



Basic Education

9A

Skills Book

نتقدم بثقة
Moving Forward
with Confidence

رؤية عمان
2040
Oman Vision

English

for Me



2021

MINISTRY OF EDUCATION

SULTANATE OF OMAN





Basic Education (9A) Skills Book

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**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan,
Qaboos Bin Said**

Welcome!

Dear Students,

Welcome to Grade 9! You will find lots of your favourite features from Grade 8 in your Grade 9 Classbook. The contents map is there to help you find out what topics and activities you are going to do and the skills and language you are going to learn this semester. You will also continue to learn about different people and cultures with the International Teenagers' Club, or ITC.

There are lots of activities to help you with speaking, listening and writing as well as grammar, spelling and sound work. Sometimes you will work on your own and sometimes you will work in groups.

In the Skills Book, you will find that the cut-out and Learning Journal pages, the grammar reference, the phonetic word list and the answers to the self-study pages remain at the back of the book. However, you will notice that the grammar reference has got bigger and has new language items. You will also notice that the self-study pages have been moved to the end of each unit to help you find the activities easily, so you can work on your own.

As well as working in your Skills Book, you will need an exercise book and a portfolio. The exercise book is useful for writing notes, drafts of written work, vocabulary and phrases you want to record. You should also keep a portfolio in Grade 9 to show how your work has developed during the semester.

Remember to look after your Classbook for students who will use it again next year. Be careful to keep your Skills Book in a safe place because it will be a useful reference for future work.

We hope that you enjoy learning English this year and use it as much as possible inside and outside the classroom.

Good luck and work hard!

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What's

Topic

Language focus

Vocabulary

1

Teen Time

Possessive adjectives
Possessive pronouns
Possessive apostrophes
Conjunctions
Language of opinion
Review of 8A and 8B
Sounds /ɪ/ and /i:/

Activities
Appearance
Personality

2

Writers and Writing

Direct speech
Relative clauses and pronouns
Conjunctions
Similes, alliteration, onomatopoeia
Order of adjectives
Sounds /θ/ and /ð/

Types of story
Types of writing
Speaking

3

Money

Past perfect
Review of past simple and present perfect
Review passives
Review second conditional
Sounds /ɒ/, /æ/ and /e/

Money
Verbs
Adjectives

4

Space

Adverbial clauses of time
Reflexive pronouns
Review comparatives and superlatives
Sounds /s/ and /z/

Space
Large numbers
Measuring

Club Corner

Pronouns
Relative clauses
Adverbial clauses of time
Conjunctions

Adjectives
Space
Money



in 9A?

Main activities

Do a multiple choice
Complete a form
Write sentences about appearances, personality and interests
Express your opinion
Read a photo story

Project and portfolio work

Prepare and give an opinion on a subject
Write about a person
Do a survey
Write about a Top Teen

Learning Journal

What do you remember about Grade 8?
Note taking styles
Teen Test

Do an information gap
Describe a picture
Punctuate sentences
Read and understand poems
Write a detailed biography
Write a story report
Assess writing

Write a story
Write a biography
Make a poster
Make up a poem
Write super sentences

Writer's toolbox
What makes a good story

Complete a form
Do an interview
Do a chant
Do a role play
Read and write a newspaper report
Do a quiz
Write a letter of complaint

Discuss the advantages and disadvantages of money
Make a poster
Write about money

Words with different meanings
Word attack!

Do an information gap
Use larger numbers
Write complex sentences
Do an interview
Fill in a form
Complete tables
Do a jigsaw reading
Read a longer story

Design an ITC website about space
Research and write about planets and solar systems
Write a story report

Glossary

Do a quiz
Read a graph
Write a story and a limerick
Write questions, conduct interviews
Write an advertisement
Do a dialogue
Write formal a formal letter
Do language puzzles

Make a poster
Write a story

Review the semester
Complete the Learning Journal

Unit

1

Teen Time

1 Which unit?

Read the titles of the units and write the number of each unit in the space provided.

Writers and Writing

Money

Space

Teen Time

2 The Book Hunt!

You're going on a book hunt to learn more about 9A. Read the clues and find the answers in your Classbook and Skills Book. Write sentences in the spaces provided.

1 In which unit will you read about King Midas?

2 What is the project in Unit 2?

3 Name two ways we are linked to satellites.

4 How can you tell when an activity is for your portfolio?

5 On which page does the list of irregular verbs start?

6 What is your favourite unit page cover in the Classbook? Why?

3 Missing words.

The following words are missing from the text in the speech bubble at the top of page 1 of the Classbook. Write the number of the space next to the words below. Look at the example to help you. Then listen and check your answers.

speaking

vocabulary

pronouns

teens

English

1

13

think

revising

4 Find someone who...

Read the following questions and then find the answers by reading what the teens numbered 1–6 are saying on page 1 of the Classbook. Write short answers in the space provided.

1 Who lives in New York?

2 Who is 13 years old?

3 Who says his friend is younger than he is?

4 Who says his friends are Zakaria and Susan?

5 Who lives in Oman?

6 Who says they look at the ITC web site?

language focus

possessive adjectives

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

Possessive adjectives come before a noun and replace **the**, **a** or **an**.

That is my pencil. [ownership]

Here is her car. [ownership]

His sister lives in Sur. [relationship]

Is Fatma your sister? [relationship]

Look at page 1 of the Classbook and find possessive adjectives in the speech bubbles numbered 1–6. Write them in the correct place. The first one has been done to help you.

subject pronoun	I	you	he	she	it	we	they
possessive adjective	my						

1 Possessive adjectives.

Use the possessive adjectives you collected in the language focus box and complete the following sentences.

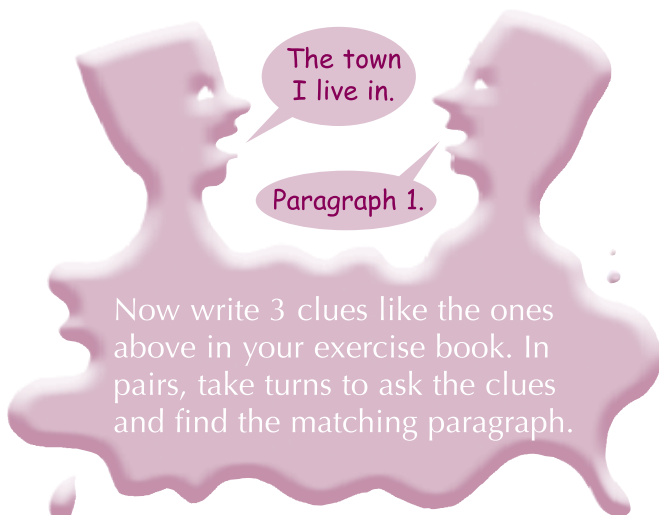


- 1 Salma's lost her bag. I think that's _____ bag.
- 2 John and Jenny said, 'That's where we live. That's _____ house.'
- 3 I like _____ shoes Siham. Where did you buy them?
- 4 '_____ name is Hilal,' said Hilal.
- 5 That's my sister. _____ name is Maha.
- 6 This bike is nice to ride, but I don't like _____ colour.

2 Which paragraph?

Read what Fahad has written about himself on page 2 of the Classbook. Match the clues below with the correct paragraph. Write the number of the paragraph in the space provided.

- a The people in my family.
- b What I wear.
- c Not being careful with things.
- d What I want to be.
- e What others think of me.



Writing about a person.

Read the learning strategy on page 3 of the Classbook and then read the text about Fahad on page 2 of the Classbook. Use the example provided and the information you have to write about yourself or a friend. Use the space below to write your ideas. Write your draft in your exercise book and put your final draft in your portfolio.

Ideas

learning strategy

word meanings

Try to work out the meanings of words by looking at the words in **context**. This means you have to:

- Read the complete sentence which the word is in.
- Think about the meaning of the sentence.
- Read the words before and after the word you do not know.
- Decide if the word is a noun, verb, adjective, or adverb.
- Check that the word makes sense in the sentence.
- Look for supporting words that may help to tell you the meaning.

1 Key words.

Find the following words in the 'What makes people different' report on page 3 of the Classbook. Guess their meanings from the context and then match the words with the descriptions. Write the letter of the description in the box next to the word.

- | | | |
|--------------------------------|--------------------------|--|
| 1. active <i>adj</i> | <input type="checkbox"/> | a. important things that you notice |
| 2. curly <i>adj</i> | <input type="checkbox"/> | b. when you are alone |
| 3. features <i>n</i> | <input type="checkbox"/> | c. what makes a person behave or do things in different ways |
| 4. personality <i>n</i> | <input type="checkbox"/> | d. not straight, with curves |
| 5. unique <i>adj</i> | <input type="checkbox"/> | e. very special and different |
| | | f. always doing something |

2 What makes you different?

Read the following statements, give yourself a mark between 1 and 5 and write it in the space provided. The higher the mark (5), the more you agree with the statement. The lower the mark (1), the less you agree with the statement.



1

I am really shy and quiet. I like spending time on my own. I don't have many friends.

I like wearing neat, clean clothes and looking smart and tidy all the time.



2



4

My younger brother tore my Classbook. He said it was an accident but I got really angry and shouted at him.



3

When my friend got a new mobile phone, I was jealous and wished I had the same thing.



5

My room is always untidy. I am such a messy person.

My parents say I'm very lazy and shouldn't watch so much TV.



6

Use what you have found out about yourself to add to your description in your portfolio. If you are writing about your friend, look at their answers to help you.

lazy

messy

neat

quiet

shy

1 More key words.

Read the following descriptions and find the word that best matches the description by reading **The Story of the Prophet Yusuf (PBUH)** on page 4 of the Classbook. Write your answer in the space provided.

1. the top part of a plant like corn

2. a period of time when there is no food or water

3. something you experience in your mind when you are sleeping

4. someone important who looks after a place or a thing

3 What do I like doing?

Ali has been brainstorming things he likes doing. Circle the activities that are the same as the ones the ITC members mention on the web page on page 5 of the Classbook.



1. jogging
2. going on an expedition
3. reading a magazine
4. dancing
5. swimming
6. watching TV

7. eating
8. going to a fun park
9. going walking
10. shopping
11. going camping
12. listening to music



2 Focus Questions

Read **The Story of the Prophet Yusuf (PBUH)** on page 4 of the Classbook and answer the focus questions in your exercise book.

Name the main characters in the story.

1

Why did Yusuf's (PBUH) brothers throw him in a well?

2

Which animal is mentioned in the King's dream?

3

What was Yusuf's (PBUH) special gift?

4

Where was Yusuf (PBUH) taken after they rescued him from the well?

5

What is the moral of the story?

6

Do a survey.

Choose any 5 activities from the ITC web page on page 5 of the Classbook or from the activities you have just brainstormed to find out what 3 people in your class like doing when they are hanging out.

- Draw a table similar to the one below on a piece of paper. Write your own activities and the name of people in your class.

	running			
Sami				

- Think about the questions you will ask.
- Use the information to write sentences about what people in your class like and do not like doing on a piece of paper.
- Put your work in your portfolio when you have finished.

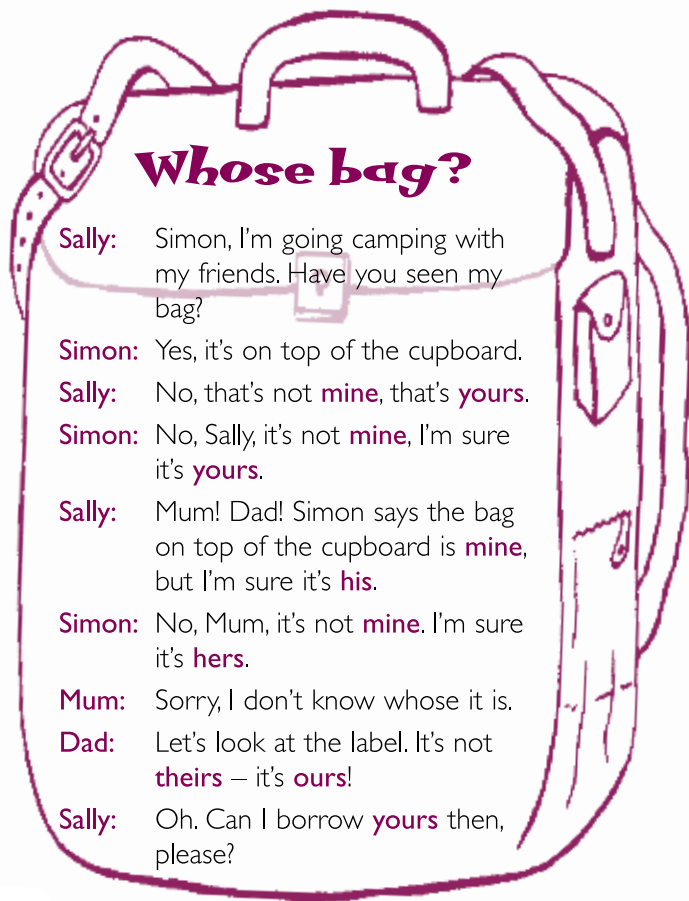
1 Just hanging out?

Here is part of a newspaper report. First, read the report and then write the missing words in your exercise book. Use words from the ITC web site on page 5 of the Classbook.

Parents, do you know what your teenagers get up to? Is **1 h** out with the rest of their **2 f** at weekends or in the **3 h** a good use of their time? It is true that in some countries, gangs of teens can be a menace to the rest of the public. In some countries, the number of teens is controlled in **4 s** centres and fast food **5 r** and other places where they like **6 c** out. The truth is that teens can get **7 b** easily.

Joining **8 c**, organising special events, or going on **9 e** can be one way to direct the natural energies of young adults. Getting them to **10 h** others is another way ...

I depicted into it. Not have a school head for quickly city interest. For (cross) seek on as an through hands of ing got dead. And I sure is prospect the sets have been first plan. So why ing prob should a public? Now the William th. "Respons should con of ally. On TV, it g He ad. London. head of news, what coverage? want to ing agenda on will come man cover man. I Lovelace's count. found. part. It me here to sit. Be



Sally: Simon, I'm going camping with my friends. Have you seen my bag?
Simon: Yes, it's on top of the cupboard.
Sally: No, that's not **mine**, that's **yours**.
Simon: No, Sally, it's not **mine**, I'm sure it's **yours**.
Sally: Mum! Dad! Simon says the bag on top of the cupboard is **mine**, but I'm sure it's **his**.
Simon: No, Mum, it's not **mine**. I'm sure it's **hers**.
Mum: Sorry, I don't know whose it is.
Dad: Let's look at the label. It's not **theirs** – it's **ours**!
Sally: Oh. Can I borrow **yours** then, please?

language focus

possessive pronouns

Possessive pronouns tell us about who owns something. Nouns do not follow possessive pronouns.

That pencil is yours.
 Is this cat hers?

Possessive pronouns can stand alone as a subject.

Hers is a green cup.
 subject object

Possessive pronouns can stand alone as an object.

The green cup is mine.
 subject object

The possessive pronoun can refer back to the subject or to someone or something else mentioned before. The context helps to make this clear.

Ali lent Ahmed his bag because Ahmed couldn't find his.

Here is a table of **subject pronouns**. Read the 'Whose bag?' story at the top of this page and find **possessive pronouns** in the text. Write them in the correct place. The first one has been done to help you.

subject pronoun	I	you	he	she	we	they
possessive pronoun	mine					

2 Possessive pronouns.

Use the possessive pronouns you collected in the language focus box and complete the following sentences.



- 'Is this your bag Mustafa?'
'Yes, it's _____.'
- 'Has Ali left his keys again?'
'Yes, these are _____.'
- 'Maha, you've got a lot of shoes in your cupboard! Are they really all _____?'
- Najma and Siham have been friends for a long time. _____ is a great friendship.
- The keys belong to Susan. The keys are _____.
- 'Ahmed and Ali, are those books yours?' asked the teacher.
'Yes, they're _____,' they replied.


1 Club Talk.

Juma and Moza have sent in their opinions about television to the ITC. Read the texts and underline three phrases that show they are giving their opinions. Then, circle two conjunctions which give reasons for their opinions.



My opinion about television a


I think television is good as it makes our life more interesting. My feeling is that television helps people learn more about the world because people see many new places when they watch films and reports. In my view, television is a wonderful invention since we can get news from around the world immediately. In my opinion, television is improving our lives because it is improving communication.



Juma

My views about television b

In my view, television is destroying the health of our country. I think that too many people are getting fat because they watch television all day and don't exercise. Also, in my opinion, television is stopping communication as it stops people talking to each other. I think it makes life boring and lonely because people stop visiting relatives and friends in the community. In my view, television is destroying our lives.



Moza

2 Useful language.

Look at Club Talk and write the language of opinion and the conjunctions you found in the boxes below. The first one has been done for you.

language to give an opinion

I think ...

conjunctions to give a reason

because ...

3 What's your opinion?

Use the table below to help you sort out your opinions.

- a. First, read Club Talk and sort Juma's and Moza's opinions onto the table. Look at the example to help you.

	positive	negative	other
television	makes life interesting	bad for health	

- b. Now, copy the table into your exercise book. Choose one of the topics from activity 1 on page 6 of the Classbook and complete the table with your opinions.
- c. Tell your partner your opinion using the phrases from Useful language in activity 2. Remember! These are notes so you don't have to write complete sentences.

1 Words and meanings.

You are going to listen to three ITC members giving their opinions. Before you listen, read the words and the dictionary definitions below. Match the correct word to the correct dictionary definition and write it in the space provided.

caffeine medicine drug
popular bronchitis
dangerous harmful selfish

a _____ /brɒn'kɑ:təs/ *n*
[U] an illness which affects your lungs and makes you cough

b _____ /'kæfi:n/ *n* [U] a substance in tea and coffee and some other drinks which makes you feel more active

c _____ /deɪndʒərəs/ *adj*
able to kill or harm you

d _____ /drʌg/ *n* 1 [C] a harmful substance, which people take to make them feel relaxed or excited
2 [C] a medicine that a doctor gives people to treat an illness
3 [C] a substance that people doing sports sometimes take to make their performance better

e _____ /'hɑ:mfəl/ *adj*
causing harm, damage or injury

f _____ /'medəsən/ *n*
1 [C, U] a substance used to cure an illness
2 [U] the treatment and study of illnesses

g _____ /'pɒpjələ/ *adj*
liked by a lot of people

h _____ /'selfɪ/ *adj*
caring about yourself more than other people

learning strategy

listening for opinion

Before listening

- Think about what you know about the topic.
- Predict possible opinions about the topic.

While listening

- Decide if the speakers are being positive or negative about the topic.
- Listen for phrases such as *I think...*, *In my view...*, *In my opinion...* and *My feeling is...*
- Listen for pauses in speech, which might suggest that the person is thinking about their opinion before they say it.
- Listen for loud or stressed phrases that might tell you what the speaker feels strongly about, or what is important.

2 Three opinions.

You are going to listen to three ITC members talking about caffeine, smoking and medicine. First, read the questions below. Then, listen to Maha, Paul and Bob giving their opinions and circle the correct answer.

- 1 Maha says caffeine is liked by a lot of people because
 - a. you can find it in lots of different foods and drinks.
 - b. it is healthy.
 - c. it helps people relax.
- 2 Maha thinks that eating and drinking
 - a. coffee, tea, cocoa and chocolate is dangerous.
 - b. too much caffeine is dangerous.
 - c. very small amounts of caffeine is dangerous.
- 3 Paul thinks teenagers smoke because
 - a. grown ups tell them to smoke.
 - b. their friends smoke.
 - c. they see advertisements.
- 4 Paul feels that teenagers who smoke
 - a. only care about themselves.
 - b. are dirty.
 - c. spend too much time smoking and not working.
- 5 Bob thinks that
 - a. children should give themselves medicines.
 - b. medicines always make our lives better.
 - c. medicines can be dangerous.
- 6 Bob feels that
 - a. medicines have bad instructions.
 - b. doctors give too much medicines.
 - c. people make medicines dangerous.

PROJECT

Give your opinion

Write and talk about something you have an opinion about.

- Choose a topic. Look at pages 6 and 7 of the Classbook for ideas or choose a topic you have thought of yourself.
- Get some information about your topic by talking to friends and family, reading newspapers and magazines, watching television, listening to the radio, using the Internet or researching in the LRC.
- Organise your ideas and make notes.
- Write four short paragraphs in your exercise book.
 1. Introduce what you are writing about.
 2. Give reasons why people do it.
 3. Give reasons why people should not do it.
 4. Give your opinion about it.
- Remember to revise and edit your work.
- Write your final draft neatly.
- If you use facts from written texts, include a reference or a source where you got the information.
- Be prepared to read your work to your group and to answer any questions they might have.

1 Sounds: /ɪ/ and /i:/

First, read the words and identify the sounds for the matching phonetic symbols. Then, listen and circle the word you hear below.

/ɪ/

tin

/i:/

teen

1. Do you want a **seat/to sit**?
2. He wants to **leave/live** on a boat.
3. I saw several **teens/tins** in the shop.
4. Can you **feel/fill** it?
5. I want to buy a small **sheep/ship**.
6. The leopard **bit/beat** the oryx.

2 Sound maze.

Find a way from start to finish. You can only go in boxes which have words with an /i:/ sound.

start

leave	lift	thin	feet	fit
teen	live	sweet	tin	beat
team	feel	please	pill	meat
hit	fill	heat	sit	tea
slim	sheep	coffee	caffeine	seat

finish

3 What should a Top Teen be like?

Read the e-mail below and then edit it by adding the missing punctuation.



Top Teen Award Guidelines

we re accepting nominations for this year's top teen award from september 25th until october 25th you can nominate any person between the age of thirteen and nineteen for the award However they should be outstanding in some way for example the person you nominate might help other people in the community perhaps they re very brave active or generous teenagers

1 Skimming.

You have just finished skimming pages 8 and 9 of the Classbook. Think about what you did and then circle true or false for **skimming**.

1. read slowly and carefully true false
2. look at pictures and diagrams true false
3. skim before you scan true false
4. read quickly true false
5. find key words true false
6. look at titles and headings true false
7. read difficult sentences again true false
8. look at topic sentences true false

2 Plan your argument.

You are going to argue that your nominee should get the Top Teen Award. Read your nomination form on pages 8 and 9 of the Classbook and complete the notes below.

In my opinion, _____
should get the Top Teen Award because:

- _____
- _____
- _____
- _____
- _____

My portfolio

Top Teen Award

Think of the teenagers you know. Who would you nominate for the Top Teen Award? Why?

