His Majesty
Sultan Haitham Bin Tarik

The Late Sultan,
Qaboos Bin Said
Praise be to Allah and peace be upon His Messenger, Mohammed

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

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

With new, modern and flexible courses, the features of the new curricula are plentiful, designed to assist the individual student’s academic progress as well as supporting them on mental, psychological, social and cultural levels. There is also a greater emphasis on creativity and 21st Century skills in response to the Sultanate’s educational philosophy of encouraging the development of more balanced personalities in students. Furthermore, these textbooks reinforce valuable learning skills, be it on an individual basis or working in collaboration with others. As such – with all the knowledge, skills and values they contain – they are only guides for the student, leading the way to a greater range of knowledge sources including libraries and online learning. The student’s role therefore is to take the initiative and responsibility of exploring more deeply in their quest for knowledge.

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

I wish you every success.

Dr. Madiha Ahmed Al-Shaibani
Minister of Education
Sultanate of Oman
Dear Students,

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

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

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

Remember to look after your Skills Book.

Thank you.
1 New Media

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

2 Climate Change

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

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

4 Civilisation

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

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

**My Favourite Social Media**

**Rebecca**

My favorite social media platform is Instagram. On a typical day, I spend up to 2 hours using it and I follow about 200 people. I love it because I like photography and I enjoy sharing, editing, and viewing photos. I follow all my friends and I search through their feeds every day. I also love following different blogs. I think that Instagram is a great platform for businesses. They can sell products, and this way, they can sell products or their products in pictures. It's basically free advertising!

**Maryam**

I am constantly on Snapchat taking photos and videos and talking with my friends. I really like Snapchat because it is fun to use. I can put filters on my pictures and videos, stay connected to my friends and meet new people. I enjoy creating stories and sharing them. Only my friends can see what I post and once they view a post, I disappear. Although it's fun, it's important to be aware of cyber bullying and trolling. Many users leave horrible comments about people's appearances or personalities. This can be very difficult to deal with.

**Omar**

I am a very private person. I was [ ] to join any social networks, but my friends persuaded me. I joined several social networks, but my favorite is Facebook because it is the only one that I actually keep up with. I like to look at what other people post and keep up with my friends’ lives. But I don’t like posting about my own thoughts and life. My Facebook account is private and I am careful about what I share. I am always skeptical about news posted on Facebook because anyone can make up false news. I always double check before sharing these kinds of posts.

**Mike**

I am addicted to YouTube. I usually watch related to my studies. These videos really help me with my school work. I often look up information, especially for my English homework. I love it when I come across new information and different ideas. Sometimes I leave a comment, if a video is really interesting. I also follow some famous YouTubers’ channels, they are [ ] . If I’m currently creating a YouTube channel to upload my own videos about my favourite hobby, storytelling.

**Sophie**

I don’t use a lot of social media. I prefer reading newspapers instead because I can get detailed information about the latest world events from a trusted source. However, my favourite newspaper, which is the one of the world’s leading international newspapers, has now been digitised. So now I go online and read it. I enjoy reading the news more because it’s more current. I can post comments on stories and talk with other readers.
Read the texts in Activity 1 again.
Complete the gaps 1-9 with the words below.

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

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

1 This person has several social media accounts, but hardly uses any of them. ..........................................

2 This person mainly uses social media for sharing photos. .................................................................

3 This person uses their favourite platform for learning and entertainment. ...........................................

4 This person likes to read and stay up to date with informative and reliable news. .........................

5 This person is aware of the dangers of online bullying. .................................................................

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

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1. Read and match.

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

1. Computer screens are not as big as TV screens.
   Computer screens are **bigger / smaller** than TV screens.

2. Some mobile phones are as expensive as laptops.
   Some mobile phones are **the same price as / more expensive** than laptops.

3. Football is the most popular sport in my school.
   Basketball is **as popular as / not as popular as** football in my school.

4. Patrick is not as good as David at playing video games.
   Patrick is **worse / better** than David at playing computer games.

5. Facebook is the most successful social media platform.
   Instagram is **as successful as / not as successful as** Facebook.

2. Read and write.

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

**Example**: Nasser thinks playing video games is more interesting than watching TV.
   Nasser thinks watching TV is **not as interesting as** playing video games.

