space Elevators

In 1985, a Russian scientist wrote about a tower tall enough to reach space. This tower could carry goods to an international space station. He got this idea from the Eiffel Tower in Paris, France. In 2002, NASA's scientists further developed the idea by suggesting that a magnetic levitation cable be used to carry goods or people into space.

As the material used for the elevator would need to be strong and flexible, it could be expensive. However, using a space elevator could be less expensive than sending rockets to launch aircrafts into space. If suitable material is found, the idea might become a reality by 2030.

② Nuclear Powered Spaceships

Nuclear power could be used to launch spaceships into space instead of using chemical rockets. Nuclear power might help in launching safe and **sustainable** spaceships.

Nuclear powered spaceships can reach speeds of up to thousands of kilometers per second. Therefore, these spaceships could make travelling to other planets in the **solar system** such as Mars possible within a few years.

③ Comets

Scientists believe that **spacecrafts** could one day attach themselves onto a moving comet and use the comet's energy to push it further into space at a very high speed. The spacecraft would fix a nanotube cable to the comet. It would also be more environmentally friendly as there would be no more need to use fuel. The idea sounds unrealistic, but with billions of comets available, it might be possible to use them as a source of space transport.

Someday it may even be possible, to not only find a way to launch **equipment** into space, but for large numbers of people to travel into space for leisure purposes.

The Future of SPACE TRAVEL



Source: http://moneyinc.com/five_potential_modes_outer_space_travel_rockets/

2 Read and complete.

Use the words in **bold** in the text to complete the definitions below.

- 1 The area outside the earth's atmosphere
- 2 A vehicle that travels in space
- 3 The sun and the planets that move around it
- 4 Tools needed for a special purpose
- 5 Something that can continue or be continued for a long time

3 Read and answer.

Read the statements below.
Is each statement **True (T)** or **False (F)**?

- 1 Space tourism could be possible in the future.
- 2 Using space elevators was first thought of in the 21st century.
- 3 The material needed to build the cable in space elevators is available today.
- 4 Nuclear power might make spacecrafts move faster.
- 5 Using comets for space travel will reduce the need to use fuel.

4 Read and answer.

Read the statements below.
Tick the means of space travel each statement describes.

According to the text ...	Space Elevators	Nuclear Spaceships	Comets
1 The idea was inspired by the Eiffel Tower.			
2 It is quite far from reality these days.			
3 The idea is possible by 2030.			
4 It will be used to travel to other planets at high speed.			
5 It is less expensive than launching rockets into space.			

5 Write.

Read the statement below and write your opinion.



.....

.....

.....

.....

.....

.....

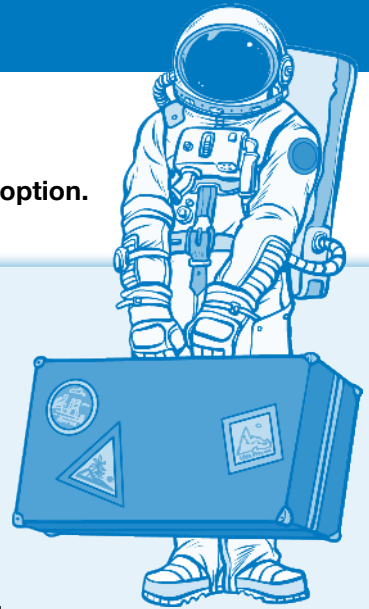
.....

.....

.....

.....

Grammar and Vocabulary



1 Read and circle.

Read the sentences and circle the correct option.

- 1 You look tired. I **will** / **am going to** help you carry those heavy bags.
- 2 Look at those clouds! We **will** / **are going to** get wet.
- 3 What would you like to drink? I **will** / **am going to** have a cup of tea please.
- 4 Faris is always late. I'm sure he **will** / **is going to** be late tomorrow as well.
- 5 I think the new phone **will** / **is going to** have a new type of camera.
- 6 In future, I think people **will** / **is going to** spend their holidays in outer space.

2 Read and order.

Read and order the words to make sentences.

- 1 Amnah / I'm sure / your project. / help / will / you / with

.....

- 2 are / miss / the / You / going to / train.

.....

- 3 playing / They / are / they / the room / the TV. / and / in / break / might

.....

- 4 traffic / reduce / cities. / Hyperloops / in / big / could

.....

- 5 the barbecue / come / may / tonight. / I / not / to

.....

3 Look and write.

Look at the pictures below and discuss what you think may happen. Write a sentence for each picture.



buy



live



fall

- 1
- 2
- 3

4 Read and choose.

Read the idioms and choose the correct meaning below.

1

He is **in the driver's seat** because no one wants to be the manager.

- a He is in charge of the company.
- b He is the company's driver.
- c He likes driving cars.



I am driving!

2

There are technical problems with our new product, but they're just a **bump in the road**. I'm sure we'll solve the problem quickly.

- a They need to try the new product on the road.
- b They have serious problems with a new product.
- c They are facing a problem that can easily be solved.



3

He is always complaining about the traffic but we're all **in the same boat**. It is a very busy city.

- a There are lots of boats in the city.
- b They have a problem with the traffic.
- c They sail on a boat when it is busy in the city.



5 Read and complete.

Complete the sentences below using idioms from Activity 4.

- 1 If this project is not successful, we will all lose out, as we are
- 2 You are now, you are in charge of the project.
- 3 It was my first time to design a website. Initially, there were but I learnt a lot and am a lot more confident now.

6 Play a game.

There are some famous idioms. Discuss their meanings with a partner. Act them out.

call it a day

miss the boat

see eye to eye

just around the corner

kill two birds with one stone

cry over spilt milk

add fuel to the fire

the ball is in your court



Listening and Speaking

1 Read and answer.

1 Look at the the picture of Sami and Khalid and discuss these questions.

Where are they?