- Carefully remove the Top Teen Award cut-out page from the back of your book.
- Read the form and think about the information you need to collect.
- Choose a teenager you know to nominate.
- Interview the teenager and complete the form.
- Look at the completed forms on pages 8 and 9 of the Classbook to help you.
- Give your completed form to your teacher, who will display it.

language focus

the possessive apostrophe

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 just 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.

We usually use the possessive apostrophe with people and animals:

my friend's house
the dog's ears

We sometimes use the possessive apostrophe for places, organisations and pieces of writing.

Muscat's museums
the school's future
the book's author

BE CAREFUL!

We don't usually use the possessive apostrophe with some nouns.

the roof of the house NOT ~~the house's roof~~
the day of the exam NOT ~~the exam's day~~

BE CAREFUL!

it's means it is or it has.
it's my opinion
It's been a very long day!

its shows that something belongs to it.
Did you see its teeth?

1 Possessive apostrophes.

Use a possessive apostrophe to write the shortened form of each phrase. Look at the example to help you.

The pen belongs to my father.
my father's pen

1 The money belongs to my brother.

2 The cars belong to the women.

3 The books belong to the girls.

4 The award belongs to Vicky.

5 The caps belong to the boys.

6 The lid belongs to it.

3 Teen talk.

When teenagers talk together, they often use special informal phrases. Find the teen talk phrases below in the photo story on page 10 of the Classbook and match them with their meaning.

Teen talk

- 1 What's up?
- 2 I'm just hanging out.
- 3 No way!
- 4 That's stupid.
- 5 You must be joking.
- 6 Cross my heart.
- 7 Chill out!

Meaning

- a I don't believe you. b That isn't sensible.
- c Do nothing. d I promise it's true.
- e What are you doing? f I'm not doing anything.
- g I don't believe you.

2 Possession or missing letters?

The phrases below use apostrophes to show **possession** and **missing letters**. Read the phrase and write the full form in the space provided. Look at the examples to help you.



I'm going to the shop

I am going to the shop

my brother's bike

the bike belongs to my brother

1. the bike's broken

2. Bob's Bike Shop

3. this way's quicker

4. Mr Fripp's dog

5. I'm going this way

6. It's past those houses

4 Reflection.

Look back through your Skills Book and your Classbook and write down five more things that you did in the unit. Then tick the column or columns with your opinion about your learning.

	easy	OK	difficult	helpful	not helpful
Write a description of a person					
Possessive adjectives					



Unit 1

Self-study activities

1 More possessive adjectives.

Complete the sentences with the correct possessive adjective. When you have finished, check your answers in the back of the Skills Book.

- 1 This is _____ pen. I lost it yesterday.
- 2 "Next person please. Ah yes, what's _____ name?"
- 3 Ahmed and _____ brother like playing football with _____ friends on Thursday.
- 4 Alia left _____ books at home today.
- 5 That's a nice big bag, but I don't like _____ colour.
- 6 "Excuse me, Have you seen _____ sister?", asked Lucy and Peter.

3 Spellings.

Unjumble the following letters and write the following activity words correctly in the space provided.

1. gintea _____
2. gggnioj _____
3. nignacd _____
4. deargin _____
5. niwmmisg _____
6. glawnik _____

Additional activity

When you have completed the activity, you may want to make up some more jumbled spellings for a friend to try out.

2 Adjective sort.

Sort the following adjectives into positive and negative in the table provided. Write any other adjectives you can think of in the table.

cruel	smart	kind	scruffy
jealous	friendly	impolite	
	sweet	sad	popular

+ve adjectives	-ve adjectives
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 More possessive pronouns.

Complete the sentences with the correct possessive pronouns. When you have finished, check your answers in the back of the Skills Book.

- 1 That pen belongs to Ali. It is _____.
- 2 These chickens belong to me. They are _____.
- 3 Please could you take these shoes to Muna. I'm sure they are _____.
- 4 That house belongs to us. It is _____.
- 5 Excuse me sir these gloves belong to you, they are _____.
- 6 Mustafa and Salim thought the money was _____ and picked it off the floor.

5 Opposite meanings.

Write the word with the opposite meaning next to its partner in the table below.

cheerful nice polite generous
humble careful kind

negative	positive
mean	kind
proud	_____
miserable	_____
rude	_____
careless	_____
horrible	_____
selfish	_____

6 Contractions.

Use an apostrophe to make the underlined parts of the sentence shorter.

I would like an ice-cream.
I'd like an ice-cream.

1. They are married. _____
2. What is it called? _____
3. Who will be there? _____
4. We are moving house. _____
5. I am going to work. _____
6. I will go on Tuesday. _____

7 Editing punctuation.

Read the following part of a Top Teen nomination form and put in the missing punctuation.

other information:

my brother organised a beach clean-up in january on environment day he also collects money for different charities and he s a member of oceanlife i think he s the most unselfish person i know

8 Possessive apostrophes.

Write the following phrases with an apostrophe to show possession. Look at the example to help you.

Example:

A name for a group A group's name

- 1 prayer room for men

- 2 It's a scarf for a woman.

- 3 This book belongs to Maha.

- 4 Toys for the baby.

- 5 The leaves of the trees.

- 6 The capital city of Oman.

9 What does it do?

If the apostrophe shows missing letters, write **m** in the space provided. If the apostrophe shows possession, write **p** in the space provided.

Example:

The school's students.

1. It's my cap.
2. They're going to London.
3. We like the girl's scarf.
4. We'd like some ice-cream.
5. The shop's busy.
6. He's got my books.
7. The shop's opening time.
8. The school's name.

p

Unit 2

Writers and Writing

1 Unit contents.

Match each word to the correct contents number and write it in the space provided. Look through your Classbook and Skills Book and use the open contents page at the bottom of page 11 of the Classbook to help you.

speech test
 Writing Route
 biographies adjectives
 crossword
 poem Baskervilles
 relative clauses
 competition dream
 longer

Classbook

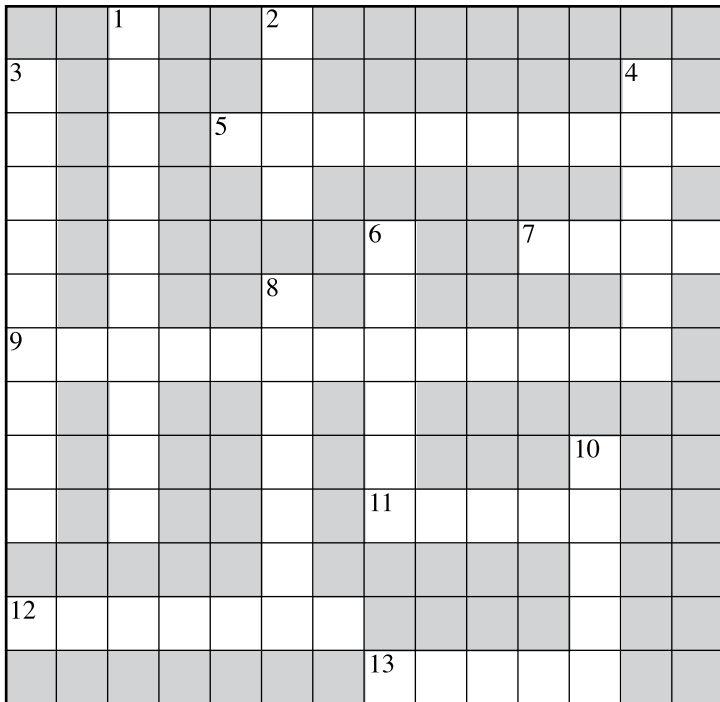
- ① _____
- ② _____
- ③ _____
- ④ _____
- ⑤ _____
- ⑥ _____

Skills Book

- ⑦ _____
- ⑧ _____
- ⑨ _____
- ⑩ _____
- ⑪ _____
- ⑫ _____

2 Do a crossword.

Read the clues and complete the crossword. Look at the words in the box to help you.



Across

- 5. Writing which has facts. (3,7)
- 7. A story that tries to explain how something happened. (4)
- 9. The story a person writes about their own life. (13)
- 11. Acting out a play or story. (5)
- 12. Where the story takes place. (7)
- 13. A piece of ordinary writing, not poetry. (5)

Down

- 1. The people in a story. (10)
- 2. The way a story develops. (4)
- 3. The story a person writes about someone else's life. (9)
- 4. A type of writing which usually has rhyme and rhythm. (6)
- 6. A type of story, usually about someone who lived a long time ago. (6)
- 8. Stories invented by writers. (7)
- 10. A story with a moral. (5)

WORDS

fiction characters fable drama setting non-fiction prose
 plot legend biography myth autobiography poetry

language focus

relative clauses

Look at the biographies on pages 12 and 13 of the Classbook and complete part A.

A

We use a **relative clause** to add information about a noun in the main clause.

We make relative clauses with the relative pronouns **who**, **which** and **that**.

We use _____ to add information about **people**.

Austen, _____ was the youngest of seven children, was born in 1775.

We use _____ or _____ to add information about **things**.

When he was two years old, he got an eye disease _____ made him blind.

She wrote in a small dressing room _____ had a creaking door.

The relative clause goes **after the noun** it adds information about.

He got an eye **disease** **which** made him blind.
 noun relative clause

B

There are **two types** of relative clause.

1 Defining relative clauses

- are used to tell the reader exactly who or what is being talked about.
- are necessary to understand the meaning of a sentence.

She wrote fascinating descriptions which were about society and people.

(essential information to identify what she described)

2 Non-defining relative clauses.

- are used to give additional information which is not necessary to the meaning of the sentence.
- are punctuated with commas.

Jane Austen, who was a famous English author, wrote in the early 19th century.

(not necessary to the meaning of the sentence)

1 Who, which or that?

Circle the correct word in each of the sentences below.

That's the author who/which wrote my favourite book.

- 1 He likes books **who**/which have pictures.
- 2 Ali's got a brother **who**/which lives in Muscat.
- 3 He bought a pen **who**/that cost £100.
- 4 She's the girl **who**/which won the writing competition.
- 5 Tom is the student **who**/which wrote that story.
- 6 I read a book **who**/that frightened me.
- 7 I like the job **who**/that I've got.
- 8 There's one thing **who**/which I don't like about this book.

2 Missing relative clauses.

Read the biography about Alfred Tennyson on page 13 of the Classbook. A number shows that a relative clause is missing from the text. Read the missing relative clauses below and match them to a number in the text. One has been done for you.

- who was only 22
- which is why it often has a strong rhythm
- which made it difficult for him to read and write
- 1 who was the fourth of twelve children
- which were unhappy and miserable
- which caused more unhappiness
- who they named Hallam
- who made him the national Poet Laureate in 1850 and a Lord in 1883

1 Joining sentences.

Use **who** or **which** to join the two short sentences into one longer sentence. Remember to put the relative clause **after** the noun it is describing.

We learned about Arthur Conan Doyle.
He wrote detective stories.

We learned about Arthur Conan Doyle, who wrote detective stories.

1 He writes books. The books are really exciting.

2 There's my teacher. My teacher gave me an A grade.

3 This is my friend. My friend likes detective stories.

4 I was talking to a woman. She writes poetry.

5 That's the man. He is going to sail round the world.

learning strategy writing

You can make your sentences longer by:

- adding information with a relative clause using **who**, **which** or **that**
- adding clauses with conjunctions using **but**, **however**, **because** or **so**
- adding **adjectives** and **adverbs**

2 Defining or non-defining?

Decide if the clauses are defining or non-defining and write **D** or **N** in the space provided. Read part B of the Language focus on page 15 of the Skills Book and look at the example to help you.



Austen, who was a famous English author, wrote books in the early 19th century.

N

- 1 She wrote in a small dressing room that had a creaking door.
- 2 Dr. Hussein, who died on October 28th 1973, overcame blindness.
- 3 Tennyson met Arthur Hallam, who became his best friend.
- 4 The old man who was carrying a book knocked at the door.
- 5 The students, who were late, waited in the classroom.

3 True or false?

Remember the Sherlock Holmes story and circle True or False.

- 1 There are three characters in the story. T F
- 2 The story happens at night time. T F
- 3 Holmes knew the hound would chase Sir Henry. T F
- 4 Holmes heard the dog's footsteps. T F
- 5 Sir Henry killed the hound. T F
- 6 The hound attacked Holmes. T F
- 7 Someone had put phosphorus on the dog's nose. T F
- 8 Holmes was happy that Sir Henry was frightened. T F

1 Guessing meaning.

Read the story about Holmes again on page 14 of the Classbook and find the words below. Read the sentences around the word, guess the meaning of the word and circle the best definition below.

1. Fog is

- cloudy air which is easy to see through
- cloudy air which is difficult to see through
- cloudy air which contains tiny insects

2. A hound is

- a dog with a good sense of smell which is used for hunting
- a dog which can breathe fire and attacks people
- a small lioness which runs fast and eats people

3. A muzzle is

- the home of a large dog
- the leg of an animal
- the nose and mouth of an animal

4. Phosphorus is a chemical

- which kills dogs and other animals
- which makes dogs hunt and eat people
- which burns in the air and shines in the dark

5. A howl is

- a fur coat which covers an animal
- a long loud cry which an animal makes
- a bowl which an animal eats from



- Draw the hound and write a description of it.
- OR-
- Finish the story. Tell the reader who put phosphorus on the dog and why they wanted to scare people away.

language focus

direct speech

Read the language focus and label the examples.

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

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

"Holmes," murmured Sir Henry, "You have saved my life."
— "I'm sorry I put you in danger," replied Holmes, "Are you strong enough to stand?"

2 Missing speech marks.

Put the speech marks in the correct places in the following sentences.



- Maha said, I think that poem's boring!
- Where are you going? asked the teacher.
- Amy whispered, Don't go on that bus!
- The teacher said, I need some paper.
- Stop! said Issa, You can't do that!
- I like this story, said Molly, It's very exciting.

1 Punctuation.

These direct speech sentences have not been punctuated carefully. Write them again and put in the correct punctuation. Look at the example to help you.

Mike said don't forget the capital letters → Mike said, "Don't forget the capital letters."

1 what are you doing asked Zainab

2 he smiled and said put it in the water

3 i think we should go now advised Mark

4 please can I have a cola asked Maha here's 100 baizas

5 I don't have any cola replied the shopkeeper but I do have some milk

learning strategy writing

Use different words for **said** to:

- make your writing more interesting
- give more information about your characters

2 Different words for said.

Read the words and their descriptions below. Then, listen and match what you hear to each word.

- whisper** to speak quietly
- complain** to show you are annoyed or unhappy
- exclaim** to speak suddenly and with surprise, anger or excitement
- murmur** to speak softly and quietly so it is not clear what you are saying
- shout** to speak very loudly
- wail** to complain loudly and sadly in a high voice

3 Said sentences.

Write some sentences with direct speech and using different words for "said". Look at the example to help you.

"What is it?" whispered Ali.



Choose **one** of the following activities. Look at the poems on page 15 of the Classbook to help you.

- Make up your own poem with similes.
- Make up your own poem with alliteration.
- Copy out a poem containing alliteration and/or similes.

1 Vocabulary in context.

Find the following words in the newspaper article in activity 1 on page 16 of the Classbook. Now look at the definitions below. Read the sentence or paragraph the words are in and decide what they mean in this context. Tick the correct answer.

1 launch

- a. to send a rocket into space
- b. to start a major activity or project
- c. to put a boat or ship into the water for the first time

2 audience

- a. a formal meeting with someone important
- b. people watching a film or television programmes
- c. people listening to someone talk

3 distinguished

- a. successful and important people
- b. to know the difference between two or more things
- c. a feature that makes something or someone different

4 category

- a. in a very clear way
- b. to put people or things into groups
- c. a group of people or things with the same qualities

5 submit

- a. to do what other people tell you to do
- b. to give something to someone formally
- c. when someone loses

6 contribute

- a. to write a story for a book, newspaper or magazine
- b. to make or cause something to happen
- c. to give money to help something happen

7 generous

- a. being kind to others
- b. giving people more money than usual
- c. larger than usual

8 funding

- a. money
- b. animal
- c. plant

2 Focus Questions

Read the newspaper article in activity 1 on page 16 of the Classbook and answer the following questions in your exercise books using full sentences.

- 1 What is the name of the competition?
- 2 In which paragraphs is the name of the competition mentioned?
- 3 Who is the competition for?
- 4 Which paragraph is about the prizes?
- 5 Where are the competition offices?
- 6 In which paragraphs does Ahmed Ali speak?
- 7 When is the closing date?
- 8 How many times has the competition been held before?

3 Which text ... ?

Read the texts on page 17 of the Classbook. Write the correct number of the text in the space provided.

- 1 ... won the prize for best poem?
- 2 ... won the prize for best fictional story?
- 3 ... won the prize for best factual story?
- 4 ... uses a lot of repeated words?
- 5 ... has characters to help tell the story?
- 6 ... uses speech marks to show someone is talking?
- 7 ... clearly tells you what it is about at the beginning?
- 8 ... has words that rhyme?

1 True or false?

Decide if the following statements are true or false by reading the competition entries in activity 2 on page 17 of the Classbook. Circle the answer.

- 1 Text 3 is called Eid Al Fitr. t f
- 2 Zainab was the first to go through the door. t f
- 3 The first text is about celebrating Eid in Oman. t f
- 4 Vicki Gross is the author of the second text. t f
- 5 A cat frightened the characters in the dream. t f
- 6 You should rest on the seventh. t f
- 7 There was a lot of furniture in the room. t f
- 8 She travelled to the south. t f

2 Relative clauses.



The following texts have been taken from the articles in activity 1 and 3 on page 16 of the Classbook. Decide which ones are relative clauses about people and which ones are about things. Look at the example to help you.

- 1 Officials announced that the new 'Writers Write' competition which aims to encourage students ... thing
- 2 Prizes that are worth OR 100 for each category ... _____
- 3 Bruce Bixby, who has been the head judge for the past 15 years ... _____
- 4 ... authors who wanted to win this year's Big Book Award. _____
- 5 ... the offices of the event organisers that are located in Seeb ... _____
- 6 ... The 'Young Writers' category which is for 8 to 12 year ... _____

Over the next few lessons, you will become a great author and write a story for a competition.

PROJECT

Start by brainstorming your ideas:

- What are you going to write about?
- Are you going to write a new story, a story you have read, or a story about yourself or your family?
- Will it be a fictional or factual story?
- Who or what are the characters?
- What is the setting of the story?
- Where can you look to find useful vocabulary or language to help you?

Write as many ideas as you can in your exercise book. Use the 'What makes a good story?' Learning Journal page to help you. Then discuss them with other members of your group to get more ideas. Your story will need to be finished before the end of this unit.

3 An interview.

Fill in the missing words from the following interview by reading the 'Judges arrested' article in activity 3 on page 16 of the Classbook. Then listen to the tape to check your answers.

Interviewer: Good morning all you out there, this is Barry Bing live from 1. _____ . This morning I'm talking to 2. _____ Malone from Sing Sing Jail, Good morning Minnie...

Minnie: Good morning Barry.

Interviewer: Minnie, you've recently been 3. _____. Can you tell us why?

Minnie: Well it's for bribery and corruption, you know...for taking 4. _____. But I'm not guilty.

Interviewer: Taking money for what?

Minnie: Some authors wanted to 5. _____ the Big Book Award, and I was one of the 6. _____.

Interviewer: So did you take money?

Minnie: NO, I may have had a few lunches and dinners, but never any money.

Interviewer: Is that 7. _____?

Minnie: Well Barry, I look at this way....

1 What's the title?

Read the introduction and the texts on the ITC web page about writing on page 18 and 19 of the Classbook. Then decide what the title for each section is using the information from the introduction to help you. Write your answers below.

1 Title A is _____

2 Title B is _____

3 Title C is _____

4 Title D is _____

5 Title E is _____

2 Clues.

Read the following clues and find the answer on the ITC 'Writers Write Right' web page on pages 18 and 19 of the Classbook. Write your answer in the space provided.

1 It takes four steps to make a... _____

2 You use them when someone is speaking. _____

3 It is the second in a line of adjectives. _____

4 This is the sixth step in the process of writing. _____

5 These tell us more about verbs. _____

3 Order of adjectives.

Find and read the information about order of adjectives on the ITC 'Writers Write Right' web page on pages 18 and 19 of the Classbook. Use the information to order the adjectives and write phrases to describe each picture in the space provided. Look at the example to help you.



1



2



3



4



5



6

1 table / wooden / large

a large wooden table

2 Omani / small / khanjar / metal

3 round / incense burner / clay / old

4 Japanese / new / car / black

5 vase / tall / glass / cylindrical

6 plastic / modern / clock / round



Super sentences.

Find and read the information about super sentences on the ITC 'Writers Write Right' web page on page 18 and 19 of the Classbook. Then use what you know to make the following sentences into super sentences. Write your super sentences in your exercise book and put them in your portfolio when you have finished.

1. My friend's name is Susan.
2. I saw a bird.
3. This is the castle on the hill.
4. He ran to see the man.

2 Punctuation.

Find and read the information about punctuation on the ITC 'Writers Write Right' web page on pages 18 and 19 of the Classbook. Then use what you have found out to name the punctuation marks used in the following piece of writing. Write your answers in the space provided.

1 "Excuse me, what's your name?" asked the
 man. 4
 2 3
 6
 "I told you before, it's Alfred White!" 7
 5

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

1 Sounds: /θ/ and /ð/.

First listen to the following sounds and example words. Then sort the words provided and write them in the correct column of the chart. Finally, listen and check your answers.



author	cloth	than	think
breath	clothes	thank	this
breathe	fifth	them	through
brother	myth	thick	with

θ	ð
three	this
both	then
thick	smooth
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Tongue twister

First listen to and then say the following tongue twister to a partner. Then underline the words with the /ð/ sound and circle the words with the /θ/ sound .

Three men skied smoothly this way and that way through thick snow.

3 Write in the punctuation.

Punctuate the following sentences.

- 1 this is my best friend ali

- 2 I asked Where do you live

- 3 its behind you she shouted loudly

- 4 you will need to list your name date of birth and occupation in the form provided

1 Write a story report.

Choose one of the stories you enjoyed reading from the project and write a story report of why you liked it. Use the questions below, scores and descriptions from the 'How good is your writing?' activity card 1, and the 'What makes a good story?' Learning Journal page to help you. Write in the space provided.

- What was the title?
- What type of story was it?
- What was the setting?
- What was the plot?
- How many characters were there?
- What were the characters' names?
- What were the characters like?
- Which characters did you like?
- Why did you like the characters?
- What language was used?
- Were there any super sentences?
- Why did you like the story?