1. My brother is taller than me.
   I am ........................................... my brother.

2. Eating salad is healthier than eating fast food.
   Eating fast food is ........................................... eating salad.

3. My ticket to New York is more expensive than my ticket to Mumbai.
   My ticket to Mumbai ..........................................................

4. My marks in Physics are better than my marks in Arabic.
   My marks in Arabic ..........................................................

5. Watching football on TV is more exciting than watching swimming.
   ..........................................................

3. Write.

Write three sentences comparing two people, places or things.

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

1. ..........................................................

2. ..........................................................

3. ..........................................................
4. Read and circle.

Read the sentences 1-6.
Circle the correct phrasal verb to complete each sentence.

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

5. Read and speak.

Noor is helping her friend Dana set up a new email account. Read the dialogue in pairs. Predict which phrasal verbs might complete each sentence. Then listen and check.

**Dana:** Hi Noor! How are you? I want to register for that new email service you told me about. Can you help me?

**Noor:** Sure. Do you want to do it now?

**Dana:** Yes. I’ll just (1) ____________ my computer. Okay. I’m ready.

**Noor:** Great. First you need to (2) ____________ and search for ‘super-fast email’.

**Dana:** Okay. I’m already online and I’ve found the website.

**Noor:** Okay, good. Now (3) ____________ ‘new account’.

**Dana:** Okay. I’ve clicked on it.

**Noor:** Great. So to (4) ____________ for the email account, you just need to enter your information and choose a password.

**Dana:** Okay. I am going to (5) ____________ so that I can do that.

**Noor:** Sure, no problem. Let me know if you need any more help.

**Dana:** Thank you, Noor.

6. Role play.

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

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

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

Use three phrasal verbs from the box in your dialogue.

<table>
<thead>
<tr>
<th>keep up with</th>
<th>sign up</th>
<th>log in</th>
<th>go online</th>
</tr>
</thead>
<tbody>
<tr>
<td>hang up</td>
<td>click on</td>
<td>turn on</td>
<td></td>
</tr>
</tbody>
</table>
Listen to three teenagers talk about their experiences with social media.
Match the person to the number of followers they have and their social media skill.

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

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

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

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

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

1. The podcast is about ........................................ social media.
   a) the history of   b) being successful on   c) the disadvantages of

2. Mo’s first piece of advice is to ...........................................
   a) create content you love   b) promote yourself   c) think before you post

3. According to Mo, you should chose a social media platform based on your .........................
   a) content   b) skills and abilities   c) audience

4. Mo does not recommend ........................................ as a way to promote yourself.
   a) commenting on posts   b) participating in forums   c) buying followers
4 Read and answer.

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

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

5 Read and think.

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

Useful Language

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

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

6 Discuss.

Imagine that you are going to create a new media project about something you love. Discuss the questions below with your group and make some notes.

Use the expressions from the Useful Language box to help you discuss your ideas.

1. What kind of new media will you use for your project?
   - [ ] a video channel
   - [ ] a website
   - [ ] a podcast
   - [ ] a social media page

2. What kind of content will your project focus on? .................................................................

3. How will you attract followers to your new media project? ..................................................
1 Read and answer.

Study the chart and answer the questions.

1 What is the chart about?

2 Which is the most popular sport for boys?

3 Which is the least popular sport for girls?

4 Which sports are more popular with girls than boys?

2 Read and complete.

Look at the chart in Activity 1 again.
Use the information from the chart to complete the sentences below.

1 The ________ illustrates ________ played by ________ at the IB School in ________.

2 Overall, ________ at the IB School are more interested in playing sports than ________.

3 The most popular sport for boys is ________, with a total of 60 boys playing the sport.

4 The ________ sport for girls is hockey, with a total of ________ girls playing the sport.

5 The ________ sport for both ________ is running, with only 5 boys and 10 girls participating in the sport.

6 A ________ number of boys and girls play tennis. It is also a popular sport, but not ________ popular ________ football and hockey.

7 The most significant difference in the type of sports played by boys and girls is ________.
   This is the most popular sport for boys, ________ only 20 girls play the sport.

8 To summarise, ________.

3 Read and write.

Look at the pie chart.
Write four sentences about the chart in your exercise book.
Use the prompts below.

Write a sentence that...