What are they talking about?

2 Read the dialogue. Answer the questions below.

- 1 What is Sami's problem? 2 How does he feel about it? 3 Why did he arrive late to class?

Khalid: What's up Sami, you look upset.

Sami: I got low marks in my exam, although I was prepared and had worked hard for it.

Khalid: Oh...you got low marks? You're joking!

Sami: No. I'm not. It's true.

Khalid: I'm shocked. You're always so good at school. Why did you get low marks?

Sami: I was late and when I arrived, I found that my classmates had already started, and the teacher didn't give me any extra time to finish the exam even though I was late.

Khalid: But why were you late Sami?

Sami: Well, you know I come to school by bus and there was a lot of traffic and we got held up.

Khalid: Oh! I think school buses should have a separate lane. Then they wouldn't get caught in traffic.

Sami: You're absolutely right, but why don't we think of a better way to get to school?

Khalid: What do you mean?

Sami: I mean how can we solve this problem? Can't we think of some other kind of transport.

Khalid: Like what?

Sami: Imagine if there was another way to get to school other than the school bus?



2 Listen and answer.

Listen to the second part of the dialogue between Sami and Khalid and write (T) if the statement is True and (F) if it is False.

	T	F
1 Sami thinks that they do not need to use school buses any longer.		
2 Using auto-electric bikes will solve the problem of being caught in traffic.		
3 Khalid thinks that this kind of bike might be safer than other kinds of transport.		
4 If students use this kind of bike, parents will know where their children are.		
5 The auto-electric bike won't have any space for the school bag.		

3 Pronunciation.

1 Listen to the words or phrases and pay attention to how each one is pronounced.

Elision is the deletion of one or more sounds in a word or a phrase. It usually happens when a short, unstressed vowel occurs between voiceless consonants.

Deleting unstressed vowel.

- int(e)rest
- sim(i)lar
- libr(a)ry
- diff(e)rent
- t(o)night

The / h / sound is also often deleted.

- Tell (h)im
- give (h)im

/t/ and /d/ sounds.

- san(d)wich
- mus(t) be
- you an(d) me

2 Read the words or phrases and underline the deleted sounds. Listen and check your answers.

want to temperature history vegetable I didn't look handsome
 I don't want it reasonable can't stand chocolate last summer

4 Debate.

Work in your group. Debate Sami's idea below about the future of school transport.

"We don't need school buses any longer; they should be replaced by auto-electric bikes."

Do you agree with Sami? Make notes about your arguments and supporting evidence for each argument.

Useful Language

- I feel / believe ...
- It might be ...
- It sounds interesting ...
- I think, there is one problem with ...
- You are absolutely right.
- Not necessarily.
- That makes sense.
- Perhaps. But if you ask me ...
- I am not sure (that) ...

1 Read and write.

Read paragraphs 2 and 3 in the text on page 34 of the Classbook and complete the table below.

Paragraph 2	Topic sentence	.....
	Advantage 1:	Flying cars can be time-saving.
	Advantage 2:	.....
Paragraph 3	Topic sentence	.....
	Disadvantage 1:	.....
	Disadvantage 2:	.....

2 Read and write.

Read paragraph 2 again and find the supporting ideas for the advantages provided. Write them on the space given.

Advantage: Flying cars can be time-saving.

Supporting idea 1

.....

Supporting idea 2

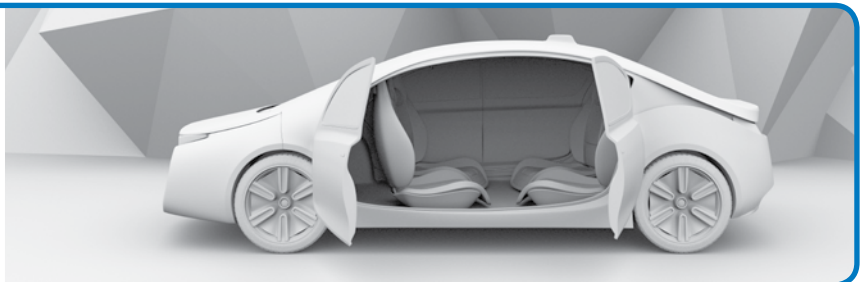
.....



3 Brainstorm.

What are the advantages and disadvantages of using driverless cars?

Discuss it with a partner.



4 Plan.

You are going to write an essay about the topic in Activity 3. Complete the plan provided on page 46 of this book.

Learning Strategy

In the conclusion of an opinion essay (advantages and disadvantages), we sum up the topic, stating our own opinion clearly.

5 Write.

- 1 Complete the following plan using your own words. This will form the body of your first paragraph about the advantages. Refer to paragraph two in your writing plan.

Topic Sentence
(Advantages)

↓

Advantage 1

Advantage 2

Supporting idea 1

Supporting idea 2

Supporting idea 1

Supporting idea 2

- 2 Write the first draft of your opinion essay.

6 Check your work.

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

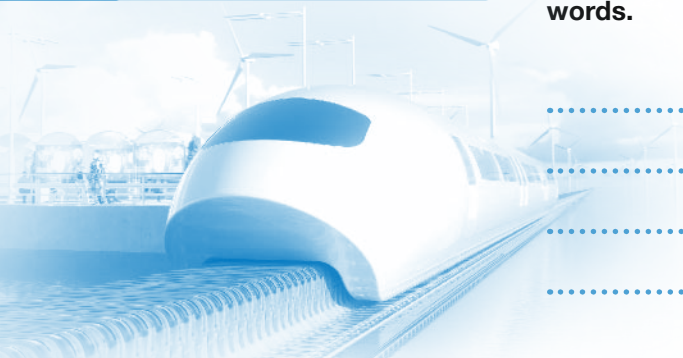
Writing Checklist		T	F
1	I have introduced the subject of the essay and both sides of the topic.		
2	Each paragraph has one main idea.		
3	The main idea in each paragraph is supported with examples, facts or explanations.		
4	I have presented the advantages and disadvantages of the topic in separate paragraphs.		
5	I have used connectors to make my essay cohesive.		
6	I have used capital letters and punctuation marks.		
7	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.