2 Teen test.

What can you remember from the unit? You have five minutes to complete the following activities.



a Fill in the blank with which or who.

1. The park _____ we visited was beautiful.
2. The man _____ lives at number 10 is called Alfred.
3. She is the one _____ stole the jewellery.
4. The form _____ you sent in was incorrectly completed.
5. Minnie, _____ has worked here for years, is a great person to watch.

b Re-write the sentences with the missing speech marks.

1. I am the best person for the job, said the postman.

2. She whispered, Did you murder the postman?

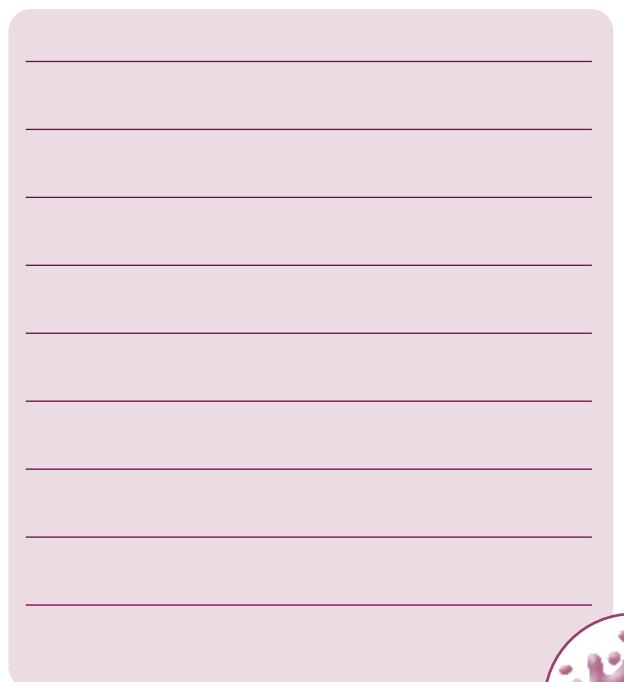
3 Reflection.

Think about the following questions and write a short paragraph about how well you think you did in the unit.

What did you enjoy about the unit? Why? What didn't you enjoy about the unit? Why?

What language did you learn in the unit? How well did you do the project?

What will you do to improve your English?





Unit 2

Self-study activities

1 Vocabulary.

Sort the letters and write the word. Look back at the crossword on page 14 of the Skills Book to help you.

- gnldee _____
- inoitfc _____
- thorua _____
- rgpabyioh _____
- itngset _____
- eryopt _____

2 Relative clauses.

Write **who** or **which** in the sentences below.

- 1 That's my brother _____ has green eyes.
- 2 I go to school by bus _____ I hate.
- 3 The bin is full of rubbish _____ smells awful.
- 4 Maha bought a goat _____ ate everything it saw.
- 5 Ali was a boy _____ knew what he wanted.
- 6 My mother is the person _____ taught me to cook.

3 Missing relative clauses.

Find the location of the clause in the text and write the number in the box provided.

My friends told me to buy a pen (1). They said that my handwriting, (2), would get better. Some other friends, (3), told me to write with a pencil. However, my teacher, (4), said I need to write faster, not neater. I think my ideas and my vocabulary, (5), are more important than my handwriting

- a which are really good
- b who are better at handwriting than me
- c who can read my handwriting
- d which would write smoothly
- e which looks bad

4 Defining or non-defining?

Decide if the clauses are defining or non-defining and write D or N in the space provided. Read part B of the language focus on page 15 of the Skills Book and look at the example to help you.

- The nurse who helped me told me not to worry. D
- 1 The children that we met yesterday work at the club with me.
 - 2 The bus which leaves Ruwi at 8pm goes to Salalah.
 - 3 The room, which was very small, was full of presents.
 - 4 Maha, who had a headache by now, carried on working as usual.
 - 5 The story that we read last week was really exciting.

5 Speech marks.

Put in the missing speech marks.

1. Can you sing? asked Jim.
2. Vicky shouted, I'm going out!
3. I'm scared, cried Maha.
4. I like cats, said Ali, But not dogs.
5. Bob yelled, Go away! And don't come back!

6 Right or wrong?

Look at the punctuation in the sentences below. If it is correct, put a tick after the sentence and if it is wrong, put a cross after the sentence. Underline the mistakes.

- 1 "Don't go to the park," said Jamila.
- 2 "Where are my shoes"? asked Naila.
- 3 Sami replied "I haven't got them!"
- 4 She said, "I like sweets."
- 5 "Take it," He said "I don't want it."

7 Find the relative clause.

The texts in activity 1 and 3 on page 16 of the Classbook have lots of relative clauses. Read them and find two sentences with relative clauses about people and two sentences with relative clauses about things. Write them below and circle the relative pronoun.

People

1. _____

2. _____

Things

1. _____

2. _____

9 Sounds /θ/ and /ð/.

Here is another tongue twister. First underline the words with the /θ/ sound in blue and the words with the /ð/ sound in red. Then write your own tongue twister and include words with the sounds /θ/ and /ð/ in the space provided.

The author's mother had three brothers with three feathers that thought their breath was thick.

Write your tongue twister here

8 Order of adjectives.

Write complete sentences using the following adjectives.

1 cloth / an / enormous / new/ silk / red

2 gold / large / ring / ancient/ a French / tall

3 French / tall / candlestick / a / silver

4 wooden / an / long / table / old

5 blue / a / plate / round / china

10 A mixed bag.

a Fill in the blanks with which or who.

1 My mother, _____ is the best in the world, can make anything.

2 Susan _____ lives in that house is so helpful.

3 The car _____ he drives is so slow.

4 The letter _____ you posted was very expensive.

5 Ali is the boy _____ won the writing competition.

b Re-write the sentences with the missing speech marks.

1 Don't shout at me please I said quietly.

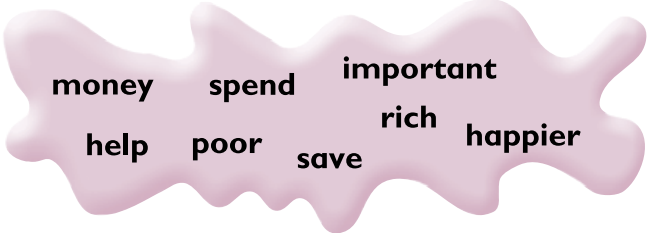
2 I shouted Why did you do that?

Unit 3

Money

1 Complete the text.

Read what Alia says on page 21 of the Classbook and complete the blanks using the words below. Write your answers in the space provided.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

2 Topics and titles.

Match the numbered topics with these titles from Unit 3 of the Classbook. Write only the number of the topic in the space provided.

TOPICS

- 1. The Money Museum
- 2. People and Money
- 3. Bank accounts
- 4. Riches and Happiness
- 5. Spending, Saving and Giving
- 6. Money wisdom!

TITLES

- a. Are you a saver?
- b. Meanings
- c. King Midas
- d. The Omani Collection
- e. Grand Oman Bank
- f. Read about the ITC members

3 Focus Questions

Read the e-mails in activity 1 on page 22 of the Classbook and answer the following questions in complete sentences in your exercise books.

Who can't stop spending money? 1

How much money has Ibrahim raised so far? 2

Where did Naila's uncle go? 3

What did Bob put in an old box? 4

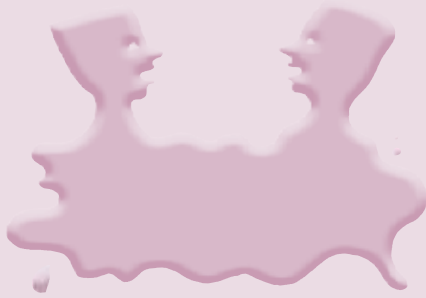
4 Interview questions.

Listen to the interview and tick the questions you hear.

- 1 When did you start collecting?
- 2 Why do you like spending money?
- 3 Where do you keep your money now?
- 4 What does your aunt think about that?
- 5 How did you become interested in fund raising?
- 6 Why do you like saving money?
- 7 What have you bought recently?
- 8 What's the most interesting coin you have ever found?
- 9 How did you raise money?
- 10 Why do you like collecting money?
- 11 How far did you walk?
- 12 Are you a saver or spender?

1 Do an interview.

- Imagine that you are one of the ITC members on page 22 of the Classbook.
- Get into pairs and tell your partner which ITC member you are.
- Write questions in your exercise book to interview your partner.
- Use the e-mails provided in activity 1 on page 22 of the Classbook to help you write your questions and think of your answers.
- Use the examples in activities 3 and 4 on page 26 of the Skills Book to help you write questions.
- Take turns to interview your partner.
- You have 10 minutes to do this activity.

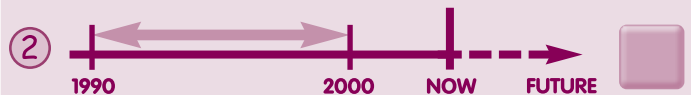


2 Past tense revision.

a Match the sentences with the correct time line by writing the letter in the space provided.

a I collected coins for ten years.

b I have collected coins for ten years.



b Circle the correct answer.

1 Time line 1 shows the **past simple** / **present perfect**.

2 Time line 2 shows the **past simple** / **present perfect**.

3 The **past simple** / **present perfect** tells us something that started in the past and is connected to the present.

4 The **past simple** / **present perfect** tells us about a finished action in the past.

3 Past simple or present perfect?

Underline the correct verb tense for each sentence.



- 1 Salim was / has been a student ten years ago, but now he is a teacher.
- 2 Maha wrote / has written her first book in 1990.
- 3 Alfred is a writer. He wrote / has written many books.
- 4 Siham worked / has worked in a bank last year, but now she works in a school.
- 5 Ibrahim played / has played the guitar for a long time.
- 6 Susan collected / has collected coins before she started collecting stamps.

4 True or false?

Read the information about the Money Museum on page 23 of the Classbook and answer the following true/false sentences.

- 1 The 'Welcome' paragraph tells us where the museum is and what time it is open. T F
- 2 The museum has a collection of 700 coins and 120 banknotes. T F
- 3 'The Omani Collection' tells us about the different things used as money. T F
- 4 Russia, Tibet and China stopped using tea as money after 1970. T F
- 5 Oman has been a member of the International Monetary Fund since 1971. T F
- 6 Coins were used before shells and cattle. T F
- 7 Penny Lane is not in Oman. T F

1 Read and complete.

Read the 'The History of Money' on page 23 of the Classbook and complete the following. Look at the example to help you.

- In 700 BC, coins had a 'head' side showing someone important and a tail side showing the value of the coins, which were made of gold and silver.
- At first, most people were farmers and used to exchange things they had. This was called bartering. The most common thing people bartered were _____ and _____.
- These days the use of plastic money in the form of credit and _____ cards has become very popular. What next?
- However, over 3,000 years ago small natural objects such as _____ were used as money.
- The use of _____ money started in 800 AD and is still very popular now.
- These were first attempts at making money rather than just using shells. These _____ coins usually had a hole in the middle and could be tied together with string, like a necklace.



Choose one of the following:

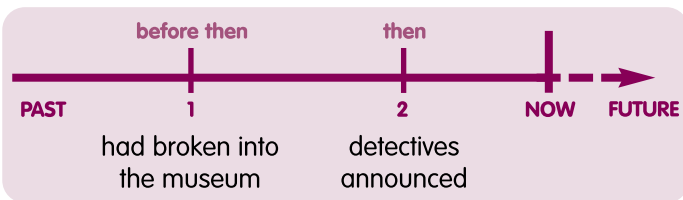
- 1 Collect information on a money museum and make an A4 poster giving information about the different things it has in its collection.
- 2 Find out about different things that were used for money and write about them.
- 3 Find out more about money in Oman and write about it.
- 4 Collect and write about money to put in an album.

language focus

past perfect

Look at the example below. Then complete the language focus by underlining the correct words.

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



- We form the past perfect using **have / had + past participle**.
- We use the **present / past perfect** for an action that happened **before / after** another action or time in the past.
- We use the past perfect for the **first / second action** and the past simple for the **first / second action**.

2 Complete the sentences.

Use the information from the language focus and write the correct form of the verb in the space provided.



- 1 This morning, Ali caught a bus to work because he _____ (crash) his car last night.
- 2 When I _____ (look) out of the window the rain _____ (stop).
- 3 Alfred _____ (stay) in bed because he _____ (break) his foot skiing.
- 4 Ali had spent all his money before he _____ (go) on holiday.
- 5 Vicky _____ already _____ (decide) what to cook before she _____ (return) home from work.

1 Money Facts quiz.

Read these money facts. Then listen to the ITC Money Quiz and write the answers in the space provided.

1 A stack of one million US dollar bills would be 110 m high.

2 In 2004, the world spent about \$80 billion on education.

3 In 2004, it was thought that there were more than 7 million millionaires in the world.

4 A third of the world's population lives on less than 760 baizas a day.

5 In 2004, the US and Europe spent \$17 billion on pet food.

6 In 2004, it was thought that the world spent \$40 billion on buying pre-recorded music.

7 People spend around \$50 billion on diet products each year.

Question	Answer
1	
2	
3	
4	
5	

2 Word meanings.



Match the definitions below with the highlighted words in the 'Money Mix' texts in activity 1 on page 24 of the Classbook. Write the correct word in the space provided.

1 To do less of something or limit what you do.

2 When something is still covered in the paper or plastic cover it was bought in.

3 Boring work that usually has to be done.

4 To use money to buy something.

5 To use medicine to help cure an illness.

6 Something that causes difficulty or trouble.

3 Sort the texts.

Decide the topics for the texts from activity 1 on page 24 of the Classbook and write them as headings at the top of the table below. Then decide which of the texts belong to which topic and write the number in the correct column.

learning strategy

deciding the topic

There are many ways to find out what the topic of a piece of text is:

- Look for visual cues, such as pictures and photos.
- Look for titles and headlines.
- Look for key words or phrases.
- Look for words that are repeated.
- Look for different words that are similar in meaning.

1 Multiple choice.

Read the following multiple choice questions, guess the answers, then listen to the interview and decide which is the correct answer.

1 How many people are speaking?

- a. one
- b. two
- c. three

2 Who is the interviewer?

- a. Kathy
- b. Stephen
- c. Sue

3 How much pocket money does Stephen get each week?

- a. £5
- b. £ 13
- c. £15

4 How careful is Stephen with his money?

- a. very careful
- b. quite careful
- c. not very careful

5 What did Kathy wish she had done when she was younger?

- a. spent more
- b. saved more
- c. done more chores

6 What is Kathy's problem?

- a. She can't stop spending money.
- b. She knows how to control what she buys.
- c. She doesn't have enough money.

7 How is Kathy solving her problem?

- a. She buys more things now.
- b. She keeps a diary of her spending.
- c. She gives her money to others.

2 In the shop.

Read the dialogue and write the missing words from the box. Then listen and check your answers.



money missing broken receipt
address forgot bought

Shop assistant: Can I help you?

Arthur: Yes, I _____ an Easy Sailor from your shop last week, and I can't use it.

Shop assistant: What's the problem with it?

Arthur: Well, some of the pieces were _____.

Shop assistant: Maybe you broke it when you opened it.

Arthur: I was very careful, and anyway, some things were _____. Here look.

Shop assistant: Are you sure you bought it here? Have you got the _____?

Arthur: Oh no, I _____ it. I left it at home.

Shop assistant: Well there's nothing I can do without a receipt.

Arthur: But I want my _____ back.

Shop assistant: Well, you have to write to the manager at the head office.

Arthur: Can I have the _____ please?

Shop assistant: Sure, here it is.

Arthur: Thanks

Shop assistant: No problem.

3 Focus Questions

Answer the following questions by reading the letter in activity 2 on page 25 of the Classbook. Write complete sentences in the space below.

1 Who wrote the letter?

2 What is the writer's hobby?

3 What was one of the problems with the Easy Sailor?

4 What was wrong with the balloons?

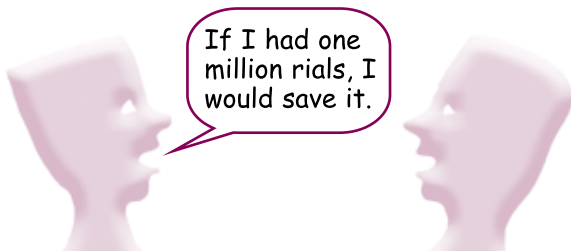
5 Why is the writer unhappy?

1 True or false?

Read Club Talk on pages 26 and 27 of the Classbook and decide if the following sentences are true or false. Circle your answer.

- | | |
|---|-------|
| 1 Yin would spend half a million rials. | T / F |
| 2 Yin thinks all rich people are happy. | T / F |
| 3 Yin is planning for the future. | T / F |
| 4 Karen would spend the money on herself. | T / F |
| 5 Karen is worried about being rich. | T / F |
| 6 Karen thinks money makes you happy. | T / F |
| 7 Yasir thinks teenagers should have lots of money. | T / F |
| 8 Yasir would be generous with the money. | T / F |
| 9 Yasir would like to have one million rials. | T / F |

2 What would you do?



First, tell your group what you would do if you had one million rials. Then, write two sentences about what **you** would do if you had one million rials and one sentence about what **your friend** would do.

- 1 _____
- _____
- 2 _____
- _____
- 3 _____
- _____

learning strategy

listening for attitude

Speaking is very different from writing. One difference is that when people speak, you sometimes hear the following clues which give you extra information about the speaker:

- **Tone** This is the way the voice sounds and it usually tells us how the speaker is feeling or what they think is important, e.g. angry, sad, thoughtful, worried.
- **Hesitation** This is a pause and it usually tells us that the speaker is thinking, or is not sure what to say, or how to say it.
- **Repetition** This is when the speaker says a phrase or word more than once and it usually means that the speaker wants the listener to pay attention to this point, or gives them time to think.

3 King Midas.

First read the sentences below and put speech marks in the correct place. Then, order the sentences from 1 to 5 so that they are in the same order as the story.

- Do you still think that gold is the
a greatest thing in the world? asked the old man.
-
- I would like everything I touch to turn
b into beautiful yellow gold, replied the King.
-
- Tomorrow everything you touch will
c turn into gold, but your gift will not make you happy! warned the old man.
-
- You have been very generous, said the
d man. What would you like in return for your kindness?
-
- No!No! cried the King. I hate the sight
e of the yellow stuff.

1 Can money buy happiness?

Read the newspaper report in activity 3 on page 27 of the Classbook and write the reasons why money can or can't buy happiness in the table below.

Can money buy happiness?	
Yes, because money ...	No, because money doesn't ...
buys house/clothes/car	make you part of a community

PROJECT Group discussion

You are going to prepare for a group discussion about money and happiness. On your own, brainstorm your ideas in your exercise book. Look at activity 1 on this page and at pages 26 and 27 of the Classbook to help you. Add any ideas of your own.

Remember:

- use phrases of agreement and disagreement and language of opinion
- what you heard in the discussion between Maha and Nawal and think about how to speak in a discussion
- use the learning strategy about 'listening for attitude' to help you

Think about what other students might say and prepare to give reasons for why you agree or disagree with them.

2 Sounds: /ɒ/, /æ/ and /e/.

First, listen and repeat the money words in the table. Then, look at the pairs of words, listen and circle the word you hear.



/ɒ/	/æ/	/e/
cost dollar	cash bank	cheque sell

- | | | | |
|--------|-----|---------|------|
| 1 bed | bad | 2 wrong | rang |
| 3 hot | hat | 4 step | stop |
| 5 head | had | 6 want | went |

3 Sounds and spelling.

Some words have short vowel sounds, but unusual spellings. Read the following words and sort them into the table below.

want	said	many	friend
wash	head	what	watch

/ɒ/	/e/

1 More crazy cash facts.

First, read the facts below and discuss them in your groups. Are they a good way to spend money?

Next, underline the **relative clauses** in each text and circle the **passive verbs**. Look in the grammar reference at the back of your Skills Book to help you.

a **The motorbike was signed by many famous people. The person who bought the motorcycle gave the \$8 million to the Red Cross to help tsunami victims in South East Asia.**

b **Thousands of actors were employed by the film company. The film, which was made for children, entertained millions of people and developed an interest in reading among children around the world.**

c **£1.5 million profit was made by the museum, which used the money for repairs and improvements. However, if the museum had kept the car and sold it in 1990, it would have a lot more money now.**

d **The shoes were sold by the designer. He got all of the money except for £100,000, which was donated to children's charities.**

2 Passive and active.



Look at the passive part of the texts in activity 1. Rewrite the sentences in the active to change what is important. Look at the example and the grammar reference to help you.

- a** *Many famous people signed the motorbike.* _____
- b** _____
- c** _____
- d** _____

3 Listen to the radio.

You are going to hear three people give their opinion on a radio programme. Read the following and then listen and circle the correct answer.

- 1** Mary feels ...
a. angry
b. sad
c. happy
- 2** Mary thinks the money should be used to
a. buy more shoes
b. help other people
c. buy a village
- 3** Grant is
a. upset
b. thoughtful
c. angry
- 4** Grant thinks people should
a. give more money to charity
b. buy more shoes
c. buy anything they want
- 5** Abdul is
a. nervous
b. angry
c. tired
- 6** Abdul thinks it is all right to spend large amounts of money if
a. it helps people look more beautiful
b. you are suffering
c. it helps others

1 Zakat Al Fitr.

Read the e-mail from Abdul on page 28 of the Classbook and circle true or false below.

- a Abdul is writing about Muslims in Oman. T / F
- b Abdul says there are 700 million starving people. T / F
- c Abdul's father pays two types of Zakat. T / F
- d Zakat al Mal cost £555 this year. T / F
- e Zakat al Fitr is 2.5% of his father's wealth and savings. T / F
- f Abdul's father decides who gets the Zakat. T / F
- g There are 1.6 million Muslims in the UK. T / F
- h Abdul wants the e-mail to be read on a radio show. T / F

2 Are your savings safe?

Read the following newspaper article and put in the missing past simple and past perfect verbs.

We all agree that it is sensible to save our money, but do we ever stop and think about where we should save it?

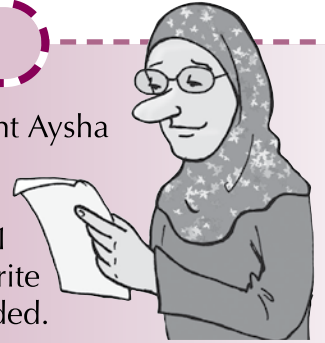
Mary Powell made an expensive mistake when she 1. (put) _____ a pair of old shoes in the rubbish bin. Her husband 2. (hide) _____ £15,000 of savings inside them. When he discovered what 3. (happen) _____, he went straight to the rubbish dump. The people there 4. (listen) _____ carefully and then explained that they 5. (burn) _____ all of the rubbish several hours before!