1 describes what the charts shows

2 includes a comparative adjective (e.g. more popular)

3 includes a superlative adjective (e.g. the most/least popular)

4 includes the structure ‘...not as (adjective) as...’
   (e.g. ...not as popular as...)

Favourite Book Genres of Grade 10 Students in Oman

- Action: 5%
- Poetry: 15%
- Mystery: 25%
- Drama: 45%
- Science Fiction: 10%
4 Think and discuss.

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

**Option 1**  Favourite Digital Devices of Teenagers in Oman, in 2018

- Boys
  - E-readers: 10%
  - Laptops: 25%
  - Smartphones: 40%
  - Games Consoles: 20%

- Girls
  - E-readers: 5%
  - Laptops: 15%
  - Smartphones: 45%
  - Games Consoles: 10%

**Option 2**  The Most Popular Media Courses in Oman, in 2018

- Boys
  - Public Relations: 31%
  - Communications Studies: 12%
  - Media Studies: 12%
  - Video Game Design: 21%
  - Graphic Design: 9%

- Girls
  - Public Relations: 18%
  - Communications Studies: 17%
  - Media Studies: 10%
  - Video Game Design: 22%

5 Plan.

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

6 Write.

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

7 Check your work.

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

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

8 Write.

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

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

2 Analyse and write.

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

3 Correct the errors.

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

1. The more popular online activity for teenagers is chatting to friends. Girls spend 21 hours per week and boys spend 23 hours per week doing this.

2. Online shopping is least popular online activity for boys. It is slightly more popular with girls.

3. Watch videos online is not popular as reading the news online.

4. The less popular online activity for both genders is online shopping.
4 Word search.

Find the words from the box in the word search.

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

blog  comment  connect  download  fake news  interactive  online  platform  social media

5 Phrasal Verbs

Brainstorm phrasal verbs by adding verbs to the prepositions.

+ up
+ on
+ through

6 Reflect.

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

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

Yes, completely
Yes, quite well
Partly, I still feel confused
No, it was really difficult

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

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

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

Set a personal learning goal for the next unit ........................................................................................................
Climate change not only affects humans, it is also having a significant impact on animals around the world.

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

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

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

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

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

3 Read and tick.

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

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

4 Write.

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

E.g. There will be fewer polar bears in the future.
     Turtles won’t be able to build nests in the future.

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

Will for future predictions

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

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

Two useful phrases for making predictions about challenging situations in the future are:
will + have + verb
will not be able + verb

E.g.
Koalas will have to find a different source of food.
Turtles will not be able to lay their eggs in the future.
Read and choose.

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

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

Read and complete.

Sort the words and write the sentences in the correct order.
Write two more sentences using your own ideas.
Circle the effect in each sentence.

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

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

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

Discuss.

Look at the three topics below.
Discuss the causes and effects of each issue.

- Teenagers spending too much time on social media.
- The popularity of trips to Dhofar in the summer.
- Hotter temperatures in Oman in the future.
4 Use the words in the box to complete the compound nouns below.

<table>
<thead>
<tr>
<th>footprint</th>
<th>waste</th>
<th>effect</th>
<th>warming</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>pollution</td>
<td>dioxide</td>
<td>fuels</td>
<td>straw</td>
<td>gas</td>
</tr>
</tbody>
</table>

1 climate ......................................................
2 greenhouse ..................................................
3 carbon ......................................................
4 global ......................................................
5 fossil ......................................................
6 plastic ......................................................

5 Read and complete.

Read the text.
Complete the gaps using compound nouns from Activity 4.

**Carbon Footprint**

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

6 Write.

Make a list of all the compound nouns you know.

<table>
<thead>
<tr>
<th>One word compound nouns</th>
<th>Compound nouns with a hyphen</th>
<th>Two word compound nouns</th>
</tr>
</thead>
</table>
Listen and complete.

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

**Useful Language**

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

2 **Pronunciation.**

**Word Stress for Important Information**

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

Listen to the example from debate.

‘We believe that governments are responsible for stopping global warming.’

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

1 **Listen to the extracts 1-4 from the debate below. Underline the word that the speaker emphasises in each sentence.**

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

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

You are going to take part in a debate. The topic of the debate is **It is easy to live a more eco-friendly lifestyle.** Brainstorm some arguments for and against this statement.