1 Think and write.

Think about what you have learned about the topic in this unit and write a definition for **The Future of Transport** using your own words.



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

2 Read and complete.

Read and complete the sentences using **will** or **going to**.

- 1 Where you be in ten years' time?
- 2 The weather is good today. We the beach.
- 3 I crashed my father's car yesterday. He be very angry.
- 4 In 25 years, I believe that many people have a jetpack.

3 Think and write.

Think with your partner about what your life **will** be like in 15 years' time. Use the future tense as well as modal verbs. Write 3-5 sentences in the space below.

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

4 Read and complete.

Read the sentences and complete them with the appropriate idiom.

- 1 I with my friend about almost everything. We have a good friendship and we rarely quarrel.
- 2 We have a lot of work in the office but nobody complains, as we are all
- 3 I am going to buy my favourite car but I am waiting for the new edition. It is
- 4 I got during my trip as I relaxed on the beach in the morning and went shopping in the city in the evening.

- the best of both worlds
- just around the corner
- cross your fingers
- see eye to eye
- call it a day
- in the same boat

5 Read and match.

- 1 automated
- 2 passenger
- 3 entrepreneur
- 4 magnetic levitation
- 5 destination
- 6 distance

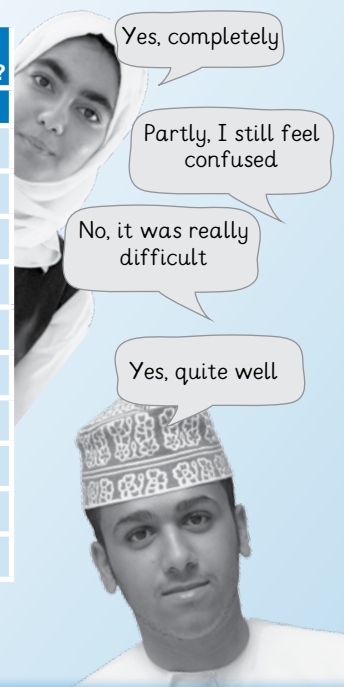
Read and match the words with the correct definition.

- a the amount of space between two places or things.
- b operated by using machines or computers.
- c a place to which a person is going or something is being sent.
- d to make something rise into the air using a magnet.
- e a person who is travelling from one place to another in a vehicle.
- f a person who starts a business.

6 Reflect.

- 1 **Reflect on your learning in this unit. Work with a partner. Reflect on how well you have achieved the learning aims for this unit. Tick the appropriate column for each learning aim.**

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including factual texts and an essay			
Understand a variety of listening texts, including a dialogue and presentation			
Understand and use vocabulary related to the future of transport			
Understand and use idioms			
Use will/going to in speaking and writing			
Actively participate in a debate			
Use expressions for agreeing and disagreeing			
Understand the elements of an opinion essay			
Write an opinion essay			
Work in a team to search and present about a new form of transport			



- 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

Entrepreneurship

Reading and Understanding

1 Read and answer.



1 Look at the pictures and discuss the following questions.

- 1 Who do you think the people in the pictures are?
- 2 What services or products do you think they have introduced?

2 Skim the texts and check your answers.



There are many successful stories of young Omani entrepreneurs who have built their own businesses regardless of the challenges they have faced. They benefitted from the **financial** support provided by Al Raffd Fund. They also got **technical** support (training, consulting, mentoring and incubation) from (SME) - Riyada.

Omani Entrepreneurs



رؤية الشباب
Youth Vision

Mohammed Al Shanfari is the founder of the National Natural Honey Company which was established in 2014. It is the first Omani company to specialise in the production of Omani honey to the highest of standards. The company aims to develop the business of beekeeping everywhere in Oman. Mohammed won international awards for the best honey competitions in 2017 and 2019. Mohammed was able to prove that Omani honey is of the highest quality. He has presented his products at both national and international markets.

Mohammed faced many challenges when starting his business including issues related to finance, not knowing how to start or how to market his products. However, he never gave up, so he started working on a plan. He produced different types of honey in various sizes to meet customers' needs. He also studied **consumer** evaluation feedback. Fortunately, he got the necessary funding from Al Raffd Fund and this support helped him establish his business. His advice is to be passionate, work hard to achieve success, always move forward and never **give up** on your dreams.

Mariam Al Amri is a young, **ambitious** Omani entrepreneur. In 2009, she launched "Youth Vision," the first company in Oman to direct social and voluntary work that targets young Omanis aged 14-35. She was supported by Riyada through the training workshops that helped the company to improve and develop. Youth Vision aims to qualify leaders and models by preparing and designing educational programmes and projects, using new and **innovative** tools and ideas that best suit them, so that everybody involved can develop both themselves and their country.

Mariam faced a lot of **challenges** such as a lack of entrepreneurial skills, financial support and the withdrawal of the company's co-founders which resulted in her being the only one left to manage the company. She refused to give up and continued training Omani youth to become innovators in different sectors. Mariam's future plans are to prepare digital programmes, establish the Youth Vision Academy and expand this to the Gulf and the rest of the world. Her advice is to take the opportunity now before it is too late. You must love your work, be brave and patiently wait for the results. She believes there is no room for failure and that everyone can be successful no matter the challenges.

2 Read and answer.

Read the articles in **Activity 1** again and fill in the table below. Write short answers.

	Mohammed Al Shanfari	Mariam Al Amri
Name of business/company:
Type of business (product/service):
Year started:
Challenges:
Advice given:

3 Read and match.

Look at the words in bold in the texts in **Activity 1**. Match them to their definitions below.