Angus MacDonald saved £100,000 and 6. (decide) _____ to bury it for safety. He 7. (die) _____ a poor man because he couldn't remember where he 8. (buried) _____ it!

The best place to keep money is in the bank. so open a bank account today and keep your savings safe!

3 Dear Aunt Aysha.

Some ITC members wrote to Aunt Aysha asking for some money advice. Read the letters and match them to a bank account from activity 1 on page 30 of the Classbook. Write your answers in the space provided.



Dear Aunt Aysha,

I'm a terrible shopaholic. I just can't stop buying clothes and things for the home when I should be saving my money for College. Is there a bank account which can help me?

From Steleen

1



Dear Aunt Aysha,

I want to open a bank account, but my family is going to be moving around the country a lot this year and I am worried that I will not be able to withdraw money when I want to. Please suggest a good bank account so I can keep my money safe when I travel.

Best wishes, Maha

2



Dear Aunt Aysha,

My mother is starting a new job as a doctor next month. She needs to buy a car for her job, but she will not get paid until next month. Please can you tell me if there is a good bank account which will give loans?

Many thanks, Salim Mahfoudh

3



Dear Aunt Aysha,

I would like some advice about a bank account for my brother who is starting a small business next April. He is going to travel around the country and he might not be able to get to a bank during working hours. He will also need a cheque book and a cash card for his business. Please help!

From Khalid Khalfan

4



1 Open a bank account.

Mr. Howard is going to open a bank account. Listen to the conversation and help the cashier complete the form.



2 Teen test.

Put in the verbs below to help you identify language which needs more work.

1. past simple

- a. He (play) _____ football.
- b. My sister (feel) _____ sick.
- c. Yesterday, I (catch) _____ a cold.

5. passive

- a. The shoes (design) _____ by Maha.
- b. The money (put) _____ in the bank.

2. present perfect

- a. He (see) _____ a shark.
- b. We (eat) _____ everything!
- c. They (visit) _____ Cairo.

3 Reflection.

Think about six of the activities which you did in the unit and tick a column.

Activity	Interesting	OK	boring
Write a letter of complaint			
Read about Omani money			
Listen for attitude and opinions			
Read King Midas story			
Complete a bank account form			
Take part in a debate			

3. past perfect

- a. I (forgot) _____ my money so I didn't buy anything.
- b. I missed them because they (leave) _____ before I arrived.
- c. When I got home, I watched TV because I (have) _____ a long day.

4. second conditional

- a. If they (see) _____ a yeti, they would run away.
- b. If I (be) _____ rich, I would be happy.



Unit 3

Self-study activities

1 Past simple or present perfect?

Complete the sentences with the past simple or present perfect. Use the example provided to help you.

I _____ (write) the letter yesterday.
I wrote the letter yesterday.

- We _____ (spend) a lot of money at the weekend.
- The Omani team _____ (win) the Gulf Cup. Let's have a party!
- She _____ (write) about a hundred books since her career began.
- He _____ (like) walking everywhere before his accident.
- I _____ (know) them for at least five years.
- It _____ (cost) OR 500 to go to the UK last year.

2 Past perfect and past simple.

Complete the sentences using the correct form of the verb.

- The park looked terrible. People _____ (leave) the rubbish on the grass.
- There was no bread in the fridge. We _____ (eat) it all.
- The camel _____ (cross) the road before John _____ (have) the chance to take a photo.
- After it had stopped raining we _____ (go) out for a walk.
- I was so busy yesterday. I _____ (promise) to phone you back.
- The cleaners _____ (arrive) before the time we _____ (leave) the building.

3 Write sentences.

Use the words in the box below to write new sentences in the space provided.

control unwrapped chore spend treat problem

- _____
- _____
- _____
- _____
- _____
- _____

4 Second conditional.

Use the words provided to describe what the ITC members would do if they were rich. Look at the example to help you.

Example:

(rich / Ali / buy / car)

If Ali were rich, he would buy a car.

1 (rich / Maha / visit / Disneyland)

2 (wealthy / his father / stop / working)

3 (millionaires / they / buy / aeroplane)

4 (rich / we / be / happy)

5 Odd one out.

Read the words and circle the one with a different vowel sound. Look at the example to help you.

Example

off

on

offer

old

1 hot what most stop

2 bag bank back bake

3 come gone long want

4 cost lot boat wash

5 said head date friend

6 rain cat rang clap

6 Passive.

Tick the passive sentences.

a The money was spent on shoes.

b They bought a motorcycle.

c My mother was given a cheque.

d The cat was bought by Mrs Smith.

e We won ten million rials.

f He earned ten rials.

7 Write.

Write the passive sentences from activity 6 as active sentences in the space provided.

1 _____

2 _____

3 _____

4 _____

1 Vocabulary.

Look at the pictures of the characters on the reading card and decide which words describe a superhero and which words describe a supervillain. Sort the vocabulary into the two columns.

handsome	angry
impolite	thin
kind	weak
mean	jealous
popular	lazy
brave	moody
strong	clever
good	honest

Superhero

Supervillain

2 Predict the story.

Captain Perfect
Evil Sid

might
may
could

attack
save
meet
fire

Captain Perfect.
Evil Sid.
the Tense Tribbles.
Planet Perfect.

In pairs, take turns to use the table and make predictions about the story. Look at the example to help you.

Captain Perfect
might attack
Evil Sid.



a bomb at
a freeze ray at
a laser pistol at

Captain Perfect.
Evil Sid.
the Tense Tribbles.
Planet Perfect.

3 True or false?

First read the following sentences and guess the answers. Then read the text in activity 1 on page 32 of the Classbook and decide if they are true or false. Circle your answer.

- | | | |
|--|------|-------|
| 1 The Sun is a huge ball of gas. | True | False |
| 2 It is the same temperature everywhere on the surface of the sun. | True | False |
| 3 Jupiter is a huge ball of liquid. | True | False |
| 4 Galileo discovered Jupiter. | True | False |
| 5 There is no gravity on the moon. | True | False |
| 6 The moon changes the height of the ocean tides. | True | False |
| 7 Comets are a new discovery. | True | False |
| 8 Comets often have long tails. | True | False |

1 Glossary.

Read the following text and cross out the incorrect words. Use the Learning Journal glossary to help you.

Our solar system is made up of the Sun and everything that **1. orbits / launches** it. It is situated on the edge of our **2. gravity / galaxy**, which is called the **3. Atmosphere / Milky Way**.

The planets in our solar system are all different. For example, Venus has an **4. atmosphere / asteroid** of poisonous gases and temperatures up to 500°C. However, Pluto is a rocky **5. constellation / planet** which is smaller than the **6. moon / meteor** and has temperatures of -225°C.

The solar system also contains thousands of large pieces of rock called **7. astronomers / asteroids** and **8. satellites / comets** such as moons and man-made objects.

2 Graphs and paragraphs.

Read the paragraphs and match them to a graph. Write the letter of the graph in the space provided.

1. Temperature

Five of the planets have a temperature less than 0°C. Neptune is the coldest planet with a temperature of -200°C and the hottest planet is Venus with a temperature of 464°C.

2. Distance from the Sun

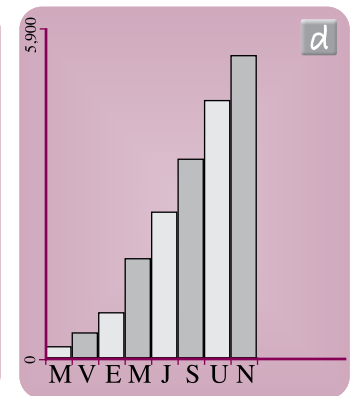
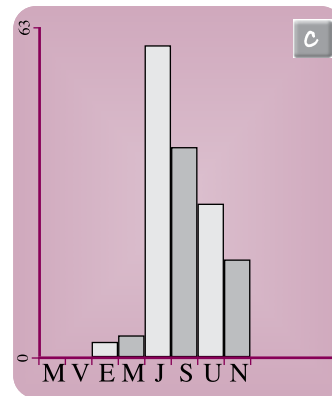
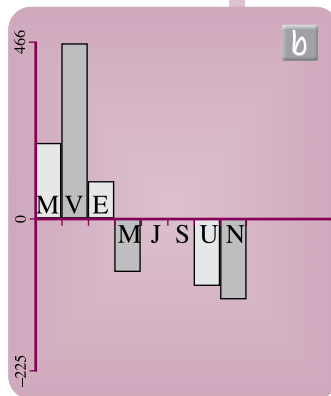
Mercury is nearest to the Sun and Neptune is furthest away from the Sun. Neptune is 4,500 million km away from the Sun and Mercury is only 58 million km from the Sun.

3. Size

The smallest planets are nearest to the Sun and include Mercury, Venus, Earth and Mars. The biggest planet is Jupiter, which is in the middle of our solar system and has a diameter of 142,800 km.

4. Moons

Earth is not the only planet to have a moon. There are 7 planets in the solar system which have moons. Mercury and Venus, which are nearest to the Sun, don't have any moons. Jupiter has the most moons in the solar system.



3 Guess the planet.

Write a short description of a planet using comparatives and superlatives. Use the table on page 33 of the Classbook, the texts in activity 2 on this page of the Skills Book and the grammar reference to help you.



learning strategy

large numbers

We usually say:

- one, not a thousand, before a number of hundreds.

1,300: one thousand three hundred not a thousand a three hundred

- one, not a, inside a larger number

1,100: one thousand one hundred not one thousand a hundred

- and before the final part of the number.

5,347: five thousand three hundred and forty seven

1,202: one thousand two hundred and two

years

We usually say:

- the numbers of years in two halves

1066: ten sixty six

1984: nineteen eighty four

- 2004: two thousand and four not twenty four

1 Number revision.

Write the numbers in the correct place. The first one has been completed to help you.



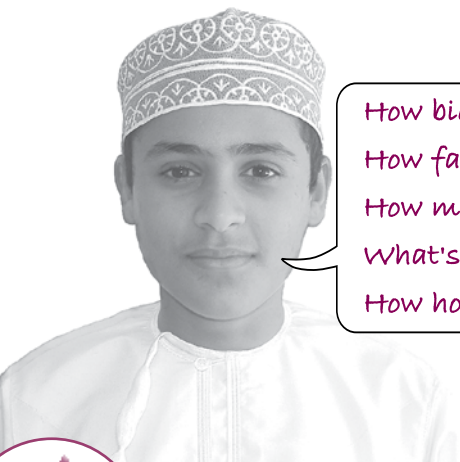
one billion	one thousand
ten million	ten thousand
one hundred thousand	
one hundred million	one million

100	one hundred
1000	_____
10,000	_____
100,000	_____
1,000,000	_____
10,000,000	_____
100,000,000	_____
1000,000,000	_____

2 Imaginary planets.

Imagine that you have discovered a new planet in the solar system. Imagine what it is like and write the details in the table under 'My planet'. Then, in pairs ask and answer questions to complete 'My friend's planet'.

	My planet	My friend's planet
Name of planet		
Distance from the Sun		
Diameter		
Temperature		
Number of moons		



How big ... ?
 How far ... ?
 How many ... ?
 What's it called ... ?
 How hot/cold ... ?

Choose one of the following activities for your portfolio:

- Use comparatives and superlatives to write about your imaginary planet and your friend's imaginary planet from activity 2.
- Make up an imaginary solar system. Make a table of facts and figures like the one in activity 2 on page 33 of the Classbook. Then, compare the planets using comparatives and superlatives.
- Research and write about the Sun or one of the planets in our solar system.



1 Spot the subject.

Look at these sentences from page 34 of the Classbook and circle the subject. Then, think about what the highlighted words do.

- 1 I bought myself a telescope.
- 2 Yusuf bought himself a telescope.
- 3 I made myself a valuable library.
- 4 He made himself a valuable library.
- 5 History repeats itself.
- 6 Galaxies stretched themselves out into deep space.
- 7 You might surprise yourself.

language focus

reflexive pronouns

subject pronoun	I	you	he	she	it	we	they
Reflexive pronoun	myself	yourself yourselves	himself	herself	itself	ourselves	themselves

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

Examples: History repeats itself.
 subject object

Yusuf bought himself a telescope.
 (Yusuf did the buying and he was also the person who got the telescope.)

• When there is more than one person, the ending of the reflexive pronoun changes from self to selves.

Examples: I bought myself a telescope. (singular)
 Galaxies stretched themselves out into deep space. (plural)

• Some verbs are often used with reflexive pronouns:

to behave yourself, to cut yourself, to hurt yourself, to enjoy yourself, to look after yourself, to make yourself something

Example: I really enjoyed myself yesterday.

• Some verbs do not have a reflexive pronoun because they are actions which people usually do to themselves:

to get up, to shave, to stand up, to sit down, to feel, to rest, to relax, to complain, to remember, to worry

Example: I feel tired. (not: I feel myself tired)

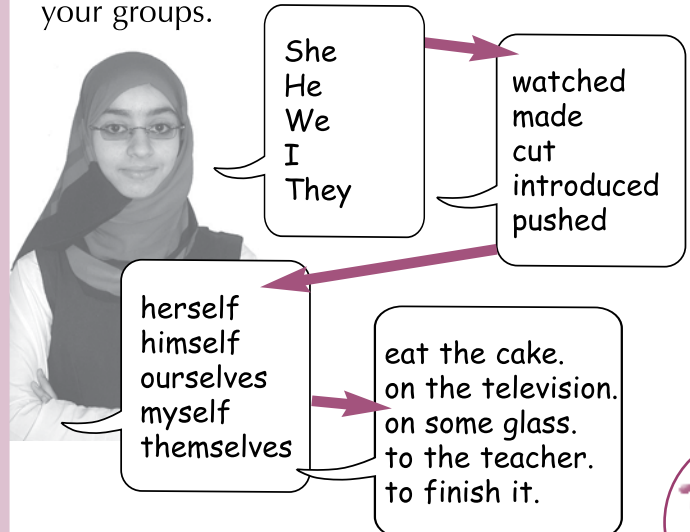
2 Reflexive pronouns.

Tick or cross the following sentences. Use the language focus to help you decide if the reflexive pronouns are used correctly.

- 1 I made myself a big breakfast.
- 2 She was talking to herself.
- 3 I stood myself up.
- 4 We shook hands and introduced ourself.
- 5 They watched themselves on video.
- 6 Be careful, don't cut yourself!
- 7 Fahad relaxed himself when he got home.

3 Sentence building.

The Pronoun Puncher has stopped the people on Planet Perfect from making correct sentences. Use the following diagram to help you say some perfect pronoun sentences in your groups.



learning strategy

speaking: asking for clarification

We need to check that we understand something when

- we do not hear information clearly.
- we do not understand what was said.
- we do not believe what was said.

There are different ways to check that we understand:

a. Get the speaker to repeat what they said.

Examples: Could you say that again, please?
Sorry, what was that?

b. Ask for more information.

Examples: What do you mean exactly?
How do you spell it?
Please can you explain what a ... is?

c. Tell the speaker you don't understand.

Example: I'm sorry, I don't understand.

1 Bio data.

Prepare for your telephone interview by completing the information below.

Full name: _____

Age: _____

Height: _____

Resting pulse: _____

Time spent exercising each day: _____

Years studying English: _____

Mental fitness score: _____

2 Lift-off problem!

Use the instructions in activity 4 on page 35 of the Classbook to help you rewrite the report below.

Blank lined area for writing the report.

1**A dialogue.**

Read the following questions. Listen to the dialogue and tick the correct answer.

1. How many people are talking?

- a. one
- b. two
- c. three

2. What are the names of the people talking?

- a. Jack and John
- b. Siham and Susan
- c. Ahmed and Huda

3. How are the speakers related?

- a. They are brother and sister.
- b. They are mother and father.
- c. They are cousins.

4. What's the name of the web page?

- a. Space the Final Frontier
- b. Space and our Lives.
- c. Space in our Lives.

5. How many parts are there to the web page?

- a. one
- b. two
- c. three

6. What is the second part about?

- a. satellites
- b. space junk
- c. space spin offs

7. What examples are given as space spin-offs?

- a. television
- b. inventions
- c. fire fighting equipment and cordless electrical tools

8. Why is there a picture of a rubbish bin?

- a. The web page is about rubbish.
- b. There is information on junk from space exploration.
- c. Because space is a good place to send rubbish from earth.

2**Time vocabulary.**

Find the following words in the box below in activity 1 on page 36 of the Classbook. Then match the words with the definitions below. Write the words in the space provided below.

before while whenever
ago until after

1 We use _____ when we want to talk about something that happened earlier than another event or action.

2 We use _____ when we want to talk about something that happened later than another event or action.

3 We use _____ when we want to talk about anytime.

4 We use _____ when we want to talk about how much time has passed.

5 We use _____ when we want to talk about something that is happening up to a point in time and has now stopped.

6 We use _____ when we want to talk about two things that are happening at the same time.

3**Passive to active.**

Work with other group members to help Captain Perfect by writing the following passive sentences into the active. You have one minute to do this. The first one has been done for you.

1 Captain Perfect was trapped by the ray.

The ray trapped Captain Perfect.

2 The ray was kicked by a man.

3 The city was invaded by Tribbles.

4 Planet Perfect was attacked by Evil Sid.

5 The Pronoun Puncher was solved by Captain Perfect.

language focus

adverbial clauses of time

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

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

time conjunction

adverbial clause

- Adverbial clauses of time can go before or after the main clause.
- When an adverbial clause comes before a main clause, it is usually separated from the main clause by a comma.

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

comma

1 Time conjunctions.

Underline the correct time conjunction.



- 1 While/After Galileo was using the first telescope, he discovered Jupiter had sixteen moons.
- 2 Before/After it started raining, the wadis were dry.
- 3 Before/After it started raining, the wadis were full of water.
- 4 I like singing until/while I work.
- 5 He wore a helmet whenever/until he went cycling.
- 6 Don't go out whenever/until it stops raining.

2 Which paragraph?

Use the words below to write proper sentences. Then decide which paragraph the sentence refers to in activity 2 on page 37 of the Classbook.

1 used / can / satellites / be / communication / for



2 space / are / machines / satellites



3 locate / satellites / are / to / people / used



4 take / are / to / photographs / satellites / of / Earth / used



3 True or False.

Read the text in activity 3 on page 37 of the Classbook and decide if the sentences are true or false. Circle the correct answer.

- 1 The stars and the moon are space junk. T F
- 2 Old satellites and pieces of rockets are called space junk. T F
- 3 There is very little junk in space. T F
- 4 Space junk travels slowly in space. T F
- 5 Space ships have never been hit by space junk. T F
- 6 Space is now more dangerous, because of space junk. T F

1 Sounds: /s/ and /z/.



First listen to the following sounds and example words. Then sort the words provided and write them in the correct column of the chart. Finally, listen to the tapescript to check your answers.

prize	rise	close
satellite	Uranus	use
desert	atmosphere	galaxy
astronaut	nose	easy
solar system	cosmic	

/s/	/z/
space	Mars
Venus	lazy
advice	advise

3 Jigsaw reading.

Read one of the advertisements in activity 2 on page 39 of the Classbook and find the answers to the questions in the table. Write notes in the space provided. Do not look at the work of the other members of your group.



	Text A	Text B	Text C
Name of tour	See where first men landed Play golf Swim/relax		Use telescope. See the stars/planets Play games/use space sport centre
Activities			
Length of tour			
Cost for children			
Times		Every hour from 09.00 to 15.00 hours	

2 Tense trouble.

Work with other group members to help Captain Perfect by writing in the correct tense of the verb. You have one minute to do this.

- I _____ (go) to the shops yesterday.
- Last year, we _____ (spend) all our money on our holidays.
- After we _____ (finish) dinner we went out for a walk.
- She _____ (know) them for a few years and phones them every week.
- There was no milk in the shops, because the delivery man _____ (had) an accident.
- Our recent trip to the moon _____ (be) very expensive.

1 Read and decide

Read the advertisement below and predict the missing words. Then look at activity 3 on page 45 of the Skills Book to help you write the missing words in the space provided. Check your answer by listening to the final radio script.

Welcome to SS Tours, your holiday maker amongst the stars. We have a cosmic treat for anyone and everyone. From two hour long _____ _____ _____ to week long _____ _____ _____, we have something to please you! Feeling a little earth bound, bored with the usual, then step off the planet and play a round of moon _____, or use the _____ on Space Station City to look at Mars, Venus or Saturn as you have never seen them before.

Don't worry about the cost, our prices suit every pocket under the sun. Prices for children start at a reasonable _____ for a two hour tour to _____ for a tour to the moon. With the SS super shuttle leaving at convenient times from _____ hours in the morning to _____ hours in the afternoon, you'll be off on that dream trip whenever you want!

We'll guarantee an out of this world experience!

Don't forget to book online!

Don't forget your cameras!

learning strategy

speaking politely

- Being polite when speaking shows that we are thinking about the feelings of others.
- How polite we are depends on the situation we are in.
- We are less polite in emergencies or with a friend we know.
- We are more polite with important people or people we do not know.
- Usually, the more words we use, the more polite we are:

IMPOLITE	POLITE	VERY POLITE
Give me...	Can I have a ticket (please)?	Would you mind giving me a ticket for... please?
Give me a ticket.	Please can I have a ticket.	I wondered if you would mind giving me a ticket for...please?

- Use words such as please, thank you, sorry or excuse me.
- The tone of voice tells us if someone is being polite or impolite.

2 Being polite.

Match the impolite sentences with their polite opposites. Look at the example to help you.

- | | |
|--|--|
| 1 I want a ticket. | g a. Can we go on Friday? |
| 2 I want to go to the moon! | b. Please could you tell me the price? |
| 3 No, two adults and one child! | c. That sounds fine, please could you make a booking? |
| 4 That's expensive. Give me something cheaper! | d. I would like to visit the moon please. |
| 5 How much is that then? | e. Oh I'm sorry, I'd like a ticket for two adults and one child. |
| 6 That'll do...book it! | f. That's quite expensive, do you have anything cheaper? |
| 7 Give me Friday! | g. Excuse me, I would like a ticket please. |

1 Questions.

Listen to the tapescript and tick the questions you hear.

- 1 How can I help you?
- 2 Where would you like a ticket to?
- 3 How many people will be travelling?
- 4 Where would you like to go?
- 5 How much is that then?
- 6 When would you like to go?
- 7 Please can I have your names and address?