<table>
<thead>
<tr>
<th>Arguments for</th>
<th>Arguments against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Plan.

Work in your group and plan for the debate. Make notes about your arguments and supporting evidence for each argument.

<table>
<thead>
<tr>
<th>Topic</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is easy to live a more eco-friendly lifestyle.</td>
<td>Supporting evidence, e.g. examples, facts, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Debate.

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

**Team 1 (For)**
- **First Speaker Team 1**
  - Present Introduction
- **Speakers Team 1**
  - Respond to Team 2’s argument
  - Present your argument
  - (Continue until every member has spoken)
- **Final Speaker Team 1**
  - Summarise the debate, say why your argument is correct

**Team 2 (Against)**
- **First Speaker Team 2**
  - Respond to introduction
  - Present Introduction
- **Speakers Team 2**
  - Respond to Team 1’s argument
  - Present your argument
  - (Continue until every member has spoken)
- **Final Speaker Team 2**
  - Summarise the debate, say why your argument is correct
Read Paragraph 3 from the opinion essay on page 21 of the Classbook and answer the questions below.

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

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

---

Read the topic sentence below. Complete the paragraph with supporting sentences and a concluding sentence. Use the prompts in the box to help you. Remember to use linking words.

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

**Supporting idea 1:** ...........................................................................................................................
.................................................................................................................................................
.................................................................................................................................................

**Supporting idea 2:** ...........................................................................................................................
.................................................................................................................................................
.................................................................................................................................................

**Concluding sentence:** ......................................................................................................................
..................................................................................................................................................
3 Brainstorm.

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

Individual people can make changes to reduce global warming.

4 Plan.

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

5 Write.

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

   Topic sentence 1
   Topic sentence 2
   Topic sentence 3

2 Write the first draft of your opinion essay.

6 Check your work.

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

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

7 Write.

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

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

2 Write.

Write three cause and effect sentences using the prompts below.
1 global warming → more extreme weather
2 study hard → get good grades
3 new media → better ways to communicate

3 Read and correct.

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

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

4 Read and complete.

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

1 carbon ____________
2 ____________ gas
3 ________ wave
4 sea __________
5 __________________
6 __________________
5. **Do a crossword.**

Read the clues and complete the crossword puzzle.

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

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

6. **Reflect.**

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

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

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

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

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

   Set a personal learning goal for the next unit .................................................................
3 Renewable Energy
Reading and Understanding

1 Read and match.

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

1. ..... a geothermal power plant
2. ..... a wind farm
3. ..... a solar power plant
4. ..... a hydroelectric dam

2 Read and complete.

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

Walney Extension  Ipaitu Dam  The Geysers  Andasol Solar Power Plant

Largest Renewable Energy Projects in the World

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

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

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

4. A geyser is a hole in the ground which produces steam and hot water. This geothermal field in California generates power from the natural heat in the ground. Its 18 geothermal power plants have a capacity of 835MW. It produces enough power for the whole of San Francisco.
Read the information leaflet in Activity 2 again. Complete the missing information in the table below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type of renewable energy</th>
<th>Location</th>
<th>Total capacity (MW)</th>
<th>Who does the plant provide energy to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Andesal Solar Power Plant</td>
<td></td>
<td></td>
<td>150MW</td>
<td></td>
</tr>
<tr>
<td>Windfarm Extension</td>
<td></td>
<td>Irish Sea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipeltu Dam</td>
<td>hydropower</td>
<td></td>
<td></td>
<td>the whole of San Francisco</td>
</tr>
</tbody>
</table>

Sort the letters to make words to complete the sentences.

ntlap 1 The power ...................... burns fossil fuels which pollute the environment.

drucoep 2 Wind farms uses turbines to ...................... electricity.

teengare 3 Renewable energy sources provide ways to ...................... ‘clean’ energy.

tmategaw 4 One ...................... of electricity can power approximately 750 homes.

Work in groups.

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

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

Choose one question from Activity 5. Write two or three sentences to answer this question.
1 Read and circle.