Definition	Word
1 Introducing or using new ideas
2 Connected with money
3 Difficult tasks that test someone’s abilities and skills
4 Having a strong desire to be successful
5 To stop trying to do something
6 A person who buys goods or uses services

4 Write.

Write a short paragraph about a business you want to start. What is your business? What skills do you need to be successful?



.....

.....

.....

.....

.....

.....

Grammar and Vocabulary

1 Read and identify.

Read the texts on page 32 again and underline the indefinite pronouns.

2 Read and choose.

Read the sentences. Choose the correct indefinite pronouns to complete each sentence.

- 1 I don't know **someone** / **anyone** who speaks French as fluently as she does.
- 2 Entrepreneurs own and operate **everybody** / **everything** from small shoe stores to tech startups.
- 3 **Nothing** / **Nowhere** can stop you from making your dreams come true.
- 4 This service is great. **Everyone** / **Everything** is benefitting from it.
- 5 He is trying to find **something** / **somewhere** near his house to set up the project.



3 Read and choose.

Read the following sentences. Complete them with indefinite pronouns.

- 1 has to submit their work by the end of the week.
- 2 Let's go to that electronic store. is on sale.
- 3 Ali has opened his new shop close to the petrol station.
- 4 I need to buy groceries because there is left in the fridge.
- 5 Does speak German?

4 Play a game.

Work in your group and play a card game with indefinite pronouns.

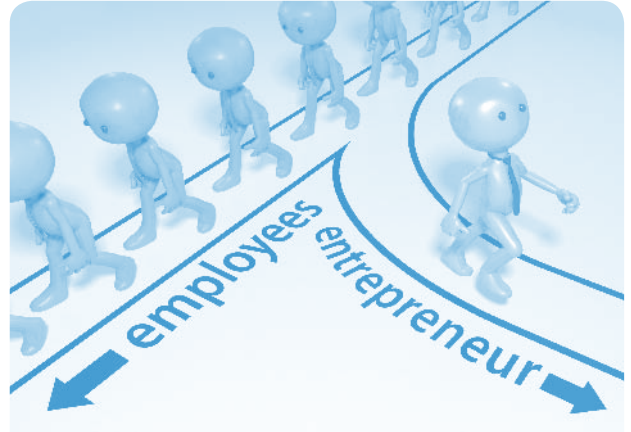


5 Make words.

Use the words in the box to complete the missing half of the compound adjectives below.

new	battery	known	year
home	low	working	decision

- 1 A brand-..... car.
- 2 A twenty-.....-old person.
- 3 A well-..... company.
- 4 A hard-..... entrepreneur.
- 5 They sell-powered equipment.
- 6 A-based business.
- 7 A-making skill.
- 8 A-fat dairy product.



6 Read and complete.

Read the text. Complete the gaps using five compound adjectives from Activity 5.

In 1917, there was a (1)-old trainee working at the Osaka Electric Light Company in Japan. He had no formal education but he was a (2) person. One day, he came up with an idea for (3) light sockets which would be child-safe. His boss was not interested, so the young man started making samples in his basement at home. He later experimented with (4) bicycle lamps and other new and innovative electronic products. After a few years he set up his own company and called it Matsushita Electric. This remained its official name until 2008 when the company changed it to Panasonic. It became a (5) international company. It is now worth \$66 billion.

7 Write.

Choose three compound adjectives from Activity 5 and write sentences.

Example: "Well-known" He is a well-known businessman.

- 1
- 2
- 3

Listening and Speaking

1 Discuss.

Read the following practices. Discuss which ones might lead to the success or failure of a business.

rewarding individuals

lacking experience


getting financial support

activating social media to market products

firing employees without reason

2 Listen and match.

Listen to four people talking about making business decisions which resulted in their success or failure. Match each statement with the person. Put a tick (✓) in the right box.





	Aisha	Fahad	Reem	Sultan
1 Lacked the experience in setting up a business				
2 Was given financial help to start a small business				
3 Got an award in recognition of the business				
4 Refused well-known shop contracts to sell products				
5 Fired workers to save money				
6 Used social media to sell products				

3 Pronunciation.

Word Stress for Compound Adjectives

Compound adjectives can be composed of adverbs, past participles, present participles, and numbers. In compound adjectives the stress is often on the first syllable of the **second word**.

Examples:

 self-**con**scious
  risk-**ta**king
  record-**br**eaking
  bad-**te**mpered
  old-**fa**shioned

- Listen to the compound adjectives below. Underline the stressed word.
 heavy-handed well-behaved open-minded well-known home-based
- Find some compound adjectives that you have taken on [page 43 of your Classbook](#). Practise saying them with a partner.

4 Read and discuss.

Read the following advertisement about a water park. Decide whether you would like to visit this water park. Why? Why not?

Make a Splash!

Are you bored? Are you looking for a new place to chill out?
 Then why don't you visit us at **WATER PARK** ?
 There, you will find exciting, adventurous,
 and cool activities to do. Water is all that you need.
 Water is your guide to happiness. Water is a world of fun.



5 Read and find.

Read the following techniques used to persuade people. Find examples from the text above and write them below each technique.

1 Groups of Three

When three adjectives or phrases are used to emphasis a point.
e.g. The movie is boring, long and unappealing.

Example:

.....

2 Repetition

Words or phrases are repeated so that they stick in the reader's mind.
e.g. Remember to watch this exciting movie, remember that it is not too long and will keep you on the edge of your seat.