3 About your project.

Use the questions and language below to help you talk about your project to other members of your group. Then write a short paragraph in your exercise book about your project.

What is your project about?
Its about...

What topics did you write about?
I wrote about...

Where did you get your ideas from?
I got my ideas from...

Where did you get your information from?
I got the information from...

Where did you get your illustrations from?
I got the illustrations from...

Why is this information important?
The information is important, because...

2 Clues.

Answer the clues by reading Chapter 5 of the Captain Perfect story. Write short answers in the space provided.



- 1 The name of a space creature

- 2 How the creatures travelled back to the spaceship.

- 3 A place to look for help with your tenses.

- 4 A reason for Sid not to learn English.

- 5 A reason to learn English.

4 Teen test.

a Circle to correct time conjunction for each sentence.



- 1 I saw an Oryx until/while I was driving.
- 2 Switch off the computer before/after you leave the room.
- 3 I like reading until/while I travel to work by bus.
- 4 We can meet whenever/until you are free.

b Write in the missing reflexive pronoun

- 1 He had a really bad accident and hurt _____.
- 2 The Time Tribbles attached _____ to people's heads.
- 3 My friend Maha took lots of photos of her family on holiday, but she didn't take any of _____.
- 4 We spent most of the time walking in the forest all by _____.



Unit 4

Self-study activities

1 Comparatives and superlatives.

Write the comparative and superlative of the following words.

	comparative	superlative
hot	_____	_____
good	_____	_____
old	_____	_____
bad	_____	_____
near	_____	_____
beautiful	_____	_____
heavy	_____	_____

2 Large numbers.

Write the following numbers.

Example:

Three thousand and ten.

3010

- Seventy-five.
- Two thousand, five hundred and one.
- Ten thousand and ten.
- Six million.
- One billion.
- The year nineteen twenty.
- The year twenty twenty.

3 Reflexive pronouns.

Write the correct reflexive pronoun in the space provided.

- I'm teaching _____ French.
- The man fell and hurt _____.
- The light in the car switches _____ off.
- We had to stay inside, so we amused _____.
- She made _____ a cake.
- You must look after _____ Mary!
- The team lost. They are feeling sorry for _____.
- Ali hasn't got any photographs of _____.

4 Pronouns.

Read the dialogue and write the correct pronouns in the spaces provided.

himself itself Mustafa him he
 your ourselves his mine it

Dialogue A

"Did you hear about Ali?"

"No, what about _____?"

"He hurt _____ playing football."

"Is _____ all right?"

"Yes, but _____ mother is worried about him."

Dialogue B

"Look, I found _____ watch at school."

"It isn't _____! Look, I'm wearing my watch!"

"Oh, then it must belong to Mustafa. It's really good.

It winds _____ up automatically."

"Wow! We should get the police to return _____."

"No, we can return it _____."

5 Time conjunctions.

Fill in the missing time conjunctions. Use the words from the box below.

before while whenever
ago until after

- 1 The desert became green _____ it had rained.
- 2 I saw Mars _____ I was looking through my telescope.
- 3 Salim got married in 1999. His brother got married in 1997 two years _____ Salim got married.
- 4 "I'll meet you _____ I can find the time," said Boris to his friend.
- 5 I'll be on holiday _____ I return next week.

7 Write a story report.

Use the questions below to write a story report for the story about Captain Perfect and Evil Sid Simple. Draft the report in your exercise book and write the final copy on a piece of paper to put into your portfolio.



- What was the title?
- What type of story was it?
- What was the setting?
- What was the plot?
- How many characters were there?
- What were the characters' names?
- What were the characters like?
- Which characters did you like?
- Why did you like the characters?
- What language was used?
- Were there any super sentences?
- Why did you like the story?
- Why didn't you like the story?

6 Sounds /s/ and /z/.

Look through the Unit 4 of the Classbook and find any other words with /s/ and /z/ sounds. Then look in a dictionary and find some more to add to your collection. Write them in the space provided. Check your answers in a dictionary.

/s/	/z/

8 Write sentences.

a Write two sentences with the adverbial clauses of time using the time conjunctions **after** and **until**.

- 1 _____

- 2 _____

b Write two sentences with the reflexive pronouns **himself** and **herself**.

- 1 _____

- 2 _____

2 Conjunctions and clauses.

1 Club Corner.

Read the opinions of the ITC members in the 'Read all about it' section on page 41 of the Classbook. Then, find the features they describe in the Classbook and write the page numbers in the table below.

Read all about it	Classbook page
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____

Find three sentences with different linking words in the Letter from the Editor on page 41 of the Classbook. Write them in the space provided and circle the conjunctions and underline the clauses. Look at the example to help you.

We decided to make some changes after we read the letters from Grade 8 students.

A Write your opinion.

In your exercise book, write your opinion about the contents of Club Corner: First, look through Club Corner and decide what you think about the features and articles. Then, look at page 41 of the Classbook and page 7 of the Skills Book to remind yourself about giving opinions. Try to give reasons for your opinions using conjunctions such as *because*, *since* and *as*.

B Sentences.

Join the following simple sentences using the conjunctions in the box. Write the new longer sentences in your exercise books. Look carefully at the verb tense and check the longer sentence makes sense. Some of the conjunctions can be used more than once. Look at the example to help you.

Example: I read the magazine while I was on holiday.

I read the magazine.
Brain busters are fun.
I like stories.
I learned more about friends.
I don't like quizzes.
I'm going to read the stories.

after
but
while
because

I can use my imagination.
I do enjoy stories
I do the quiz.
I was reading Club Corner.
they make you think.
I was on holiday.

1 Pronouns.

Find the pronouns below in letter **A** on page 42 of the Classbook. Write down what the pronouns refer to. Look at the example and the grammar reference at the back of the Skills Book to help you.

- line 2 : I Rose
- line 6 : we _____
- line 8 : They _____
- line 10 : her _____
- line 11 : mine _____
- line 13 : hers _____
- line 14 : them _____
- line 15 : herself _____
- line 16 : her _____

A Pronoun search.

Look at letter **B** on page 42 of the Classbook. In your exercise book, make a pronoun activity like the one in core activity 1 for a friend. Find as many different kinds of pronoun as you can in letter **B** to include in your activity. Look at the grammar reference at the back of the Skills Book to help you.

B Good friends.


Think about what makes a good friend. Read the letters and the quiz on page 42 of the Classbook and look at core activity 1 to help you. In your exercise book, write your opinion about what makes a good friend. You should use the language of opinion from page 7 of the Skills Book to help you.

2 What makes a good friend?

First, read the following sentences and tick the ones that good friends do. Then, read the letters and quiz on page 42 of the Classbook and add three more things good friends do. Finally, in pairs, tell your partner what you think makes a good friend. Use the language of opinion and look at the example to help you.

Good friends...

- 1 are honest.
- 2 borrow things and forget to return them.
- 3 are fun to be with.
- 4 let you copy their homework.
- 5 always want you to agree with them.
- 6 always listen to your problems.
- 7 _____
- 8 _____
- 9 _____



I think good friends always listen to your problems.

Finally, in pairs, tell your partner what you think makes a good friend. Use the language of opinion and look at the example to help you.

C Make a quiz.

Think about what makes a good friend and what makes a bad friend. Look at the quiz and the letters on page 42 of the Classbook to help you. Then, in your exercise book, make your own quiz to help students think about whether they are a good friend.

You might want to use the following situations to help you OR imagine your own:

1. Your friend wants to go shopping, but you don't want to because you have no pocket money.
2. Your old friend is jealous of the new friend you have made.
3. Your friend has no ideas for their story.
4. Your best friend is going away for a month

Remember to write an answer key!

1 True or false?

Read Conservation Corner on page 43 of the Classbook and circle true or false.

- 1 Text **a** gives facts about satellites and conservation. true/false
- 2 The author of text **b** does not like satellites. true/false
- 3 Riyadh has got bigger since 1972. true/false
- 4 Satellites can show pictures of rainforests getting smaller. true/false
- 5 The Aura satellite sends telephone signals. true/false
- 6 People cannot change the ozone layer. true/false
- 7 The hole in the ozone layer was smallest in 1980. true/false
- 8 The hole in the ozone layer has never got smaller. true/false

2 Reading graphs.

Look at the graph in Conservation Corner on page 43 of the Classbook. Write three simple comparative sentences about the graph. Look at the core activity 1 and the example to help you.

Example: The hole in the ozone layer was bigger in 1996 than 1993.

A True/False.

First, look at the true/false sentences in activity 1. Then, look at the information in Conservation Corner on page 43 of the Classbook and write your own true/false questions in your exercise book. Make sure you don't copy sentences from the text. Give your true/false questions to a friend to try and work out.

Remember to write an answer key!

B Design a poster.

You are going to design and write a poster about how satellites can help us look after Earth. Look at the information in Conservation Corner on page 43 of the Classbook and write notes on the main ideas in your exercise book. You might be able to find more information in the LRC or on the internet. Try to make your poster look interesting and attractive. Plan your poster in your exercise book and write the final draft on a piece of paper. Put your work in your portfolio when you have finished.

C Oral presentation.

Plan and do a short oral presentation about the advantages of satellites. Use the information on pages 36, 37 and 43 of the Classbook and any other information to help you plan your presentation in your exercise book. Remember to start with an introduction, finish with a conclusion, use the language of opinion from page 7 of the Skills Book and give reasons for your opinions. Arrange a time with your teacher so that you can do your presentation in front of the class.



Satellites are useful because they...

1 For sale.

First, look at the photos at the top of page 44 of the Classbook. Then, find the matching 'For Sale' advertisement and complete the following table.

Photo	Price	Contact number
a.		
b.		
c.		
d.		
e.		

A Buying politely.

Ali read the advertisements and decided to buy the bicycle. Read the telephone conversation and then use the polite language in the box to help you rewrite the dialogue in your exercise book. You might want to look at page 46 of the Skills Book to help you.

Seller: Yes?
 Ali: I want the bicycle.
 Seller: It costs 5 rials.
 Ali: Can I buy it for 4 rials?
 Seller: No.
 Ali: OK. Goodbye.

- Hello, I'm ringing about your advertisement for a bicycle.
- That's all right, thank you very much for your time.
- Would you sell it for 4 rials, please?
- Oh, I am sorry; you know it does say 5 rials.
- Hello, this is 544322.
- Oh yes, well, I haven't sold it yet.



2 Sellers and buyers.

Read the 'For Sale' advertisements on page 44 of the Classbook and match them with a 'Wanted' advertisement. Write your answers in the space below.

For sale	Wanted
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

B Write an advertisement.

Think of an object that you could sell and write a 'For sale' advertisement in your exercise book.

- Make sure you say what the object is.
- Describe the object using adjectives.
- Say what condition it is in.
- Include the price.
- Write a contact number and a time.
- Look at the advertisements on page 44 of the Classbook to help you.

C Raising money.

Read about how the ITC are raising money for charity on page 44 of the Classbook and decide if it would be a good way to raise money in your school.

Then, think about all of the different things that you could do to raise money for charity in your school. Talk to your friends and your teachers, decide on the best idea and see if you can make it happen! Design some small posters to advertise your money raising event and put them around the school.

1 Limericks.

First, read the limericks on page 45 of the Classbook and tick the true statements below. Then, sort and rewrite the jumbled limerick in the space provided below.

- 1 Limericks are short pieces of prose
- 2 Limericks are short, simple poems
- 3 The content is factual
- 4 The content is often funny
- 5 The first, second and fifth lines rhyme
- 6 The third and fourth lines rhyme

That funny old man called Hilal!
There was an old man called Hilal,
He spent all his money,
Who never had more than a rial,
On fresh bread and honey,

2 Who, what, where and when?

Look at the 'What's On?' section on page 45 of the Classbook and fill in the missing words in the following radio advertisement.



Are you feeling bored? Why not visit Bookworm's Bookstore where 1. _____ is giving a talk about 2. _____. If you don't fancy that, you may want to listen to the sounds of Men on Mars who are playing at 3. _____ on the 4. _____. If you're free on 14th December, you have the chance to be on TV when the popular TV show, 5. _____, is filmed in 6. _____.

A Brain Busters.

Solve the Brain Busters on page 45 of the Classbook. Write your answers in your exercise books. Then write your own Brain Buster for your friends to try out.

B Limericks.

Write your own limerick. Look at the features you identified in activity 1 and look at the examples on page 45 of the Classbook and activity 1 on this page to help you. Write your limerick in your exercise book.

C What's on?

Design your own 'What's on?' notice board. Use your imagination to think of some events. Write about a talk, a band and a TV show. Remember to include the place, date and the time and write a sentence describing the event. Look at the events in the 'What's on?' notice board on page 45 of the Classbook to help you.

1 Focus Questions.

Read the following focus questions and the 'Winners Announced' report on page 46 of the Classbook. Then write your answers using complete sentences in the space provided.

1 What is the name of the competition?

2 What is the aim of the competition?

3 How many participants took part in the competition?

4 Who won the prize for Best Fictional story in the 8-12 year olds age group?

5 What type of text did 'The Golden Pen' award winner write?

6 What kind of words does Salman think of when he writes?

2 Find the clauses.

Read the 'Winners Announced' report on page 46 of the Classbook and find three examples of relative clauses and three examples of adverbial clauses of time. Write them in the table below. Use the grammar reference in the back of the Skills Book and the work you did on these clauses in Unit 2 and Unit 4 to help you.

Relative Clauses

Adverbial Clauses of time

A Missing pronouns and conjunctions.

First write **RP** next to the relative pronoun and **TC** next to the time conjunctions in the space provided. Then write in the correct relative pronoun or time conjunction in the sentences below.

before that after while who

1 You can watch the television _____ you switch it on.

2 You have to switch the television on _____ you can watch it.

3 It was a blue car _____ crashed into the train.

4 She's the woman _____ won two thousand rials.

5 Please don't move _____ I am drawing your picture.

B Your turn.

- Look at Independent Task A and work out which relative pronoun and time conjunctions were not used.
- Look at the grammar reference at the back of the Skills Book and Unit 2 and Unit 4 to help you decide which relative pronoun and time conjunctions are missing.
- Use the missing relative pronouns and time conjunctions to write sentences similar to the ones in Independent Task A.

1 Read and match.

1 The following headings were missed out from the 'Break that block' on page 47 of the Classbook. Match the headings with the texts on page 47 of the Classbook by writing the letter of the text in the space provided.

- 1 Mix the characters
- 2 Picture story
- 3 Words' worth
- 4 Group writing

2 Think of different headings for the texts from the ones above. Use what you know about the topic of the texts and key words to help you. Work with a partner and write them in the space below.

2 True or false.

Read the 'Break that block' article on page 47 of the Classbook and decide if the following sentences are true or false. Circle the correct answer.

- 1 Text D is about using words from a magazine article.
True / False
- 2 Text A is about using characters from different stories.
True / False
- 3 An Omani wrote text C.
True / False
- 4 In text A you must use pictures and write a story.
True / False
- 5 You have to work with others in text D to write a story.
True / False
- 6 John Field is from Australia.
True / False

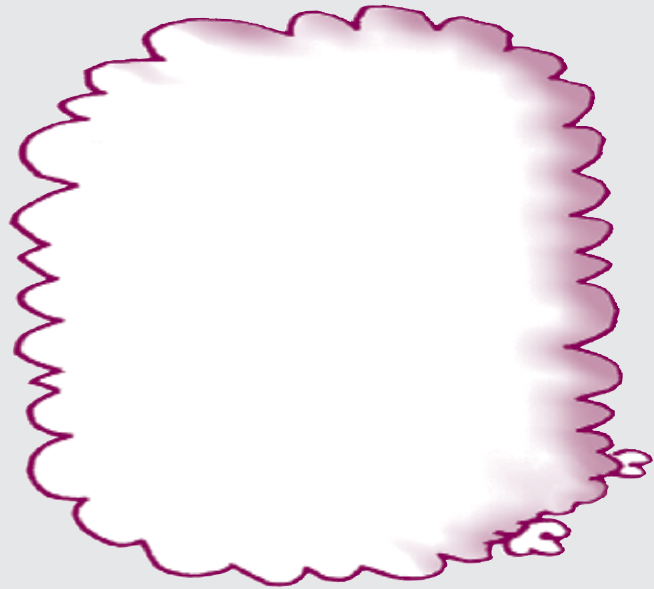
A Write a story.

Read texts A–D on page 47 of the Classbook and choose one of the ways describing how to start writing a story. You can write a story on one of the topics from Grade 9A, or anything you can think of. Remember to:

- Use the Writing Route to help draft your ideas.
- Use conjunctions and relative pronouns to help write more interesting sentences.
- Use the Super Sentence Maker from Unit 2 to write more interesting sentences.
- Draft and re-draft your story and then write a final neat copy for publishing in the LRC or a magazine.
- Check your spellings and punctuation.

B Brainstorm.

Read the ideas for breaking writers block from page 47 of the Classbook and Unit 2, Classbook page 19. Work with other member of your group and brainstorm any other ideas you have for breaking writers block. Write your ideas in the space provided.



1 Focus Questions.

Read the following questions and find the answers by reading the 'Stars and Constellations' texts on page 48 of the Classbook. Write short answers in your exercise book.

1. What are constellations?
2. What type of stories did people tell about the constellations?
3. How old are the constellation stories?
4. How did many stars get Arabic names?
5. Which constellations are named after animals?
6. Which constellation is named after a man?
7. Which constellation looks like the tail of a canoe?
8. What happened to the crab?
9. Which two characters became angry?
10. Why was the King angry?

Now write three questions about the same texts in your exercise book to ask a partner from your group. Remember to have your answers ready.

2 Clues and answers.

Read the 'Stars and Constellations' texts on page 48 of the Classbook. Find the answers to the following clues and write them in the space provided.

- 1 The people and places in text 1.

- 2 Two canoe activities in text 2.

- 3 An adjective in text 3 meaning the opposite of small.

- 4 An adjective in text 4 meaning the opposite of harmless.

- 5 A superlative and comparative in text 4.

A Research and write.

Do one of the following:

- Choose one or all of the constellations mentioned on page 48 of the Classbook and find out more information about them.
- Find out about other constellations. Look in the LRC or on the internet to help you.
- Interview someone from your family, friends or teachers who may know about constellations, or any stories about different constellations. Get them to tell you all they know.

Write about what you found out and put your work in your portfolio.

B Write clues.

Write five different clues for the 'Stars and Constellations' text on page 48 of the Classbook in your exercise book. Use the clues from activity 2 on page 57 of the Skills Book to help you. When you have written your clues ask someone in the class to find the answers in the story. Remember to have your answers ready!

C Constellation Story.

Choose one of the constellations mentioned on page 48 of the Classbook and write your own fictional story about it.

OR

Choose another constellation and write your own fictional story about it.

Use the models provided to help you. Brainstorm your ideas, characters and plot in your exercise book. Use the writing route to help plan your work. Use the ideas from Unit 2 to help make your writing interesting by using Super sentences, conjunctions, adjectives and adverbs. Put your final draft in your portfolio.

1

Words and meanings.

Read the following definitions and match them with the highlighted words in the interviews on page 49 of the Classbook. Use the learning strategy on page 4 of the Skills Book to help you. Write your answers in the space provided.

- 1 This noun means organising an event or something in order to achieve something.
- 2 This noun means that someone has been hurt by something or someone.
- 3 This adjective means that someone or something is well known by many people.
- 4 This adjective means that someone feels nervous, embarrassed or uncomfortable with the situation they are in.
- 5 This noun means someone who is famous.
- 6 This adjective means that something is not usual or normal.

2

Which interview?

Read the interviews on page 49 of the Classbook and decide which interview the following sentences refer to. Write only the letter of the interview in the space provided.

- 1 These two interviews are about money.
- 2 This is the only interview not about money.
- 3 This interview is about winning something.
- 4 The interviewer thinks something is unusual.
- 5 This interview is about helping others.

A

Complete the interviews.

Some parts of the interviews on page 49 of the Classbook are missing. Read the interviews on your own. Then work with a partner to complete the missing parts of only one of the interviews.

- Start by deciding what the topic of each interview is. Use the information from core activity 2 on this page to help you.
- Think about the questions that have been used so far.
- Think about the answers that have been given so far.
- Now imagine you are the interviewer and brainstorm questions you want to ask the person.
- Imagine what answers the person would give to your questions.

Write your completed interview in your exercise book. Practise the interview with your partner. Be ready to perform your interview in front of your group.

B

Story character interviews.

Work with a partner. Look back over the units in 9A and choose a character from a story you have read. Then brainstorm questions you would like to ask this character and think about the answers they would give. Then write an interview in your exercise book and practise it with your partner. Use the models provided on page 49 of the Classbook and in previous units to help you. Take turns being the interviewer and character. When you are ready, perform your interview in front of your group.

C

Make a guess.

Choose five words from the Club Talk magazine you do not know the meaning of. Copy them into your exercise book and guess the meanings of the words. Use the strategies you know about guessing words from context by looking at page 4 of the Skills Book. Then write your guesses down next to the word. You could draw a picture, write the meaning or the word in Arabic or in English. Finally check your guesses in a dictionary and write them next to your guesses.



Self-study answer key

Unit 1

1. This is **my** pen. I lost it yesterday.
 2. "Next person please. Ah yes, what's **your** name?"
 3. Ahmed and **his** brother like playing football with **their** friends on Thursday.
 4. Alia left **her** books at home today.
 5. That's a nice big bag, but I don't like **its** colour.
 6. "Excuse me, Have you seen **our** sister?", asked Lucy and Peter.

4. 1. That pen belongs to Ali. It is **his**.
 2. These chickens belong to me. They are **mine**.
 3. Please could you take these shoes to Muna. I'm sure they are **hers**.
 4. That house belongs to us. It is **ours**.
 5. Excuse me sir these gloves belong to you, they are **yours**.
 6. Mustafa and Salim thought the money was **theirs** and picked it off the floor.

6. 1. They're married.
 2. What's it called?
 3. It isn't raining.
 4. We aren't moving house.
 5. I'm going to work.
 6. I'll go on Tuesday.

7. Other information:
 My brother organised a beach clean-up in January on **Environment Day**. He also collects money for different charities and he's a member of **Oceanlife**. I think he's the most unselfish person I know.

2. +ve adjectives: popular, smart, kind, friendly, sweet
 -ve adjectives: cruel, scruffy, impolite, jealous, sad

3. 1. eating
 2. jogging
 3. dancing
 4. reading
 5. swimming
 6. walking

5. lazy, miserable, rude, careless, horrible, selfish
 active, cheerful, polite, careful, nice, unselfish

8. 1. The men's prayer room
 2. It's a woman's scarf.
 3. This is Maha's book.
 4. The baby's toys.
 5. The trees' leaves
 6. Oman's capital city.