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

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

2 Write.

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

1. I will just eat a salad for lunch. I am not very hungry. **(give a reason)**

2. My room is very small. It is very comfortable. **(contrast ideas)**

3. I like playing football. I like playing tennis. **(add information)**

4. I am travelling to Europe in the summer. I bought a new suitcase. **(give a result)**

5. Muscat is the capital of Oman. It is the biggest city in the country. **(add information)**

3 Discuss.

Work in groups. Say each statement. Then use a conjunction to add a reason, a contrasting statement or more information.

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

**Example:** Solar power has a lot of potential.

- **Solar power has a lot of potential because it is sunny every day in Oman.**
- **Solar power has a lot of potential. However, wind power is cheaper.**
- **Solar power has a lot of potential. Solar panels can also be installed anywhere.**
Read, match and complete.

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

renew  expense  continue  tide  harm  able  ous  al  ive  ful

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

Match and write.

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 effective</td>
<td>a. not at war / free from unpleasant things</td>
</tr>
<tr>
<td>2 suitable</td>
<td>b. different types</td>
</tr>
<tr>
<td>3 peaceful</td>
<td>c. causing stress or tension</td>
</tr>
<tr>
<td>4 various</td>
<td>d. acceptable or right for someone or something</td>
</tr>
<tr>
<td>5 stressful</td>
<td>e. exists everywhere or involves all people</td>
</tr>
<tr>
<td>6 universal</td>
<td>f. successful with good results / something that works well</td>
</tr>
</tbody>
</table>

2 Choose three adjectives.

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

1 ..............................................................................................................................

2 ..............................................................................................................................

3 ..............................................................................................................................
1. **Listen and complete.**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Invention</th>
<th>Type of energy</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raya</td>
<td></td>
<td></td>
<td>keep food hot and drinks cold</td>
</tr>
<tr>
<td>Hamed</td>
<td>t-shirt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aliya</td>
<td></td>
<td>kinetic / movement</td>
<td></td>
</tr>
</tbody>
</table>

2. **Read and answer.**

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

1. What is Ali’s invention idea?
2. What kind of energy will power the invention?

3. **Listen and answer.**

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

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

Syllable Stress for Verbs and Nouns

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

**noun**
- present
  - The first syllable is stressed

**verb**
- present
  - The second syllable is stressed

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

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to do some research for my project.</td>
<td>I would like to research hydropower.</td>
</tr>
<tr>
<td>I made no progress with my homework.</td>
<td>My English has progressed a lot.</td>
</tr>
<tr>
<td>I have a record of your school attendance.</td>
<td>I need to record the results of the test.</td>
</tr>
</tbody>
</table>

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

- decrease
- impact
- repeat
- convert
- increase
- produce

5 Discuss.

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

1 What are the advantages of Ali’s invention idea?

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

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

4 If you were taking part in the competition, what would you design?
1 Read and sort.

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

<table>
<thead>
<tr>
<th></th>
<th>Informal language for emails</th>
<th>Formal language for emails</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greeting</strong></td>
<td>Hi there!</td>
<td>To whom it may concern</td>
</tr>
<tr>
<td></td>
<td>Can you help me with…?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kind regards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would like to ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thanks!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dear ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I need some help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am writing to request ...</td>
<td></td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Hello</td>
<td>Hello</td>
</tr>
<tr>
<td></td>
<td>Yours sincerely</td>
<td>Yours sincerely</td>
</tr>
</tbody>
</table>

2 Write.

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

1 Hi Mr Roberts

2 I want some information about wind power.

3 Can you help me?

4 I also want to visit your wind farm.

5 Thanks a lot.
You are going to write a request email to the Mir’aah project. In the email, ask if an engineer from the Mir’aah project can visit your school to give a presentation about solar power. Make notes in the table below about the information you need to include in the email.

<table>
<thead>
<tr>
<th>Information about yourself and your school</th>
<th>Information about your request</th>
<th>Any other information you need to include</th>
</tr>
</thead>
</table>

**Tips for Writing Formal Emails**

- Use an appropriate greeting
- Identify yourself
- Clearly state your purpose/request
- Use the word ‘would’
- Use a polite closing

**Learning Strategy**

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

Complete the plan provided on page 46 of this book.