Example:

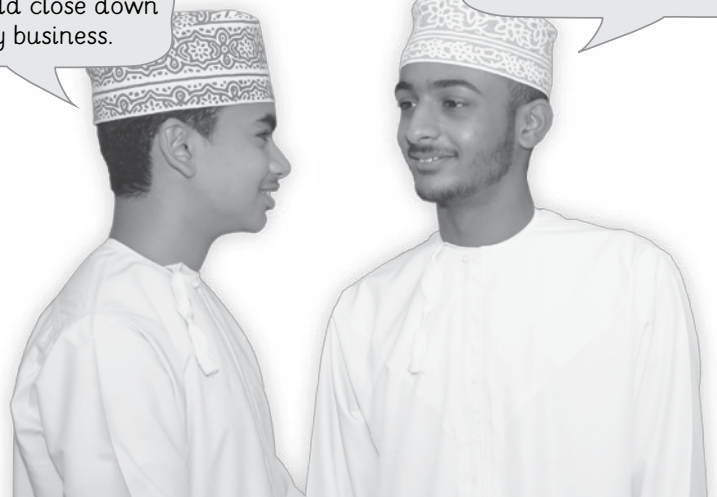
.....

6 Discuss.

Work in pairs. Imagine your friend is about to close down his business. Use the techniques above to persuade him to continue.

I'm thinking that I should close down my business.

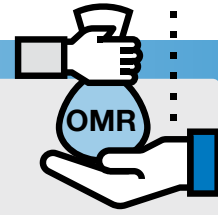
Believe me, in business you need to be patient, ambitious, and brave!



1 Read and sort.

Read the phrases.
Sort the phrases according to the sections they belong to.

Greeting	..........
Overview	..........
Business Description	..........
Request	..........
Attachments	..........
Closing	..........



Dear Manager,

I will repay monthly installments for the next 10 years.

My company aims to sell dairy products.

Yours faithfully,

Please find copies of my approval papers

Regards,

Dear Sir/Madam,

I would like to start my own business.

I am attaching my CV

It is located near my village.

I hope to get a loan of OMR 10,000.

It will benefit the local people in my area.

2 Write.

Use the situations below and write phrases/sentences.
You can refer to the email in **Activity 1** in your Classbook on page 46 to help you.

1 Give a formal greeting.

.....

2 Tell something about your company and its location.

.....

3 Describe your business and how it benefits your customers.

.....

4 Write a request to a local bank asking for financial support and say by when you intend to repay the loan.

.....

5 Say what papers you will attach with your email.

.....

3 Write.

Imagine you are an entrepreneur and you are going to write a request email to a local bank. In the email, ask if the bank would be able to give you a loan to help you launch your business. Make notes in the table below.

information about you and your company	what your company offers	information about the request	what to attach with your email

4 Plan.

Complete the plan provided on page 47 of this book.

Learning Strategy

Refer to the Writing Reference, pages 50-61 for more support.

5 Write.

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

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 written a subject line.		
2	I have used a formal greeting.		
3	I have given enough information about myself in the first paragraph.		
4	I have given a description of what my business offers.		
5	I have made my request in the third paragraph.		
6	I have used a polite and formal closing.		
7	Each sentence begins with a capital letter and ends with a punctuation mark.		
8	I have checked my work for grammatical and spelling errors.		

7 Write.

- 1 Exchange your request 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.

1 Think and write.

Think about what you have learnt about the topic **Entrepreneurship** in this unit. Write your own definition of 'entrepreneur' below.



.....

.....

.....

.....

2 Read and choose.

Read the sentences below. Choose the correct indefinite pronoun from the options given.

- The box is empty. There is inside.
a something b nothing c everything
- Today's lesson is very important. I'm happy that is in class!
a everybody b somebody c nobody
- I'm sure I left the key here. I must look for it again.
a nowhere b somewhere c everywhere
- I'm very sad because remembered my birthday!
a no one b someone c everyone
- I am going to England next month. Do you know who lives there?
a anything b anywhere c anyone

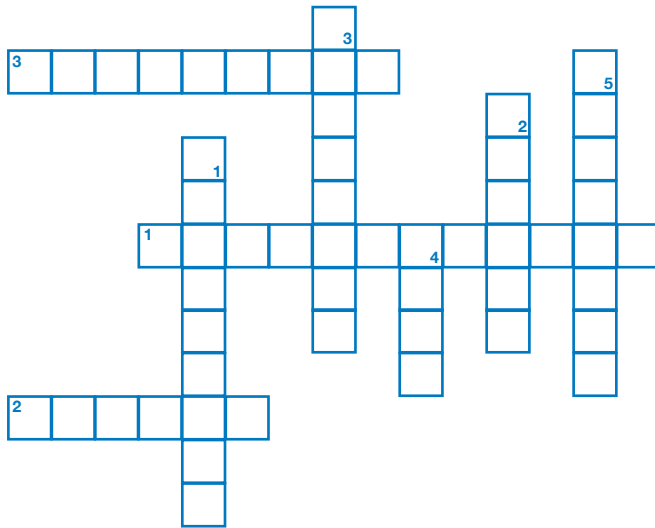
3 Read and complete.

Complete the compound adjectives below. Add to the list four more compound adjectives.

- | | |
|----------------|---------------|
| 1 brand- | 2 good- |
| 3 home- | 4 self- |
| 5 | 6 |
| 7 | 8 |

4 Do a crossword.

Read the clues and complete the crossword puzzle.



Across:

- 1 a person who owns a business
- 2 the money you make in business or by selling products
- 3 having a strong desire to be successful

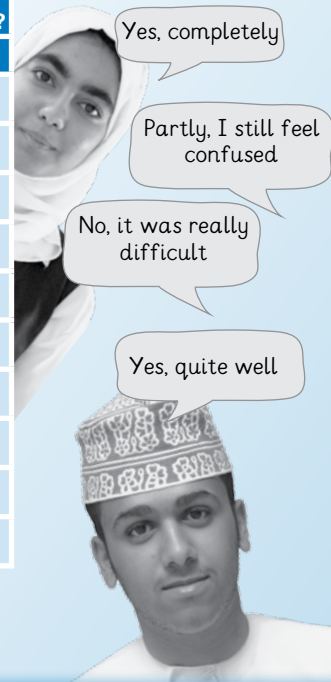
Down:

- 1 connected with money
- 2 to start a business
- 3 the activity of buying or selling products
- 4 something that causes problems or danger at some time in the future
- 5 things that are produced, usually for sale

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.