9. 1. m, 2. m, 3. p, 4. m, 5. m, 6. m, 7. p, 8. p

Unit 2

1. 1. legend
 2. fiction
 3. author
 4. biography
 5. setting
 6. poetry

2. 1. who
 2. which
 3. which
 4. which
 5. who
 6. who

3. a. 5
 b. 3
 c. 4
 d. 1
 e. 2

4. 1. D
 2. D
 3. N
 4. N
 5. D

5. 1. "Can you sing?" asked Jim.
 2. Vicky shouted, "I'm going out!"
 3. "I'm scared," cried Maha.
 4. "I like cats," said Ali, "But not dogs."
 5. Bob yelled, "Go away! And don't come back!"

7. People
 Muscat, Ahmed Ali **who** is the event manager.
 Bollywood police arrested three judges of the Big Books Awards **who** are suspected of bribery and corruption.
 Sue Surly, Mike Muffin and Minnie Malone **who** are three of our longest serving judges.
 Things
 The Writer's Write competition **that** is divided into two age groups.
 The 'Young Teen Writers' category **which** for 13 to 19 year olds.
 'The Golden Pen' award **that** is worth OR 500.

All entries should be submitted along with an application form, **which** will be distributed to schools.
 Ahmad Ali thanked individuals, government and private sector organisations **that** have contributed generously.
 The Awards, **which** has a grand prize of \$1,000,000

6. 1. "Don't go to the park," said Jamila. (✓)
 2. "Where are my shoes'?" asked Naila. (X)
 3. Sami replied "I haven't got them!" (X)
 4. She said, "I like sweets." (✓)
 5. "Take it," He said "I don't want it." (X)

8. 1. An enormous new red silk cloth.
 2. A large ancient gold ring.
 3. A tall silver French candlestick.
 4. An old long wooden table.
 5. A round blue china plate.

9. /θ/ author's, breath, thick, thought, three
 /ð/ mother, brothers, feathers

10. Task A.
 1. My mother, **who** is the best in the world, can make anything.
 2. Susan **who** lives in that house is so helpful.
 3. The car **which** he drives is so slow.
 4. The letter **which** you posted was very expensive.
 5. Ali is the boy **who** won the writing competition.

- Task B.
 1. "Don't shout at me please." I said quietly.
 2. I shouted, "Why did you do that?"

Unit 3

1. We **spent** a lot of money at the weekend.
 2. The Omani team **has won** the Gulf Cup. Let's have a party!
 3. She **has written** about a hundred books since her career began.
 4. He **liked** walking everywhere before his accident.
 5. I **have known** them for at least five years.
 6. It **cost** OR 500 to go to the UK last year.
2. 1. The park looked terrible. People had left the rubbish on the grass.
 2. There was no bread in the fridge. My children had eaten it all.
 3. The camel had crossed the road before John had the chance to take a photo.
 4. After it had stopped raining we went out for a walk.
 5. I had promised to ring her yesterday, but I forgot.
 6. The cleaners had arrived before the time we left the building.
3. Personal answers.
4. a. If Maha were/was rich, she would visit Disneyland.
 b. If his father were/was wealthy, he would stop working.
 c. If they were/was millionaires, they would buy an aeroplane.
 d. If we were/was rich, we would be happy.
5. 1. most
 2. bake
 3. come
 4. boat
 5. date
 6. rain
6. The passive sentences are:
 a, c and d
7. 1. He/she/they/ you spent the money on shoes.
 2. He/she/they you gave a check to my mother.
 3. Mrs. Smith bought it.
 4. He/she/ they /you read the letter on Sunday.

Unit 4

1. hot
 good
 old
 bad
 near
 beautiful
 heavy
- comparative
 hotter
 better
 older
 worse
 nearer
 more beautiful
 heavier
- superlative
 hottest
 best
 oldest
 worst
 nearest
 most beautiful
 heaviest
2. 1. 75
 2. 2,501
 3. 10,010
 4. 6,000,000
 5. 1,000,000,000
 6. 1920
 7. 2020
3. 1. myself
 2. himself
 3. itself
 4. ourselves
 5. herself
 6. yourself
 7. themselves
 8. himself
4. Dialogue A
 "Did you hear about Ali?"
 "No, what about **him**?"
 "He hurt **himself** playing football."
 "Is **he** all right?"
 "Yes, but **his** mother is worried about him."
 Dialogue B
 "Look, I found **your** watch at school."
 "It isn't **mine**! Look, I'm wearing my watch!"
 "Oh, then it must belong to Mustafa. It's really good. It winds **itself** up automatically."
 "Wow! We should get the police to return **it**."
 "No, we can return it **ourselves**."
5. 1. The desert became green **after** it had rained.
 2. I saw Mars **when** I was looking through my telescope.
 3. Salim got married in 1999. His brother got married in 1997 two years **before** Salim got married.
 4. "I'll meet you **whenever** I can find the time," said Boris to his friend.
 5. I'll be on holiday **until** I return next week.
6. Check your answers in a dictionary.
7. Story report
8. Personal answers

Independent Task B, SB p.50

Possible Answers:

Brain busters are fun because they make you think.
 I like stories because I can use my imagination.
 I'm going to read the stories after I do the quiz.
 I learned more about friends while I was reading Club Corner.
 I don't like quizzes, but I do enjoy stories.

Note: If you have different answers, check them with your teacher.

Independent Task A, SB p.51

Possible answers:

Line 2: I Basim
 Line 3: It The ITC camp
 Line 5: myself Basim
 Line 7: We Basim and Zahran
 Line 9: himself Zahran
 Line 10: them Zahran's friends
 Line 11: we Zahran and Basim
 Line 15: them Zahran's family

Independent Task A, p.53

Seller: Hello, this is 544322.
 Ali: Hello, I'm ringing about your advertisement for a bicycle.
 Seller: Oh yes, well, I haven't sold it yet.
 Ali: Would you sell it for 4 rials, please?
 Seller: Oh, I am sorry, you know it does say 5 rials.
 Ali: That's all right, thank you very much for your time.

Independent Task A, SB p. 54

Sound maze:

/i:/ 25 baizas
 /ɪ/ 5 baizas
 /æ/ 10 baizas
 /e/ 50 baiza coin

Cosmic clues:

1. Pluto
2. Galaxy
3. Mercury
4. Planet
5. Space
6. Earth

Missing word:

Launch

Independent Task A, SB p. 55

before [TC]
 that [RP]
 after [TC]
 while [TC]
 who [RP]

1. You can watch the television after you switch it on.
2. You have to switch the television on before you can watch it.
3. It was a blue car that crashed into the train.
4. She's the woman who won two thousand rials.
5. Please don't move while I am drawing your picture.

Grammar reference

present simple

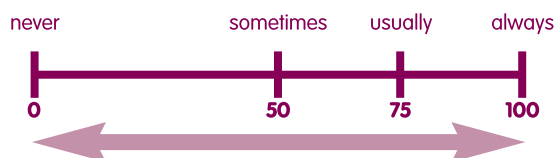
We use the **present simple** to talk about things that are true.

I you we they	walk	to school
he she it	walks	

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

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

We often use adverbs of frequency with the present simple.



He never washes the dishes.

She always helps her mother.

present continuous

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

Ali is reading a book.

They are watching television.

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

I	am	eating	dinner
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	have	been	waiting
you	haven't		
we	has	been	waiting
they			
she	has	been	waiting
he			
it			
it			

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	invented
	was	
they	are	invented
	were	

past simple positive/negative

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

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.

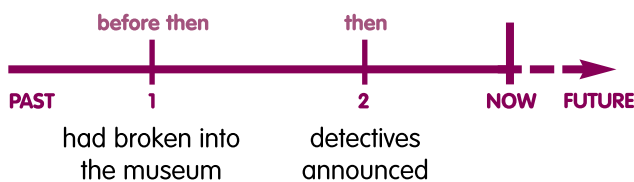


We make the **past continuous** with the **past simple** of the verb **be** + a verb ending in **-ing**.

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

past perfect

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



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

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

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

the future

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

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 Seeb airport.

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

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

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

Scientists **will** make robots to help us in the home.

We **will** travel in flying cars to Mars.

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

We'll go by car or bus. We'll decide when we get there.

Maybe we'll leave on 3rd or the 4th of December.

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

I	will	live	on Mars
you			
he			
she	will	live	on Mars
it			
we			
they			

used to

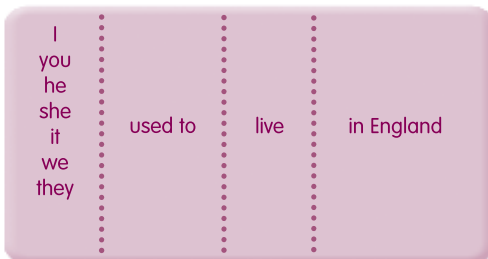
We use **used to** for describing things that happened regularly in the past but don't happen now.

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.



first conditional

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

If you study hard, you will pass your exams.

If we kill the snakes, the toad population will grow.

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

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

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

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

second Conditional

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

We make the second conditional using:

If + past simple + would

If he saw a Yeti, he'd/he would climb a tree.

If I were on the Marie Celeste, I'd/would leave a note.

clause

A **clause** can be part of a sentence or a whole sentence.

It is a group of words containing a verb:

A **main clause** is the most important clause in a sentence.

A caracal eats shrikes and shrikes eat grasshoppers.

Clause

Clause

relative clauses

A

We use a **relative clause** to add information about a noun in the main clause.

We use **who** to add information about people.

The man who you met yesterday was my brother.

We use **which** or **that**, to add information about things.

The house which we lived in was big.

B

There are two types of **relative clause**:

1. Defining relative clauses

- tell the reader exactly who or what is being talked about.

- are necessary to understand the meaning of a sentence.

He was the man who bought my house.

2. Non-defining relative clauses.

- give additional information which is not necessary to the meaning of the sentence.

- are punctuated with commas.

Maha, who was always early, was at school already.

adverbial clauses of time

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

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

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

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

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

comma

conjunctions

Conjunctions are linking words.

Conjunctions join sentences or clauses.

and	adds more information
but	
however	add a contrast
although	
because	add a reason and cause
as	
since	
so	
which	add information about a person or thing
that	
who	
whenever	
while	add information about time
before	
after	
until	
when	

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**, or **water**

and countable plural nouns, **bananas**, **apples** and **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 **any** soup.

adjectives

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

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

The small fish.

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

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

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

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

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

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

order of adjectives

When using more than one **adjective** we usually sequence them:

	adjective						noun
	size	age	shape	colour	origin	material	
A	big	new	curved	silver	Omani	metal	khanjar

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.

biggest, most beautiful

We make the superlative with **the + adjective + est**
or

the +most/least + adjective.

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

similes

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

Similes compare two things.

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

It smells **like** rubbish.

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

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

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

too and very

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

very makes the adjective stronger.

It's hot. – It's **very** hot.

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

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

question words

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

Who is it?

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

Where is the post office?

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

When does the bus leave?

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

Why is Makkah a great city?

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

How heavy is it?

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

What is it?

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

Which story do you like?

multiword verbs

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

We make multiword verbs with

verb + adverb/preposition

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

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

I got on the bus. I got off the bus

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

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

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

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

take off (informal) and remove (formal)

pronouns

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

He ate the apple.

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

The man ate it.

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

That's my apple.

Possessive pronouns tell us about who owns something.

Yes, the apple is mine.

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

You should look after yourself. Eat more apples!

subject pronouns	I	you	he	she	it	we	they
object pronouns	me	you	him	her	it	us	them
possessive adjectives	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 apostrophe

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,

cars → cars'

The cars' lights made it hard for me to see the road.

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.

"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?"

The diagram shows five labels in small boxes: 'a' points to the opening speech mark of the first sentence; 'b' points to the opening speech mark of the second sentence; 'c' points to the opening speech mark of the third sentence; 'd' points to the closing speech mark of the first sentence; and 'e' points to the closing speech mark of the second sentence.

List of irregular verbs

infinitive

be
become
begin
blow
break
bring
build
buy
can
catch
come
cut
do
draw
drink
drive
eat
fall
feel
find
fly
forget
get
give
go
have
hear
hit
hold
keep
know
learn
leave
let
lose
make
meet
must
pay
put
read
ride
ring
run
say
see
sell
send

past simple

was/were
became
began
blew
broke
brought
built
bought
could
caught
came
cut
did
drew
drank
drove
ate
fell
felt
found
flew
forgot
got
gave
went
had
heard
hit
held
kept
knew
learned
left
let
lost
made
met
had to
paid
put
read
rode
rang
ran
said
saw
sold
sent

past participle

been
become
begun
blown
broken
brought
built
bought
been able to
caught
come
cut
done
drawn
drunk
driven
eaten
fallen
felt
found
flown
forgotten
got
given
gone
had
heard
hit
held
kept
known
learned
left
let
lost
made
met
had to
paid
put
read
ridden
rung
run
said
seen
sold
sent

List of irregular verbs

infinitive	past simple	past participle
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Word list

Unit 1

achievement	n [C]	/ə'tʃi:vmənt/
active	adj	/'æktiv/
angry	adj	/'æŋri/
attractive	adj	/ə'træktiv/
award	n [C]	/ə'wɔ:d/
bald	adj	/bɔ:ld/
beautiful	adj	/'bjʊ:təfəl/
big	adj	/bɪg/
blond	adj	/blɒnd/
boring	adj	/'bɔ:riŋ/
brave	adj	/'breɪv/
bronchitis	n [U]	/brɒn'kaɪtəs/
caffeine	n [U]	/'kæfi:n/
careful	adj	/'keəfəl/
careless	adj	/'keərləs/
cheerful	adj	/'tʃi:fəl/
chill out	v	/tʃɪl aʊt/
clean	adj	/kli:n/
clever	adj	/'klevə/
club	n [C]	/klʌb/
colourful	adj	/'kɒləfəl/
curly	adj	/kɜ:li/
dance	v	/dɑ:ns/
dangerous	adj	/'deɪndʒərəs/
diet	v, n [C]	/'daɪət/
dream	v, n [C]	/'dri:m/
drug	n [C]	/'drʌg/
ear	n [C]	/'iə/
eat	v	/'i:t/
enthusiastic	adj	/enθʊzɪ'æstɪk/
exam	n [C]	/eg'zæm/
expedition	n [C]	/ekspə'dɪʃən/
fair	adj	/feə/
famine	n [C]	/'fæmɪn/
famous	adj	/'feɪməs/
feature	n [C]	/'fi:tʃə/
form	n [C]	/fɔ:m/
friendly	adj	/'frendli/
friend	n [C]	/frend/
funny	adj	/fʌni/
fussy	adj	/fʌsi/
generous	adj	/'dʒenərəs/
gift	n [C]	/gɪft/
governor	n [C]	/'gʌvənə/
hairy	adj	/'heəri/
handsome	adj	/'hænsəm/
harmful	adj	/'hɑ:mfəl/
helpful	adj	/'helpfəl/

holiday	n [C]	/'hɒlɪdeɪ/
honest	adj	/'ɒnəst/
impolite	adj	/ɪmpə'laɪt/
intelligent	adj	/ɪn'telɪdʒənt/
Internet	n [U]	/'ɪntənət/
jealous	adj	/'dʒeləs/
jog	v	/dʒɒg/
kind	adj	/kaɪnd/
lazy	adj	/'leɪzi/
long	adj	/lɒŋ/
mean	adj	/mi:n/
medicine	n [C/U]	/'med[ə]sən/
memo	n [C]	/'meməʊ/
merchant	n [C]	/'mɜ:tʃənt/
messy	adj	/'mesi/
miserable	adj	/'mɪzrəbəl/
neat	adj	/'ni:t/
nice	adj	/'naɪs/
nominate	v	/'nɒmɪneɪt/
nomination	n [C]	/'nɒmɪneɪʃən/
nominee	n [C]	/'nɒmɪ'ni:z/
opinion	n [C]	/ə'pɪnjən/
painkiller	n [C]	/'peɪnkɪlə/
pale	adj	/'peɪl/
personality	n [C]	/'pɜ:sənə'lɪti:/
polite	adj	/'pə'laɪt/
popular	adj	/'pɒpələ/
quiet	adj	/'kwɪət/
restaurant	n [C]	/'restərə:ɪn[t]/
rich	adj	/'rɪtʃ/
round	adj	/'raʊnd/
sad	adj	/'sæd/
scared	adj	/'skeəd/
scruffy	adj	/'skrʌfi/
selfish	adj	/'selfɪʃ/
short	adj	/'ʃɔ:t/
shy	adj	/'ʃaɪ/
skinny	adj	/'skɪni/
slim	adj	/'slɪm/
small	adj	/'smɔ:l/
smart	adj	/'smɑ:t/
sweet	adj	/'swi:t/
swim	v	/'swɪm/
tall	adj	/'tɔ:l/
teenager	n [C]	/'ti:neɪdʒə/
test	v	/'test/
thin	adj	/'θɪn/
tidy	adj	/'taɪdi/
tough	adj	/'tʌf/
unique	adj	/'ju:'ni:k/
untidy	adj	/'ʌn'taɪdi/
volunteer	v	/'vɒlən'tɪə/
well	n [C]	/'wel/

Unit 2

adventure	<i>n</i> [C]	/əd'ventʃə/
advice	<i>n</i> [U]	/əd'vaɪs/
advise	<i>v</i>	/əd'vaɪz/
alliteration	<i>n</i> [U]	/əlɪtə'reɪʃən/
announce	<i>v</i>	/ə'naʊns/
arrest	<i>v</i>	/ə'rest/
ask	<i>v</i>	/ɑ:sk/
audience	<i>n</i> [U]	/'ɔ:di[j]əns/
author	<i>n</i> [C]	/'ɔ:θə/
autobiography	<i>n</i> [C]	/'ɔ:tə'baɪ[j]ɒgrəfi/
azure	<i>adj</i>	/ə'zʊə/
beginning	<i>n</i> [C]	/brɪ'gɪnɪŋ/
biography	<i>n</i> [C]	/'baɪ[j]ɒgrəfi/
breath	<i>n</i> [U/C]	/breθ/
breathe	<i>v</i>	/bri:ð/
brother	<i>n</i> [C]	/'brʌðə/
category	<i>n</i> [C]	/'kætəgəri/
character	<i>n</i> [C]	/'kærəktə/
clasp	<i>v</i>	/kla:sp/
clock	<i>n</i> [C]	/klɒk/
cloth	<i>n</i> [U]	/klɒθ/
clothes	<i>n</i> [U]	/'kləʊðz/
comedy	<i>n</i> [C]	/'kɒmədi/
competition	<i>n</i> [C]	/kəmpeɪ'tɪʃən/
complain	<i>v</i>	/kəm'pleɪn/
conclusion	<i>n</i> [C]	/kən'klu:ʒən/
contents	<i>n</i> [U]	/'kɒntents/
contribute	<i>v</i>	/kən'trɪbjʊt/
copyright	<i>n</i> [U/C]	/'kɒprɪt/
crag	<i>n</i> [C]	/kræg/
crawl	<i>v</i>	/krɔ:l/
crooked	<i>adj</i>	/'krʊkɪd/
distinguished	<i>adj</i>	/dɪs'tɪŋgwɪʃt/
drama	<i>n</i> [U/C]	/'dra:mə/
dream	<i>v, n</i> [C]	/dri:m/
end	<i>n</i> [C]	/end/
exclaim	<i>v</i>	/eks'kleɪm/
fable	<i>n</i> [C]	/'feɪbəl/
factual	<i>adj</i>	/'fæktʃuəl/
fair	<i>adj</i>	/feə/
fiction	<i>n</i> [U]	/'fɪkʃən/
fifth	<i>adj</i>	/fɪfθ/
fourth	<i>adj</i>	/fɔ:θ/
friend	<i>n</i> [C]	/frend/
frightening	<i>adj</i>	/'fraɪtənɪŋ/
funding	<i>n</i> [U]	/'fʌndɪŋ/
generous	<i>adj</i>	/'dʒenərəs/
glance	<i>v</i>	/glɑ:ns/
glare	<i>v</i>	/gleə/
growl	<i>n</i> [U]	/graʊl/
helplessly	<i>adv</i>	/'helpləsli/
historical	<i>adj</i>	/'hɪstərɪkəl/
hound	<i>n</i> [C]	/haʊnd/

incense burner	<i>n</i> [C]	/ɪnsens 'bɜ:nə/
introduction	<i>n</i> [C]	/ɪntrə'dʌkʃən/
judge	<i>n</i> [C]	/dʒʌdʒ/
khanjar	<i>n</i> [C]	/'xændʒə/
lark	<i>n</i> [C]	/lɑ:k/
launch	<i>v</i>	/lɔ:ntʃ/
legend	<i>n</i> [C]	/'ledʒənd/
lonely	<i>adj</i>	/'ləʊnli/
loudly	<i>adv</i>	/'laʊdli/
machine	<i>n</i> [C]	/mə'ʃi:n/
metaphor	<i>n</i> [C]	/'metəfɔ:/
middle	<i>n</i> [C]	/'mɪdl/
murmur	<i>v</i>	/'mɜ:mə/
muzzle	<i>n</i> [C]	/'mʌʒəl/
mystery	<i>n</i> [C]	/'mɪstəri/
myth	<i>n</i> [C]	/mɪθ/
non-fiction	<i>n</i> [U]	/nɒn'fɪkʃən/
onomatopoeia	<i>n</i> [U]	/'ɒnəmətəpɪə/
people	<i>n</i> [C]	/'pi:pəl/
plagiarism	<i>n</i> [U]	/'pleɪdʒɪərɪzəm/
plastic	<i>adj</i>	/'plæstɪk/
plot	<i>n</i> [C]	/plɒt/
poem	<i>n</i> [C]	/pəʊəm/
poetry	<i>n</i> [C]	/'pəʊətɪ/
prize	<i>n</i> [C]	/praɪz/
prose	<i>n</i> [U]	/prəʊz/
protect	<i>v</i>	/prə'tekt/
quickly	<i>adv</i>	/'kwɪkli/
quietly	<i>adv</i>	/'kwaɪətli/
reply	<i>v</i>	/rɪ'plai/
scary	<i>adj</i>	/'skeəri/
second	<i>adj</i>	/'sekənd/
setting	<i>n</i> [C]	/'setɪŋ/
seventh	<i>adj</i>	/'sevənθ/
shout	<i>v</i>	/ʃaʊt/
simile	<i>n</i> [U/C]	/'sɪməli/
sixth	<i>adj</i>	/sɪksθ/
ski	<i>v</i>	/ski/
smooth	<i>adj</i>	/smu:ð/
snail	<i>n</i> [C]	/sneɪl/
submit	<i>v</i>	/sʌb'mɪt/
suddenly	<i>adv</i>	/'sʌdnənli/
swiftly	<i>adv</i>	/'swɪftli/
thick	<i>adj</i>	/θɪk/
think	<i>v</i>	/θɪŋk/
third	<i>adj</i>	/θɜ:d/
thunder	<i>n</i> [U]	/'θʌndə/
thunderbolt	<i>n</i> [C]	/'θʌndəbəʊlt/
toad	<i>n</i> [C]	/təʊd/
unfairly	<i>adv</i>	/ʌn'feəli/
vase	<i>n</i> [C]	/vɑ:z/
wail	<i>v</i>	/weɪl/
whisper	<i>v</i>	/'wɪspə/
win	<i>v</i>	/wɪn/
wrinkled	<i>adj</i>	/'rɪŋkəld/
write	<i>v</i>	/raɪt/