**Write.**

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

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

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

**Write.**

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

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

2 Write.

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

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

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

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

3 Read and sort.

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

Wind power | Solar power | Hydropower | Geothermal power
-----------|------------|-----------|-------------------

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

4 Read and correct.

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

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

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

<table>
<thead>
<tr>
<th>beauty</th>
<th>stress</th>
<th>fame</th>
<th>renew</th>
<th>danger</th>
<th>harm</th>
<th>expense</th>
</tr>
</thead>
</table>

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

6 Reflect.

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

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

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

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

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

   Set a personal learning goal for the next unit ........................................
Read the text about the History of Oman. Put paragraphs a–e into the correct order.

a. In the 7th century, within the Prophet Mohammad’s lifetime, Islam reached Oman. A hadith mentions that the Prophet said ‘God's mercy be on the people of Al Gudabah’ (the people of Oman). They have believed in me although they had not seen me. Qasim bin Qudabah was the first Oman to meet the Prophet Muhammad. Peace be upon Him. He also built Oman’s first mosque, Al Mosta Marjah Mosque in Wilayt Samail.

b. The year 1870 is known as the start of the modern renaissance in the Sultanate. His Majesty, Sultan Qaboos became the leader of Oman. Since that time, he has transformed the country by establishing a modern government, developing natural resources, providing education and healthcare, and building and developing infrastructure. Oman is now a modern, peaceful and prosperous country.

c. Oman has a very rich and interesting history. More than 250 million years ago the whole area was covered by the ocean. We know this because there are fossils in the rocks at the top of Jabal Shamayt and Jabal Harazn. Once the sea level dropped, there is evidence that people may have inhabited the region for more than 100,000 years. In 2006, tools estimated to be 300,000 years old were discovered by the Dhofar Archaeological Project.

d. In 1965, the Omani Empire expanded to include Zanzibar and Zanzibar's north east coast of Africa. Trade records from China show that ivory was shipped from East Africa to China by Oman’s merchants. Zanzibar was also Oman’s trade centre for pearls, dhow, copper and its most famous commodity, cloves. In 1860, the Sultan of Oman, Said bin Sultan, made Zanzibar his main place of residence.

e. Oman was once known as the Kingdom of Majan. Majan was first mentioned in records by the Sumerians as a source of copper from about 2200 BC. The people of Majan were famous for their shipbuilding and sailing expertise. Heaps of pottery from around 2000 BC have been discovered at the Al Jalam medieval archaeological site in Gudarz. The chemicals used to colour the pottery cannot be found in Oman. Therefore, it is believed that Al Jalam was an ancient port. Frankincense was Majan’s most valuable commodity and was traded with many other ancient civilisations along the Incense Route.
2 Read and summarise.

Work in pairs. Read the text in Activity 1 again.
Write a subheading for each paragraph that summarises the main idea of the paragraph.

Paragraph 1 ......................................................... Paragraph 2 .........................................................
Paragraph 3 ......................................................... Paragraph 4 .........................................................
Paragraph 5 .........................................................

3 Read and answer.

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

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

4 Read and match.

Read the text in Activity 1 again.
Match the words from the text to their synonyms in the box below.

<table>
<thead>
<tr>
<th>wealthy</th>
<th>skill</th>
<th>trader</th>
<th>live</th>
<th>product</th>
<th>proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>I inhabit (v) ........................................</td>
<td>2 evidence (n) .....................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 expertise (n) .......................................</td>
<td>4 commodity (n) ....................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 merchant (n) .......................................</td>
<td>6 prosperous (adj) ................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Write.

Work in groups. Read the statements below.
Discuss the evidence from the text in Activity 1 that supports each statement.

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

1 Write and write.

Write the past participle of each irregular verb below.

1 build ........................................... 2 find ........................................... 3 give ...........................................
4 keep ........................................... 5 know ........................................... 6 make ...........................................
7 sell ........................................... 8 take ........................................... 9 teach ...........................................

2 Read and complete.

Read the news reports below.
Complete the reports using verbs from Activity 1 in the past passive tense.

Students raise money with recycled bag designs.

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

Police find missing book.

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

3 Read, discuss and write.

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

- The Omani people built Bahla Fort.
- They built it between the 12th and 15th century.
- They used bricks made out of mud and straw to build the fort.
- UNESCO gave Bahla Fort World Heritage Site status in 1987.
  - The Ministry of Heritage and Culture restored Bahla Fort.
  - The Ministry of Heritage and Culture reopened Bahla Fort in 2012.
4 Read and analyse.