Key Learning Aims for this Unit	Did you achieve the learning aim?		
	Yes	Partly	No
Understand a variety of reading texts, including emails and short texts			
Understand a variety of listening texts, including interviews and monologues			
Understand and use vocabulary related to entrepreneurship			
Understand and use compound adjectives			
Use indefinite pronouns in speaking and writing			
Actively participate in presenting a business pitch			
Use persuasive language expressions			
Understand the elements of an application request			
Write an application request			
Work in a team to prepare a presentation about a product or service			



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

.....

.....

Khalifa's Survey

Activity 4, Classbook Page 21

Question		Answers	Total
1	(1) _____ time do you go to bed?		
	Before 10pm	✓✓✓	
	Between 10pm and 11pm	✓✓✓✓✓	
	After 11pm	✓✓✓✓✓✓	
2	(2) _____ hours of sleep do you usually get?		
	less than 7 hours	✓✓✓✓✓✓✓✓✓✓	
	7 to 9 hours	✓✓✓	
	More than 9 hours	✓	
3	(3) _____ you feel tired when you wake up?		
	Yes	✓✓✓✓✓✓✓✓✓✓	
	No	✓✓	
	Sometimes	✓✓✓	
4	What stops (4) _____ from sleeping well?		
	Using my phone late at night	✓✓✓✓✓	
	Feeling stressed or worried	✓✓✓✓✓	
	Not feeling tired	✓✓✓✓	
5	Do you (5) _____ you get enough sleep?		
	Yes	✓✓✓✓✓	
	No	✓✓✓✓✓✓	
	Sometimes	✓✓✓	

Writing Plans

1

A Story

page 44

2

A Survey Report

page 45

3

An Opinion Essay

page 46

(advantages and disadvantages)

4

A Request Email

page 47

1

A Story

Plan your writing.

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

Introduction

Introduce the main characters and the setting (time (when), place (where) and atmosphere (what)).

Main Part (not less than 2 paragraphs)

Develop the characters and the setting and events leading to the conflict and climax (high point in the story).

Ending (resolution)

The result of the conflict and how the problem will be solved.

2

A Survey Report

Plan your writing.

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

Paragraph 1

Give background information about the topic.

Paragraph 2

Provide some information about the survey including how many people answered the survey and how many questions the survey had.

Paragraph 3

Discuss the most important findings from the survey.

Paragraph 4

Summarise the main findings again and include your recommendations.

3

An Opinion Essay (advantages and disadvantages)

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.

Paragraph 1 (Introduction)

Introduce the topic of the essay and both sides of the topic.

Paragraph 2 (advantages)

Present the advantages with supporting ideas.

Paragraph 3 (disadvantages)

Present the disadvantages with supporting ideas.

Paragraph 4 (conclusion)

Make general statements about the topic stating your own opinion.

4

A Request Email

Plan your writing.

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

Formal Greeting

Greet the recipient in a formal way.

Paragraph 1

Introduce yourself and give an overview about the nature of business and the location of the company.

Paragraph 2

Describe the nature of your business and how it benefits the customers.

Paragraph 3

State your request, the amount of money you need and the period of payment.

Paragraph 4

State the attachments to be sent along with the email.

Ending the email

Write a formal closing and sign off.

Word Lists

1

Stories

abandon	legends
active	lion
animals	monster
bear	moon
beginning	moral
brain	mystery
captain	path
characters	plot
city	president
climax	quickly
comedy	resolution
comic strip	rising action
commute	sail
crew	scared
crowded	science fiction
cultures	scientist
dangerous	sea
deliberately	setting
describe	sharp
description	ship
dim	shout
escape	slim
factual	slowly
falling action	step onto
farmer	story
fear	storytelling
fierce	tentacle
footprint	thin
forest	traditional
fox	train tunnel
genre	travel
gloomy	trick
home	violent
house	warn
ice	whisper
illustration	wolf
incorrect	wrong
junk	

2

Healthy Lifestyle

active	mood
advice	move
affect	nutrients
avoid	obesity
cause	outdoors
cold	overweight
confident	pain
cough	patient
dehydration	pharmacy
depression	plan
diet	problem
disappointed	professional
disease	recommended
dizzy	reduce
drink	relax
eat	relaxation
eating disorder	relaxed
embarrassed	rest
enough	result
exam stress	runny nose
exercise	schedule
feel	shy
feeling	sick
fever / high	sickness
temperature	sleep
findings	smoking
guest	sore throat
habit	sport
happiness	stomach ache
headache	stress
healthy	survey
heart	symptoms
illness	tablets
increase	tired
junk food	unhappy
lifestyle	unhealthy
maintain	unwell
medicine	weigh
mental health	worried

3

The Future of Transport

advantages	hovercrafts
aluminum	hyper loop
automated	jetpack
autonomous	launch
capsule	levitation
carbon footprint	low pressure
cargo	magnetic
challenges	levitation
comets	main features
congestion	manufacture
convinced	nuclear-powered
crew	passengers
dangerous	pod
daydream	potential
design	prototype
destination	rail
development	rockets
disadvantage	self-driving
disadvantages	ship
discover	solar panel
distances	space elevator
drawings	space tourism
drive	space travel
effectively	spacecraft
effectiveness	spaceship
efficient	speed
electrical cars	street congestion
entrepreneur	technology
expensive	time-saving
exploration	traffic
flexible	trapped
float	travel
fly	tube
friction	vehicle
fuel consumption	wind sails

4

Entrepreneurship

action plan	living standards
advice	logo
ambitious	low-fat
anything	low-paid
application	manage
attachments	marketing
battery-powered	money
benefits	no one
brand-new	nobody
business	nothing
business pitch	nowhere
challenges	open-minded
characteristics	overview
close down	partners
consumer	passion
customers	persuade
decision-making	plan
design	product
desire	profit
economy	project
employees	provide
entrepreneurs	purpose
entrepreneurship	record-breaking
essential	repetition
everybody	request
everyone	risk
everything	risk-taking
everywhere	self-motivated
financial	sell
funding	skills
give up	solutions
global citizen	somebody
goal	someone
greeting	something
high-quality	somewhere
home-based	succeed
idea	successful
identity	support
innovations	target
innovative	techniques
interests	twenty-year
launch	well-developed
leader	well-known

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. It starts with 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 was 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.