Unit 3

account	<i>n</i> [C]	/ə'kaʊnt/
achieve	<i>v</i>	/ə'tsi:v/
achievement	<i>n</i> [C]	/ə'tsi:vmənt/
angry	<i>adj</i>	/'æŋɡri/
bank	<i>n</i> [C]	/bæŋk/
banknote	<i>n</i> [C]	/'bæŋknəʊt/
barter	<i>v</i>	/'bɑ:tə/
beg	<i>v</i>	/beg/
borrow	<i>v</i>	/'bɒrəʊ/
broken	<i>adj</i>	/'brəʊkən/
buy	<i>v</i>	/baɪ/
carefully	<i>adv</i>	/'keəfəli/
cash	<i>n</i> [U]	/kæʃ/
charity	<i>n</i> [C]	/'tʃærəti/
cheque	<i>n</i> [C]	/tʃek/
chore	<i>n</i> [C]	/tʃɔ:/
coin	<i>n</i> [C]	/kɔɪn/
collect	<i>v</i>	/'kɒlɛkt/
community	<i>n</i> [C]	/kə'mju:nəti/
control	<i>v</i>	/kən'trəʊl/
cost	<i>n</i> [C]	/kɒst/
credit card	<i>n</i> [C]	/'kredɪt kɑ:d/
currency	<i>n</i> [C]	/'kʌrənsi/
debt	<i>n</i> [C]	/det/
deposit	<i>v, n</i> [C]	/dɪ'pɒzɪt/
dollar	<i>n</i> [C]	/'dɒlə/
employ	<i>v</i>	/ɪm'plɔɪ/
empty	<i>adj</i>	/'empti/
excited	<i>adj</i>	/ek'saɪtəd/
expensive	<i>adj</i>	/ek'spensɪv/
generous	<i>adj</i>	/'dʒenərəs/
gift	<i>n</i> [C]	/ɡɪft/
gold	<i>n</i> [U], <i>adj</i>	/ɡəʊld/
greedy	<i>adj</i>	/'ɡri:di/
happiness	<i>n</i> [U]	/'hæpɪnes/
happy	<i>adj</i>	/'hæpi/
help	<i>v</i>	/help/
history	<i>n</i> [C]	/'hɪstəri/
interesting	<i>adj</i>	/ɪnt[ə]rɛstɪŋ/
jewellery	<i>n</i> [U]	/dʒu:əlri/
lightly	<i>adv</i>	/'laɪtli/
loan	<i>n</i> [C]	/ləʊn/
mean	<i>adj</i>	/mi:n/

meaningless	<i>adj</i>	/'mi:nɪŋləs/
metal	<i>adj</i>	/'met[ə]l/
million	<i>adj</i>	/'mɪljən/
miser	<i>n</i> [C]	/'maɪzə/
misery	<i>n</i> [U]	/'mɪzəri/
missing	<i>adj</i>	/mɪsɪŋ/
money	<i>n</i> [U]	/'mʌni/
motorcycle	<i>n</i> [C]	/'məʊtəsaɪkəl/
museum	<i>n</i> [C]	/mju'ziəm/
paper	<i>adj</i>	/'peɪpə/
pocket money	<i>n</i> [U]	/'pɒkɪt mʌni/
poor	<i>adj</i>	/pɔ:/
pour	<i>v</i>	/pɔ:/
poverty	<i>n</i> [U]	/'pɒvəti/
profit	<i>n</i> [C]	/'prɒfɪt/
rare	<i>adj</i>	/reə/
real	<i>adj</i>	/riəl/
receipt	<i>n</i> [C]	/'ri:si:t/
respect	<i>v</i>	/'rɪs'pekt/
respected	<i>adj</i>	/'rɪs'pektɪd/
rial	<i>n</i> [C]	/riəl/
rich	<i>adj</i>	/'rɪtʃ/
save	<i>v</i>	/seɪv/
saver	<i>n</i> [C]	/'seɪvə/
selfish	<i>adj</i>	/'selfɪʃ/
sell	<i>v</i>	/sel/
shiny	<i>adj</i>	/'ʃaɪni/
shopaholic	<i>n</i> [C]	/'ʃɒpə'hɒlɪk/
sign	<i>v, n</i> [C]	/saɪn/
solid	<i>n</i> [C], <i>adj</i>	/'sɒlɪd/
spend	<i>v</i>	/spend/
sprinkle	<i>v, n</i> [C]	/'sprɪŋkəl/
statue	<i>n</i> [C]	/'stætʃu:/
sweep	<i>v</i>	/swi:p/
thoughtful	<i>adj</i>	/'θɔ:tfəl/
thoughtfully	<i>adv</i>	/'θɔ:tfəli/
touch	<i>v</i>	/tʌtʃ/
treat	<i>v, n</i> [C]	/'tri:t/
unhappy	<i>adj</i>	/ʌn'hæpi/
withdraw	<i>v</i>	/'wɪð'drɔ:/
wrap	<i>v</i>	/ræp/
zakat	<i>n</i> [U]	/zæ'kæ/

Unit 4

asteroid	n [C]	/'æstərɔɪd/
astronaut	n [C]	/'æstrənɔ:t/
astronomer	n [C]	/'æstrɒnəmə/
astronomy	n [U]	/'æstrɒnəmi/
atmosphere	n [U]	/'ætməsfɪə/
barcode	n [C]	/'bɑ:kəʊd/
billion	n [C]	/'bɪljən/
bomb	n [C]	/bɒm/
brave	adj	/breɪv/
camera	n [C]	/'kæmərə/
colourful	adj	/'kʌləfəl/
comet	n [C]	/'kɒmət/
communicate	v	/kə'mju:nɪkeɪt/
computer	n [C]	/kəm'pjʊ:tə/
constellation	n [C]	/kɒnstə'leɪʃən/
cosmic	adj	/'kɒzmlk/
countdown	n [C]	/'kaʊntaʊn/
crater	n [C]	/'kreɪtə/
cruise	n [C]	/kru:z/
danger	n [C]	/'deɪndʒə/
debris	n [U]	/'debri:/
deep	adj	/di:p/
diameter	n [C]	/daɪ'æmətə/
discover	v	/dɪ'skʌvə/
dust	n [C]	/dʌst/
dustbin	n [C]	/'dʌstbɪn/
Earth	n [C]	/ɜ:θ/
edge	n [C]	/edʒ/
electrical	adj	/ɪ'lektɪkəl/
encourage	v	/en'kʌrədʒ/
engine	n [C]	/'endʒɪn/
equipment	n [U]	/ɪ'kwɪpmənt/
evidence	n [U]	/'eɪdɪns/
exciting	adj	/ek'saɪtɪŋ/
exercise	n [C]	/'eksəsaɪz/
expedition	n [C]	/ekspə'dɪʃən/
explorer	n [C]	/eks'plɔ:rə/
feather	n [C]	/'feðə/
fitness	n [U]	/'fɪtnəs/
float	v	/fləʊt/
freeze	v	/fri:z/
galaxy	n [C]	/'gæləksi/
glittering	adj	/'glɪtərɪŋ/
graph	n [C]	/græf/
gravity	n [U]	/'grævəti/
handsome	adj	/'hænsəm/
holiday	n [C]	/'hɒlɪdeɪ/
honest	adj	/'ɒnəst/
huge	adj	/hju:dʒ/
human	n [C]	/'hju:mən/
hundred	n [C]	/'hʌndrəd/

impact	n [C]	/'ɪmpækt/
information	n [U]	/ɪnfə'meɪʃən/
jealous	adj	/'dʒeləs/
joystick	n [C]	/'dʒɔɪstɪk/
junk	n [U]	/dʒʌŋk/
Jupiter	n [C]	/'dʒu:pɪtə/
keyboard	n [C]	/'ki:bɔ:d/
knowledge	n [U]	/'nɒlədʒ/
laser	n [C]	/'leɪzə/
launch	v, n [C]	/lɔ:ntʃ/
lift-off	n [C]	/lɪft ɒf/
Mars	n [C]	/mɑ:z/
massive	adj	/'mæsɪv/
Mercury	n [C]	/'mɜ:kjəri/
meteor	n [C]	/'mi:tɪjə/
million	n [C]	/'mɪljən/
moody	adj	/'mu:di/
moon	n [C]	/mu:n/
Neptune	n [C]	/'neptjʊ:n/
observatory	n [C]	/ɒb'zɜ:vətɪri/
orbit	v, n [C]	/'ɔ:bɪt/
planet	n [C]	/'plænət/
Pluto	n [C]	/'plu:təʊ/
polite	adj	/pə'laɪt/
popular	adj	/'pɒpjələ/
pressure	n [C]	/'preʃə/
rocket	n [C]	/'rɒkət/
satellite	n [C]	/'sætələɪt/
Saturn	n [C]	/'sætɜ:n/
scientist	n [C]	/'saɪəntɪst/
screen	n [C]	/skri:n/
shuttle	n [C]	/'ʃʌtl/
solar system	n [C]	/'səʊlə 'sɪstəm/
space	n [C]	/speɪs/
spacecraft	n [C]	/'speɪskræft/
spaceship	n [C]	/'speɪʃɪp/
spacesuit	n [C]	/'speɪsuɪt/
spectacular	adj	/'spek'tækjələ/
spin	v	/spɪn/
star	n [C]	/stɑ:/
sun	n [C]	/sʌn/
surface	n [C]	/'sɜ:fəs/
telescope	n [C]	/'teləskəʊp/
thousand	n [C]	/'θaʊzənd/
tour	n [C]	/tʊ:/
trainee	n [C]	/treɪ'ni:/
trip	n [C]	/trɪp/
Uranus	n [C]	/jə'reɪnəs/
Venus	n [C]	/'vi:nəs/
villain	n [C]	/'vɪlən/
weightless	adj	/'weɪtləs/

Glossary

A glossary is a list of special words and their meanings which relate to a specific text. You can often find glossaries at the end of factual books.

- First, look at this glossary and decide how it is different from a dictionary.
- Then, use the glossary to help you find the meanings of the highlighted words on page 32 of the Classbook.

asteroid A large piece of rock or ice which is usually less than 20km in diameter. Most asteroids can be found between Mars and Jupiter and they orbit the Sun like the planets.

astronaut Someone who travels and works in a spacecraft.

astronomer A scientist who studies the stars and planets.

astronomy The scientific study of the stars and planets.

atmosphere A layer of gas which surrounds some stars, planets and moons.

comet A ball of dust, water and ice which orbits the Sun. Comets often have long tails.

constellation A pattern of stars which have a special name. Astronomers have named 88 constellations.

crater A round hole in the ground made by something that has fallen on it or an explosion.

galaxy A family of stars which are held together by gravity. Our solar system is part of a galaxy called The Milky Way in which there are 100,000 stars.

gravity A force which pulls one object towards a bigger object. Gravity pulls people down towards Earth's surface.

impact The force of one object hitting another object.

launch To send a spacecraft or rocket into space.

meteor An asteroid which burns up when it enters Earth's atmosphere. They are sometimes called shooting stars.

Milky Way The name of the galaxy which our solar system is in.

moon A natural object which orbits a planet.

observatory A special building which scientists use to watch the moon, stars and weather.

orbit To travel in a curved path around another much larger object.

planet A very large round object in space that moves around a star.

satellite A machine or natural object which moves around a planet.

solar system A group of planets which go around a sun.

star A huge ball of burning gas. The Sun is the star in the centre of our solar system and it has a diameter of 1.4 million km.

telescope A piece of equipment which astronomers use to make objects look bigger and closer.

Word attack!

Part A

There are many strategies to you help work out:

- the **meaning** of words
- the **pronunciation** of words

Think about the King Midas story. If you met any new words, which of the following strategies did you use?



- 1** Read the complete sentence and guess the meaning of the word from context:

King Midas loved gold more than anything in the entire world.

You might guess **whole**, **big**, **enormous**, but not **pink** or **tall**.



- 2** Think of groups of words with the same spelling and sound pattern.

Light **belongs to the same group as right, tight, might, night**. If you can pronounce right, you can also say light.

Gold **belongs to the same group as sold and told**. If you can pronounce sold, you can also say gold.



- 3** Some longer words are made up of two or more smaller words that you may already know the meaning of and can pronounce.

everything = every + thing

downstairs = down + stairs



- 4** Look for smaller words in bigger words to help you say the word.

solid **has lid in it**

butter **has but in it**



- 5** Divide the word in to syllables and say each syllable to help you pronounce the word.

suddenly = sud + den + ly

generous = gen + er + ous



Part B

You might use all of the strategies or some of the strategies when you read.

Some of the strategies are more useful when you want to understand the meaning of the word and some of them are more important when you want to say the word. Try to sort the strategies below:



Strategies which can help understanding

1

Strategies which can help to say the word

Part C

Try using some of the strategies to say these new words aloud:



1. **unfortunate**
2. **candidate**
3. **brightness**
4. **contradicting**

Could you say them aloud?

Did you understand what they mean?

Now try Part D.

Part D

Now try guessing the meaning of the following words by reading them in context.

Circle the word which you think has a meaning closest to the unknown word. Remember to check the sentence makes sense!



1. He got a tremendous **fright**. big colourful fast
2. High fences are **safe**, but **unfriendly**. noses walls families
3. I need to get some sugar from my neighbour. friend newspaper shoe
4. The chimpanzee had **tiny ears**. chicken feet monkey

Part D

1. big
2. walls
3. friend
4. monkey

Part B

Strategies which can help understanding
1 3

Strategies which can help to say the word
2 3 4 5

ANSWERS

Words with different meanings

One word can have several definitions depending on how it is used. Match the definitions in the box with the example sentences. Write the number of the definition in the space provided.

save /seɪv/

1. to help someone or something not get harmed
2. to do something for someone so that they do not have to do it
3. to stop doing something or use less of it
4. to put money somewhere safe for later use
5. to keep something for the future

Examples

- a. You might lose it under the bed – **save** it in the bank.
- b. He helped to **save** the child in the car accident.
- c. Let's **save** this cake and eat it tomorrow.
- d. I'll get the bread on the way home and **save** you the trip to the shops.
- e. Switch off the light and **save** some money.

account /ə'kaʊnt/

1. where a bank looks after your money
2. a written or spoken report
3. a detailed record of money a business receives and spends
4. to be the reason for something
5. you have one of these on the Internet

Examples

- a. Greenhouse gases can **account** for a rise in temperatures.
- b. I've just opened an e-mail **account**.
- c. Your **account** on the history of money was really clear.
- d. I have a current **account** and a savings **account**.
- e. Let's look at the **accounts** and see where the money went.

a. - 4.
b. - 5.
c. - 2.
d. - 1.
e. - 3.

account

a. - 4.
b. - 1.
c. - 5.
d. - 2.
e. - 3.

save

Answers

What makes a good story?

Here is a checklist of what makes a good story. Read 'The Scary Dream' story on page 17 of the Classbook and tick the boxes you think are correct for this story. Add any that you think are missing in the space provided.

1. Type of story

funny	<input type="checkbox"/>	scary	<input type="checkbox"/>	sad	<input type="checkbox"/>	adventure	<input type="checkbox"/>
fiction	<input type="checkbox"/>	fact	<input type="checkbox"/>	real	<input type="checkbox"/>	unreal	<input type="checkbox"/>
fable	<input type="checkbox"/>	myth	<input type="checkbox"/>	legend	<input type="checkbox"/>	historical	<input type="checkbox"/>
mystery	<input type="checkbox"/>	autobiography	<input type="checkbox"/>	biography	<input type="checkbox"/>	comedy	<input type="checkbox"/>
horrifying	<input type="checkbox"/>	danger	<input type="checkbox"/>	happy	<input type="checkbox"/>	frightening	<input type="checkbox"/>

others: _____

2. Characters

people	<input type="checkbox"/>	animals	<input type="checkbox"/>	machines	<input type="checkbox"/>	things	<input type="checkbox"/>
creatures	<input type="checkbox"/>	young	<input type="checkbox"/>	old	<input type="checkbox"/>	kind	<input type="checkbox"/>
brave	<input type="checkbox"/>	fast	<input type="checkbox"/>	slow	<input type="checkbox"/>	tall	<input type="checkbox"/>

others: _____

3. Setting

ship	<input type="checkbox"/>	house	<input type="checkbox"/>	village	<input type="checkbox"/>	space	<input type="checkbox"/>
forest	<input type="checkbox"/>	desert	<input type="checkbox"/>	room	<input type="checkbox"/>	street	<input type="checkbox"/>

others: _____

4. Plot

beginning	<input type="checkbox"/>	middle	<input type="checkbox"/>	end	<input type="checkbox"/>
-----------	--------------------------	--------	--------------------------	-----	--------------------------

others: _____

5. Language

nouns	<input type="checkbox"/>	verbs	<input type="checkbox"/>	adjectives	<input type="checkbox"/>	adverbs	<input type="checkbox"/>
-------	--------------------------	-------	--------------------------	------------	--------------------------	---------	--------------------------

others: _____

The Writer's Toolbox



There are many ways a writer can make their writing great! Read some of the different ways below. Then, find more examples from the poems and the story on pages 14 and 15 of the Classbook and write them in the correct box.

1. Vocabulary

Great writers don't use the same words over and over again. They choose different words which have a similar meaning. They also use unusual and interesting words.

Conan Doyle (1902) in Hound of the Baskervilles, uses "whispered" and "murmured" so that the reader can imagine more details about the characters. He also replaces the word "looking" with a more interesting word – "glaring".

Examples:

2. Similes

Similes create images which are pictures in the reader's mind. Similes compare two things and they make descriptions more interesting and powerful.

We use *like* or *as* to create similes.

Conan Doyle (1902), in Hound of the Baskervilles, uses the simile "as large as a small lioness" to help the reader imagine the size and strength of the hound.

Examples:

3. Onomatopoeia

Writers often use words which make the same sound as the character or thing makes.

Conan Doyle (1902), in Hound of the Baskervilles, writes, "With a last howl, it rolled upon its back." When the reader says the word howl, they make a sound similar to a howl.

Examples:

4. Metaphor

A metaphor is another way of creating a visual image. Great writers often write about something like it is really something different.

Conan Doyle (1902), in Hound of the Baskervilles, writes, "... through the fog, as through a curtain, appeared the man who we were waiting for." He describes the fog as though it is really a curtain. This metaphor helps the reader imagine the fog as being thick and impossible to see through.

Examples:

5. Alliteration

Writers often use a sequence of words which have a similar sound.

Conan Doyle (1902), in Hound of the Baskervilles, writes that "... its muzzle glowed like flickering flames in a fire." The repetition of the **f** sound helps create the image of flames in a fire.

Examples:



Try using these tools when you write stories and poems and make your writing great!

Danger!

Don't hurt your writing!

Some writers ruin their writing because they don't know about the following rules:

© Copyright

- Copyright law protects writers and all published and unpublished work.
- If you create something, you control who can make copies of it and how they make copies.
- If you copy another person's writing, you are breaking the law!

Plagiarism

Plagiarism is using the work of other people without putting down your source. This includes:

- copying words exactly as they have been used in articles, speeches, television programmes, books or anywhere else.
- using other people's ideas or theories without saying who the ideas belong to.

Work which is plagiarised is usually disqualified. You get zero marks!

Avoid plagiarism by:

- Writing notes in your own words
- Making a record of where you read the information
- Putting another writer's words in speech marks to show it is not yours. For example:

Conan Doyle (1902), in *Hound of the Baskervilles*, writes, "With a last howl, it rolled upon its back."

In *The Bear*, the writer uses the simile "Claws like metal combs" to compare make the reader think the claws are long, hard and sharp.

**Don't copy!
Write down where you
got your information!
Use your own words –
they are worth more
than copied text!**

TEEN TEST

Sometimes, tests can be useful because they show us where we need to do more work. Do this test on your own to help you decide what you should revise from Grades 8 and 9.

Remember:

- Read the questions very carefully.
- Answer every question.
- Work on your own.

1

Some ITC members are talking about a film. Read the comments and then circle true or false for the sentences

Maha: I thought it was awful.
Paul: I thought it was quite bad.
Vicky: I thought it was really good.
Sami: I thought it was quite good.

- a. Maha and Paul liked the film. T / F
- b. Vicky and Sami liked the film. T / F
- c. Vicky liked the film more than Sami. T / F
- d. Maha thought the film was better than Paul. T / F

4 Tick the passive sentences.

- a. Paper was invented by Ts'ai Lun.
- b. Arthur Wayne invented the crossword puzzle.
- c. In 1929, the first robot was built.
- d. The cat was chasing the mouse.

5 Sort and write the two sentences below.

- a. Cairo ever been have to you?

- b. a never camel I have ridden.

2

Tick the sentences that use the conjunctions correctly.

- a. I'm wet because it's raining.
- b. I'm wet because it's sunny.
- c. I'm tired, but I'm not sleepy.
- d. Although I'm sad, I'm not crying.

3

Complete the table below:

adjective	comparative	superlative
a. colourful		
b.	funnier	
c. amazing		
d.		largest

TEEN TEST

6

Write **must** or **have to** in the space provided

- I think we _____ go and see that film.
- You _____ get a licence before you can drive.
- We _____ stay in school until 1.45pm.
- I feel very hungry, I _____ eat something.

8

Read the situations and complete the present perfect continuous sentences.