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

<table>
<thead>
<tr>
<th>absolutely</th>
<th>fairly</th>
<th>really</th>
<th>definitely</th>
<th>quite</th>
<th>certainly</th>
<th>very</th>
</tr>
</thead>
</table>

   ...absolutely...
   ..........................................
   ..........................................
   ..........................................
   ..........................................
   ..........................................

   Stronger

   Less
   Strong

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

   We usually put adverbs of degree ________ an adjective.
   We usually put adverbs of degree ________ a verb.
   If a verb has an auxiliary verb e.g. be, have, can, would, etc., we usually put the adverb ________ the auxiliary verb and main verb.

5 Read and choose.

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

What would happen if...

1. a society had no laws?
   If a society had no laws, it would be very / absolutely dangerous.

2. it snowed tomorrow?
   I would really / very like to build a snowman if it snowed tomorrow.

3. there was a war?
   If there was a war, it would be absolutely / fairly terrible.

4. there were no cars?
   If there were no cars, the air would be certainly / really clean.

5. you won one million rials?
   I would definitely / quite give a lot of money to charity if I won one million rials.

6 Discuss.

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

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

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

2. Listen and match.

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

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

3. Discuss.

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

1. Do you think you are a global citizen? Why? Why not?
2. What could you do to be a more active global citizen?
1 Listen to the information about foreign word in English. Try to pronounce the words below. Then listen and put tick in Box 1 next to the words you pronounced correctly.

Foreign Words in English

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

- We are taught the letters c and h make the sound /tʃ/ like in the words chicken or sketch.
- What about the word obey? We pronounce it /'eɪb.ɪ/ not /'eɪb.ɪ/. 
- What about the word archaeology? We pronounce it /ɑːˈkær.ə.ˈlɒ.ˈæ.dʒI/ not /ɑːˈkær.ə.ˈlɑː.dʒI/.
- The word cell is not spelled with a ch but we say /ʃɛl.æɪ/ not /ˈsel.əʊ/.

This is because English words originally came from many different languages.
Sometimes words from other languages are used directly in English. These are often the most challenging to pronounce and spell.

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

<table>
<thead>
<tr>
<th>Box 1</th>
<th>1</th>
<th>2</th>
<th>Box 1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>lingua franca</td>
<td>☐</td>
<td>☐</td>
<td>apostrophe</td>
<td>☐</td>
</tr>
<tr>
<td>boutique</td>
<td>☐</td>
<td>☐</td>
<td>guitar</td>
<td>☐</td>
</tr>
<tr>
<td>enthusiasm</td>
<td>☐</td>
<td>☐</td>
<td>renaissance</td>
<td>☐</td>
</tr>
<tr>
<td>entrepreneur</td>
<td>☐</td>
<td>☐</td>
<td>ghoul</td>
<td>☐</td>
</tr>
<tr>
<td>thesaurus</td>
<td>☐</td>
<td>☐</td>
<td>algorithm</td>
<td>☐</td>
</tr>
</tbody>
</table>
Read and complete.

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

<table>
<thead>
<tr>
<th>Fact File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
<tr>
<td>Place of birth</td>
</tr>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Date of death</td>
</tr>
</tbody>
</table>

Read and match.

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

- Important events in Ahmed’s life
- When/Where Ahmed was born
- In chronological order
- What Ahmed will be remembered for
- Ahmed’s family
- When Ahmed died
- Who Ahmed was/why he was famous
- Ahmed’s childhood/early life
- Ahmed’s significant achievements

Paragraph 1 includes information about .................................................. and ..................................................
Paragraph 2 includes information about .................................................. and ..................................................
Paragraphs 3 & 4 include information about .................................................. and ..................................................
Paragraph 5 includes information about .................................................. and ..................................................
The information in the biography is organised ..................................................

Discuss and discuss.

Discuss the questions about the biography with a partner.

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

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

<table>
<thead>
<tr>
<th>Fact File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
<tr>
<td>Place of birth</td>
</tr>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Date of death (if applicable)</td>
</tr>
</tbody>
</table>

- Important life events (include age/dates)
- Significant achievements (include age/dates)
- Any other information

5 Plan.

Complete the plan provided on page 47 of this book.