1

Stories

A story (**narrative**)

Top Tips

- Imagine you are looking at a picture when describing the setting
- Use direct speech (characters exact words) to make the story lively
- Use a variety of adjectives to make the story more interesting to the reader

Organisation.

Introduction

Introduce the main characters and the setting which include:

- *time (when?)*
- *place (where?)*
- *weather*

Main part

Develop the characters and the setting and events leading to the conflict and climax (high point in the story). This should not be less than two paragraphs. This will include:

- What happened?
- How the main characters felt? Use adjectives and adverbs
 - *Sami was so delighted that he ...*
 - *He angrily shouted at his friends.*
- Use linking words
 - *time (before, when, as soon as, later, by the time, suddenly, in the meantime)*
 - *contrast (but, however, while, nevertheless)*
 - *result (so, so that, therefore, as a result, for this reason)*
 - *reason (because, because of, as)*

Ending

End your story:

- *describe what happened in the end*
- *describe people's feelings and reactions*
- *make a short comment*

Example.

The Snake Prince



One day, in a small village, an **evil** stepmother told her **kind** daughter to collect some crooked pieces of wood for the fire. The daughter worked hard, searching for the special pieces of wood.

Soon, the poor daughter sat down on the pile of wood she had gathered and started to cry. She knew that whatever she gave her stepmother would not be good enough.

While she was sitting, a snake slithered by and started to talk to the girl. He asked the daughter about her problem. **At first** the girl was shocked and scared by the snake, but soon realised that it was a caring creature and explained her problem.

The snake agreed to help and asked her to hide him inside the bundle of wood and take him back to her house. He explained that when her stepmother saw him, she should ask her stepmother's permission to marry him. The girl followed the snake's plan and returned home with the wood and the animal inside it. **When** the stepmother saw the sticks, she shouted that the wood wasn't twisted enough and kicked the stack of wood angrily. **Suddenly**, she saw the snake slither out towards her as if it was about to attack.

The wicked stepmother was frightened and screamed at the daughter to remove the snake from the house. The girl agreed as long as she could marry the snake. The mother agreed to this and told the daughter to leave the house with the snake. As they left, the creature **suddenly** changed into a handsome prince, **because** the girl had been good to the snake.

The prince thanked the girl for caring about him when others had been cruel. He asked the girl to marry him and live in the palace where she wouldn't have to work carrying wood again. Unfortunately for the stepmother, she has had to do all her own work ever since.

Refer also to the stories in Unit 1 of your Classbook.

2

Healthy Lifestyle

A survey report (informative)

Top Tips

- Describe the topic and the survey sample.
- Make sure that each paragraph focuses on one main idea.
- Provide examples to support your main findings.
- Include recommendations in the last paragraph.

Organisation.

Paragraph 1

Give general information about the topic and its importance.

- *... is very important*
- *It (is) also ...*
- *... especially ...*

Paragraph 2

Describe what the survey is about and give details about the number of survey participants, their age and how many questions the survey had.

- *I did a survey...*
- *The survey had ...*
- *In my survey, I asked ...*
- *I will discuss ...*

Paragraph 3

Explain the main findings and highlight some important details.

- *The main finding is ...*
- *(five) people/students ...*
- *Only (one) person/student*
- *Most of students*
- *Based on the survey results, I think ...*

Paragraph 4

Summarise the main findings again and give your recommendations.

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

Example.

Dental Hygiene



Brushing your teeth at least twice a day helps keep our mouths clean and fresh. It also helps prevent gum disease. Teenagers need to brush their teeth after meals and before going to bed, at night.

I did a survey about how often my classmates brush their teeth. The survey had four multiple-choice questions and I asked 20 students in my school. I will discuss the main findings below.

The main finding is that most students brush their teeth at least once a day. They believe that it is enough to just brush once in the morning. Three students brush their teeth three times a day which is what the doctors recommend. Only one student doesn't brush his teeth on a daily basis. Most students brush their teeth before going to bed at night.

Based on the results, I think the main reason that people do not brush their teeth regularly is because they do not realise how important it is.

In conclusion, I believe that my classmates should brush their teeth more frequently. I recommend that they brush their teeth directly after having their meals.

Refer also to the report on page 22 of your Classbook.

3

The Future of Transport

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

Introduce the topic of the essay and both sides of the topic without stating your opinion.

- *Many people think/believe/ argue that ...*
- *There is no doubt that, but ...*
- *As everyone is aware ...*

Paragraph 2

Present the advantages with supporting ideas (examples).

- *There are some advantages...*
- *First of all, .../Firstly, ...*
- *Moreover, ...*
- *One advantage*
- *Therefore ... / This is because ...*
- *For example, ... / For instance, ...*

Paragraph 3

Present the disadvantages with supporting ideas (examples).

- *On the other hand,/ However, there are some disadvantages...)*
- *First of all, .../Firstly, ...*
- *Therefore ... / This is because ...*
- *Moreover, ...*
- *Secondly, ...*
- *Another disadvantage of ... is ...*

Paragraph 4

Make a general statement about the topic stating your own opinion.