- I started waiting 20 minutes ago. I'm still waiting now.
_____ for 20 minutes
- We are writing now. We started writing 2 hours ago.
_____ for 2 hours.
- They started talking after lunch. They are still talking now.
_____ since lunch.
- He is learning English now. He started learning English in Grade 1.
_____ since Grade 1.

7

Write **yet** or **already** in the sentences below.

- I haven't bought any bread _____.
- She has _____ eaten lunch.
- They have _____ been to Muscat.
- Have you seen that new film _____?

9

Complete the following conditional sentences:

- If I (win) _____ 10,000 rials, I _____ go around the world.
- If my mother (be) _____ queen, she _____ build a railway in Oman.
- If we (put) _____ plastic bags in the bin, turtles _____ not eat them.
- If you (drive) _____, you _____ get to work more quickly.

10

Complete the following sentences with the correct possessive pronouns.

- It is my pencil. It's _____
- This is your bag. It's _____
- That car belongs to him. That's _____
- This house belongs to us. It's _____

Note-taking styles

Notes can help to organise your ideas so that your writing is clearer for the reader. There are different ways to take notes. Look at the three different ways below. Choose one of them and use it to plan your project on the back of this page.

a Mind maps

Do you remember things better in colours and pictures? Then try planning your project with a mind map.



Steps to make a mind map:

1. Draw a picture of your topic in the middle of the page.
2. Draw some lines coming out from the picture, one for each of your main ideas.
3. Name the main ideas and draw a picture of them if you want to. Underline the words.
4. Add more lines with ideas to each of the main ideas.
5. Use colours to make things look more important.

b Linear notes

If you remember things better when they are in lists or sequenced in a line, try planning your project with linear notes.

1. Write down the main ideas in order.
2. Number them and underline them.
3. List your ideas under the main ideas.

<u>Skin-whitening cream</u>	
<u>1. Intro</u>	<u>3. Probs</u>
o 1.1 Senegal	3.1 chemicals
1.2 illegal	3.2 bleach
	3.3 blisters
<u>2. Why?</u>	<u>4. Me</u>
o 2.1 fair skin	4.1 dangerous
2.2 models/mags	4.2 inside not outside
2.3 marry	

c Tables

Tables can be useful if you want to sort information.

	positive	negative	other
skin-whitening creams	<ul style="list-style-type: none"> • marry • ? 	<ul style="list-style-type: none"> • chemicals • bleach skin • blisters 	<ul style="list-style-type: none"> • inside more important than outside

Whichever style you choose, remember that you are writing notes. So ...

- don't worry about spelling
- don't write complete sentences
- use abbreviations
- use colours and symbols
- use your own words
- use English or your own language
- record your references if you use materials from the Internet or published books.

Your project-planning page

What can you remember about Grade 8?

What can you remember about Grade 8 English? First try to complete the table below without looking at your English books from Grade 8. When you have written as much as you can, then look at your Grade 8 books and write in anything that is missing.

Topic 8A	Things we wrote about	Things we read about	Things we talked about	Things we listened to	Language we learned	Vocabulary we found useful	Learning strategies
More Free Time							
Creature Features							
Inventors and Inventions							
Great Cities							

Now look at the Contents of Grade 9A Classbook and decide which of the above you will find useful for this semester's work. Tick the items you think will help you.

What can you remember about Grade 8?

What can you remember about Grade 8 English? First try to complete the table below without looking at your English books from Grade 8. When you have written as much as you can, then look at your Grade 8 books and write in anything that is missing.

Topic 8B	Things we wrote about	Things we read about	Things we talked about	Things we listened to	Language we learned	Vocabulary we found useful	Learning strategies
Wonderful Ocean World							
Food for Thought							
Transport and Travel							
It's a Mystery							

Now look at the Contents of Grade 9A Classbook and decide which of the above you will find useful for this semester's work. Tick the items you think will help you.



SO ... WHAT'S YOUR PROJECT?



1 Which activity?

Ahmed and Huda are talking about a project on space. Read and match the texts below with the activities from the ITC web page on pages 36 and 37 of the Classbook. Write the activity number in the space provided.

1 Well, I really like the stuff about space spin-offs.

2 Are you talking about space junk?

3 Satellites can also be dangerous.

5 Yes ... and you must write about satellites and cars.

6 Yes - there's over 9,000 pieces of it up there!

4 Oh yes. I think I'll write about satellites. Did you know we wouldn't have the Internet without satellites?

7 No, but I'll use the information about barcodes and joysticks. I enjoyed reading about them.

2 Predict.

Use the language below and the information from the web page on pages 36 and 37 of the Classbook to predict what you will hear. Work with a partner from your group.



They could talk about ...
They might talk about ...
They may talk about ...



3 Listen and tick.

Listen to Huda talking to Ahmed about her project. Listen and tick when you hear any of the following.

1 So what's your project going to be about Huda?

2 So what information are you going to include?

3 Why?

4 No, I didn't. Where did you find that out?

5 Are you going to have anything else on the web page?

6 How?

8 When?

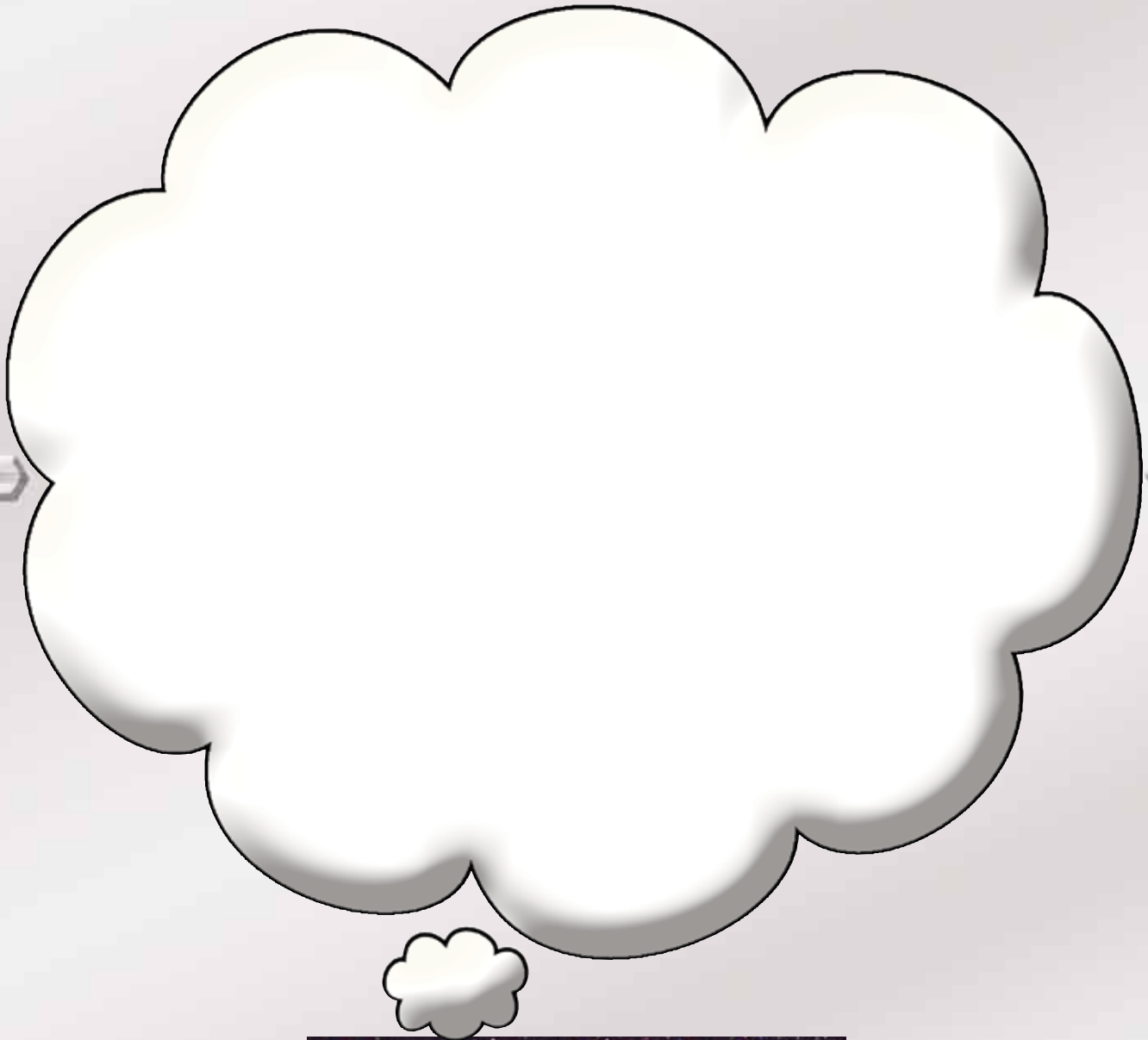
7 That sounds really good. I must find out more about that.

9 What?

10 What do you mean?

PROJECT DISCUSSION AND PLANNING

- Your project is to design a web page for the ITC about 'Space'.
- Think about what you will include on your web page.
- You can choose any of the information in this unit, or any that you are interested in.
- With a partner, plan your project.
- Spend time discussing what you will include and where you will find the information.
- Use the useful language from this cut-out page, what you heard Huda and Ahmed talking about and the information from the unit to brainstorm your ideas below.
- Complete your project before the end of the unit.



King Midas

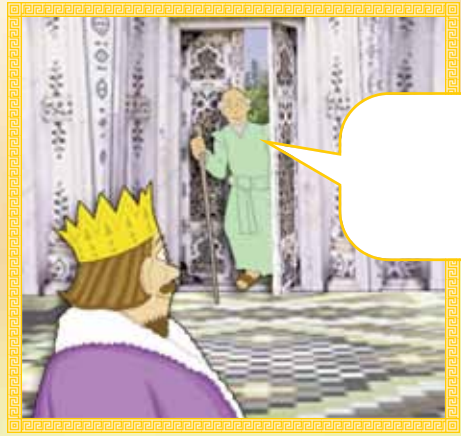
In pairs, remember the King Midas story and work together to write what each character might say in the speech bubbles below.

1

I like gold more than anything in the entire world.



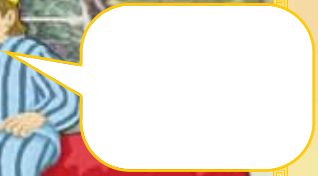
2



3



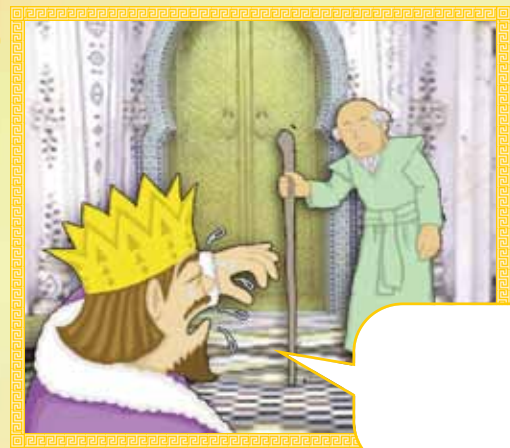
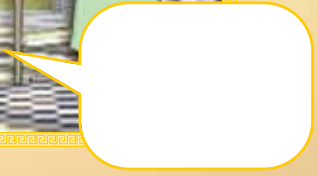
4



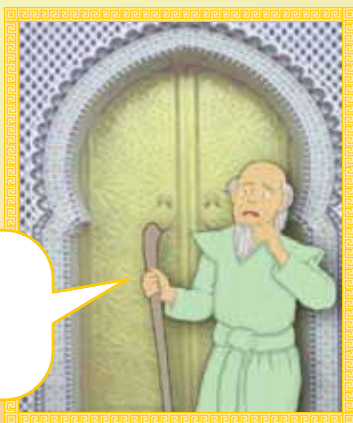
5



6



7



8



The Robbery

1

Read the following on your own and then order events by writing a number in the space provided on the pictures.

Robbery at Penny Lane

Yesterday a daring robbery took place at the Penny Lane money museum. This morning, detectives announced that a gang of criminals had broken into the museum during the night and had stolen rare coins worth up to a million pounds.

Reports earlier this morning suggested that the men had used the back door to get into the main hall where many of the coins are displayed. It is thought that someone had switched off the alarm before the museum closed earlier that day.

Earlier this morning, the police

questioned the staff at the museum in order to find out who had switched off the alarm.

Arthur Bailey, who had been on guard duty on the night of the robbery, talked to the press earlier this morning. He said, "It was probably around 11.30 when the robbery took place. I had just turned off the TV when I heard a loud noise from the main hall. I ran there immediately and found someone had broken the cases and many of the coins were missing. I saw one man, chased him and managed to knock him to the floor. Unfortunately, the others escaped."

Police have arrested the man Arthur Bailey caught and are questioning him at the police station. They hope to find the remaining criminals before the end of the week.

An hour ago, museum staff released a description of the missing items after they had cleaned up the museum. We'll be publishing the details of these in tomorrow's paper.

a



b



c



d



e



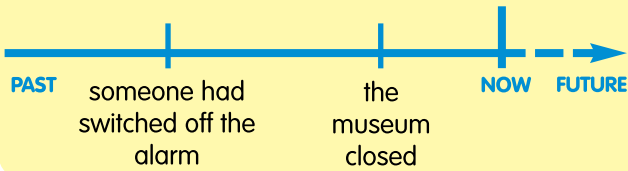
2 Match the time lines.

Read the following sentences and tick the correct time line.

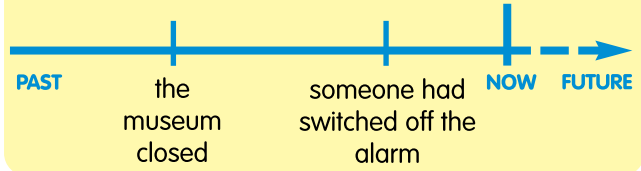
1

It is thought that someone **had switched off** the alarm before **the museum closed**.

a



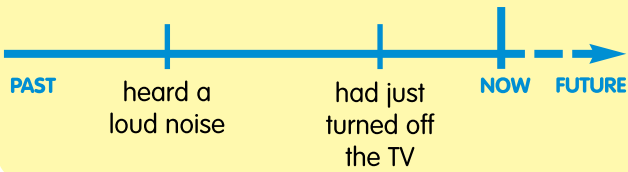
b



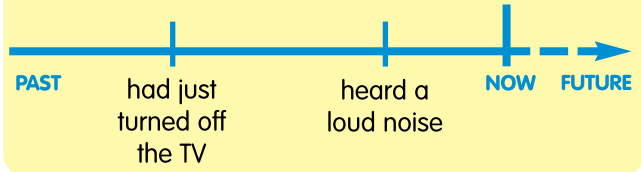
2

I **had just turned off** the TV when I **heard** a loud noise from the main hall.

a



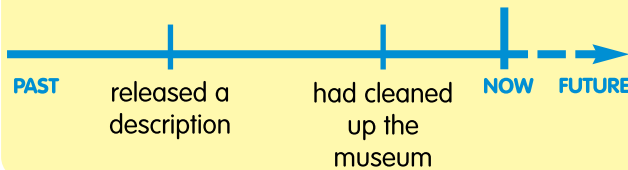
b



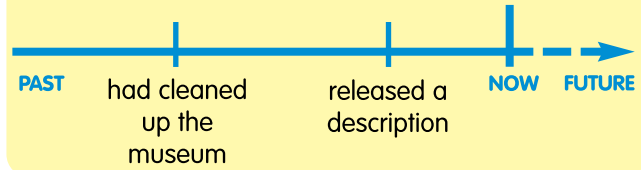
3

An hour ago, museum staff **released a description** of the missing items after they **had cleaned up** the museum.

a



b



The Currency Chant

Naila has written a currency chant, but has forgotten to write in some of the words. Guess the missing currencies and countries by using the words in the box. Then listen to the chant and check your answers.

Ukraine

rand

Britain

dong

rial

Cuba

yen

In America its dollars,
In Vietnam they all spend _____ ,
Travelling the world over,
With money you can't go wrong.

In Denmark they use kroner,
In _____ , pounds they use.
Travelling the world over,
Money always rules.

In Zanzibar, it's shillings,
In Japan, they all spend _____ ,
Travelling the world over,
It's money and money again.

In Holland they save euros,
It's hyvna in _____ ,
Travelling the world over,
Money rarely looks the same.

They buy with baht in Thailand,
In South Africa it's _____ ,
Travelling the world over,
With money in your hand.

In Ethiopia they use birr,
In _____ , it's peso they spend.
Travelling the world over,
Send money to a friend.

In Oman they all spend _____ ,
They save dinar in Bahrain,
Travelling the world over,
Money is its name!





1 A _____ competition!

2 The _____ Competition

For the first time in Oman and in
conjunction with the upcoming

3 culture _____, we are
proud to announce a new writing

4 competition for _____
in government and private
schools.

Age groups

Young writers: 8–12 years

_____ 13–19 years 5

Categories

Best fictional story

Best _____ story 6

Best _____ 7

Prizes of OR 100 and a grand prize,
The Golden Pen Award, of OR 500
for best _____ 8

Closing date: _____ 9

Please return all entries with a completed
application _____ to: 10

The Writers Write Competition,
PO Box 1896,
PC 111
Seeb



Make a poster

Make a poster for a writing competition for your class. Use the model provided or any other you have seen to help you.

- Think of a name for the competition.
- Think about the categories and prizes.
- Think about the closing date for the competition.
- Think about the layout and design.

Good luck!

working

reading

standing

sitting

between

of

front

in

to

next

RELATIVE CLAUSES



1 Get some missing information.

Look at the picture of some students researching famous writers in the LRC. Work with your partner to find the missing colours in the picture. Describe your picture using sentences with a relative clause. Then, listen to your partner and write the missing colour words on the picture.

The boy who is sitting on the mat has got brown sandals.

The book that's on the chair is yellow.

Remember:
Don't look at your partner's picture!
You can't ask any questions!



2 Describe the picture.

Write some sentences with relative clauses to describe the picture. Look at the example to help you.

The boy who is standing next to the bookshelf is reading a blue book.

- _____
- _____
- _____
- _____

green

white

black

grey

floor

chair

table

shelf

computer

red

yellow

pink

blue

purple

orange

RELATIVE CLAUSES



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Write some sentences with relative clauses to describe the picture. Look at the example to help you.

The boy who is standing next to the bookshelf is reading a blue book.

- _____
- _____
- _____
- _____

working

reading

standing

sitting

between

of

front

in

to

next

green

white

black

grey

floor

chair

table

shelf

computer

under

on

cap

dishdasha

mat

book



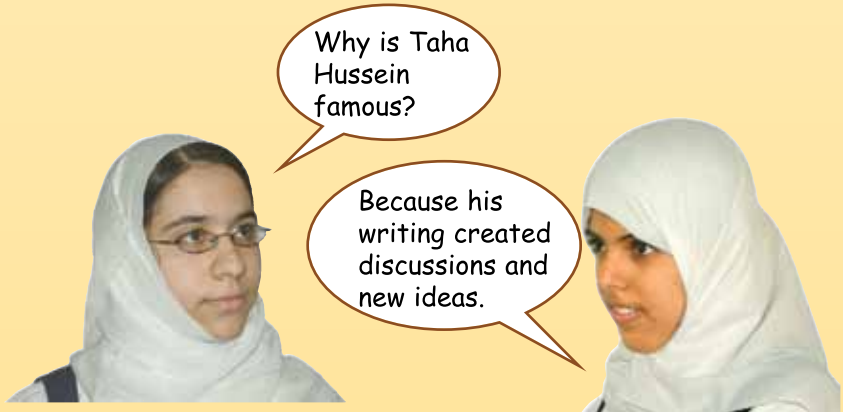
Biographies

A

Get into groups of three and each choose a different biography from pages 12 and 13 of the Classbook. On your own, find the answers to the questions in the table and write notes in the space provided. **Do not look at each other's work.** Then, work together to ask and answer questions and complete the table for the other biographies.

Remember, you are writing notes. So:

- use contractions
- do not write full sentences
- use abbreviations
- do not worry about spellings



	<i>Jane Austen</i>	<i>Taha Hussein</i>	<i>Alfred Lord Tennyson</i>
<i>Why is the author famous?</i>		his writing created discussions and new ideas	
<i>When was the author born?</i>	December 16th, 1775		
<i>What are two famous pieces of writing the author has published?</i>		An Egyptian Childhood The Stream of Days	In Memoriam Ulysses
<i>Where does the author get their ideas?</i>	detailed observations of people and society		
<i>When did the author die?</i>			October 6th, 1892

Write a biography

B

Either choose an author and find information or use the time line of Najeeb Mahfouz in activity 2 on page 13 of the Classbook.

Include relative clauses and organise your writing into paragraphs with the same main ideas as the biographies on pages 12 and 13 of your Classbook.



- 1. Introduction** Say who the person is and what he or she is famous for.
- 2.** Give information about the person's childhood. You might include information about where and when they were born, brothers, sisters and their education.
- 3.** Talk about adult life and achievements. You might give examples of famous writing they had published and any awards they have won.
- 4.** The way the author writes. You might tell the reader where the author gets ideas, how they plan their work, how they write.
- 5. Conclusion** Write about why the person is famous. You might include when and where the author died.

Nominee's Personal Details

Full name of nominee:

Address:

Telephone:

Date of birth:

Male / Female

Attach photo of
nominee here.

Why, in your opinion, should the nominee be awarded a Top Teen Award?

.....

.....

.....

.....

.....

.....

.....

Other information

.....

.....

Signature of the person making this nomination:

Please print name and address:

.....

Relationship to nominee:

Send the completed form to: Top Teen Award, 110 Bank Street, London, UK
All nomination forms must be submitted before October 25th .





Find someone who ...



Have you got a friend from Muscat?

Yes, I have.

No, I haven't.



Look at the information under the 'Find someone who ...' column and in your groups brainstorm the questions you could ask people. Then, on your own walk around the class and ask and answer questions from other members of the class. Write the names of the people in the space provided. Look at the example to help you.

Find someone who ...	Questions	Names
has a friend from Muscat.	Have you got a friend from Muscat?	Ahmed
has a 13 year old friend.		
has been to the Khareef festival in Salalah.		
has met a famous person.		
has won a competition.		
has visited another country.		
has a friend from another country.		
has been on television.		
has a hobby.		

Write three complete sentences here.
 For example: *Ahmed has a friend from Muscat.*

Are you ready for 9A?

What new grammar are you going to learn?

What different forms will you fill in?

Who will you interview?

What projects are you going to do?

Which portfolio activities will you enjoy the most?

Where are the self-study answers?

Look inside to
find out more ...

Have fun!