- *To summarise ...*
- *To sum up ...*
- *In conclusion ...*
- *I think / believe that ...*
- *In my opinion, ...*

Example.

Team Sports and Individual Sports



Most people enjoy playing different sports especially team sports because there are a lot of benefits to playing in a team. However, other people think that there are disadvantages to playing in a team.

To begin with, one advantage of playing in a team is that you learn different skills. **For example**, players learn to help each other while working towards the same goal. This encourages people to be less selfish. **Moreover**, playing in a team can also help one make new friends. **This is because** players trust and encourage each other to succeed and this helps build strong bonds amongst players.

On the other hand, there are some disadvantages. **First**, of all, there is the possibility that not all the players will get along with each other. This can cause arguments and can even result in fights. **In addition**, when you are part of a team, you have to depend on other players to achieve your goal. For instance, if not enough players show up for practice, then the session has to be cancelled.

In conclusion, I believe there is a lot to be gained by playing in a team. In the end however, it is up to a person whether they choose to play team sports or individual sports.

Refer also to the essay on page 34 of your Classbook.

4

Entrepreneurship

A Formal Request Email (interactive)

Top Tips

- Have a strong subject line
- Give a brief background about yourself and your business
- Clearly state your request
- Use formal language

Organisation.

Formal Greeting

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

Paragraph 1

Introduce yourself and your business.

- *My name is ...*
- *I am planning to launch my business of*
- *My business/company takes place in*

Paragraph 2

Describe the nature of your business and how it benefits the customers.

- *My company/business aims to offer ...*
- *It will help customers through .../ The products can be used for ...*

Paragraph 3

State your request, the amount of money you need and the period of payment.

- *I am writing to request financial funding to ...*
- *I am writing to ask if it would be possible to ...*
- *I hope to get a loan of/ I will pay installments for ...*

Paragraph 4

State the attachments to be sent along with the email.

- *Please find attached copies of ...*
- *If you require any further documents, please do let me know.*

Ending the email

Write a formal closing and sign off.

- *Thanking you in advance*
- *Yours sincerely, / Yours faithfully,*

Example.

Financial support to start a business

New message
⋮

← → ↻
☆ ☰

To support@alraffd.gov.om

Subject Financial Support to Start My Business

Dear Sir,

My name is Fahad, and I am a start-up entrepreneur. I am writing to inform you that **I am planning to launch** my car rental business company. I would like to get the support of Al Raffd Fund in order to establish my business. I have now got all my approval papers. The name of my company is 'National Rent Cars' (NRC). It is located in Muscat.

My company currently aims to provide a wide range of Japanese and Korean automobiles and in the near future we aim to introduce other types of vehicles. I plan to meet the needs of residents and tourists alike. I also intend to rent cars at reasonable rates in line with official guidelines.

Therefore, I am writing to request funding in order to establish my business. **I hope to get a loan of** OMR 60,000 and **I will pay installments for** the next 10 years. I have already read and agreed with your terms and conditions.

Please find attached copies of my CV, the company file, my bank statement and other documents.

Thanking you in advance and looking forward to receiving a favourable response.

Yours sincerely,

Fahad

▾ | 📎 🖼️ 😊 🔍
Send

Refer also to the email on page 46 of your Classbook.

Grammar Reference

present simple

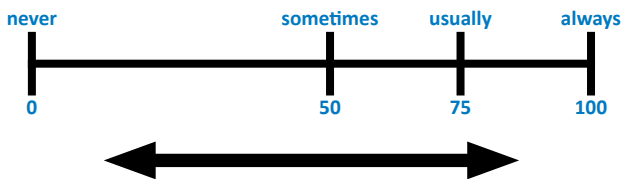
We use the present simple to talk about things that are true.

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.

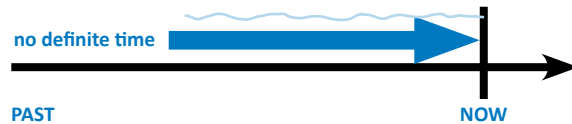
Ali is reading a book.
They are watching television.

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

I	am	going	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

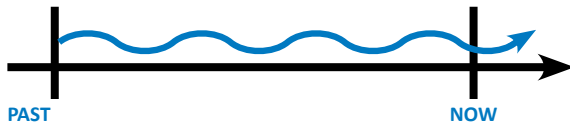
- **yet** tells us something has not taken place.
- We usually put **yet** at the end of sentences.
- We usually use **yet** in negative sentences.
- We usually use **yet** in questions.

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.

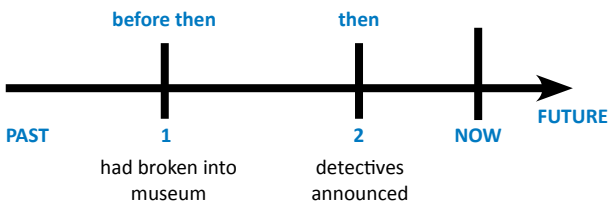


We make the **past continuous** with the **past simple** of the verb **be** + a **verb ending in -ing**.

I he she it	was		
you we they	were	eating	lunch.

past perfect

This morning, detectives **announced** that a gang
of criminals **had broken** 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			
he she it	am	going to	visit	Muscat tomorrow.
you we they	am			

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

- 1 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 the 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.

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

a
 "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?"
 c d e b

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	reported speech
Saada said, "They're really very good."	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:
 - 1 as two words: police officer
 - 2 as one word: firefighter
 - 3 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

- 1 Whole word prefixes such as:
out- over- under- up
outside underwater upstairs overweight
- 2 Negative prefixes such as:
in- un- dis- mis- im
incorrect disappointed unwell
- 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.

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Bar Code

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رقم الإيداع: ٢٠٠٧/٥٦ م