6 Write.

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

7 Check your work.

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

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

8 Write.

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

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

2 Sort and write.

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

- trade
- equality
- culture
- leader
- pyramid
- global community
- economy
- human rights
- religion
- Cuneiform writing
- citizen
- empire

3 Read and complete.

Read the sentences 1-6.
Decide whether each sentence should be written in the past active or past passive.
Correct each sentence by changing the verb in brackets into the correct form.

1. Ancient Greece ........................................ by the Romans. (invade)
2. Ancient tools ........................................ by archaeologists in Dhofta. (discover)
3. Merchants in Ancient Mesoamerica ...................... copper. (trade)
4. The Great Ziggurat at Ur ................................ by the Sumerians. (build)
5. Ion Maja ........................................ many books and poems. (write)
6. Fifty countries ........................................ the UN Charter in 1945. (sign)
4 Read and complete.

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

TEIQU
BYTLULOSEA
VYER
LIARYF
DIFTEILENY
RELLAY
TYLCEINAR

Hidden word (hint: not an adverb)

5 Reflect.

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

<table>
<thead>
<tr>
<th>Did you achieve the learning aims of this unit?</th>
<th>Yes</th>
<th>Partly</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand a variety of reading texts, including historical narratives and biographies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand a variety of listening texts, including factual texts and opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and use vocabulary related to civilisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the passive tense to describe past events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use adverbs of degree to express opinions more strongly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate actively in a role play and discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use different expressions to vary your responses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use phrases related to time to sequence information chronologically</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a biography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work in a team to produce a leaflet about an archeological site in Oman</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes, completely
Yes, quite well
Partly, I still feel confused
No, it was really difficult

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

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

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

Set a personal learning goal for the next semester ..............................................................................................
...........................................................................................................................................................................
Plan your writing.

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

**Paragraph 1**
*Explain what the chart(s) shows and describe the main trends in the chart(s).*

**Paragraph 2**
*Describe the chart(s) in more detail. Highlight significant result, similarities or differences.*

**Paragraph 3**
*Summarise the key findings in the chart(s) and any reasons for this.*
2 An Opinion Essay

Plan your writing.

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

Paragraph 1

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

---

Paragraph 2

*Present an idea with examples to support your opinion.*

---

Paragraph 3

*Present another idea with examples to support your opinion.*

---

Paragraph 4

*Summarise your points and remind the reader of your opinion.*

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

**Greeting and opening sentence**
*Greet the recipient and write a polite opening sentence.*

**Paragraph 1**
*Introduce yourself and provide any necessary background information.*

**Paragraph 2**
*State the purpose of your email and your request.*

**Ending the email**
*Write a polite closing comment and sign off.*
Plan your writing.

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

**Paragraph 1**
*Introduce the person and explain why they were/ are famous or well-known.*

**Paragraph 2**
*Describe their early life, e.g. where/ when they were born, their family, their education, etc.*

**Paragraph 3**
*Describe their most important or significant achievements.*

**Paragraph 4**
*If the person is dead, mention the date and place of their death and what they will be remembered for. Or, if the person is alive, mention anything else of interest about them and their future.*
### New Media

| added to | attention spam | awesome | benchmark | blog | blogger | blogging | blog post | brand | bring up | button | camera | chart | click on | column chart | come across | comment | communicate | computer | connect | consequence | contact | cyber bullying | deal with | design | device | digital age | digital native | disappear | download | excessive | false news | feature | follower | gender | glint to | go into | go online | hang up | homepage | hurry up | illustrate | interactive | Internet | journalism | journalist | keep up with | layout | find graph | log in | log out | look in | look up | magazine | make up | media | menu | news | newspaper | online | opinion | participate | pie chart | plug in | podcast | popular | post | radio | reliable | reporter | screen | screenshot | screen time | scroll through | show | significant | sign into | smartphone | social media | source | stereo | suggestion | summarise | summary | surprisingly | table | technology | trust | upload | video | video games | video streaming | watch | website |

### Climate Change

| action | air conditioning | as a result (of) | atmosphere | average | because of | burn | carbon dioxide | carbon footprint | cause | climate | climate change | consequence | consequently | consumer | contribute | danger | debate | design | desalinating | disaster | drought | due to | eco-friendly | effect | emission | end up in | environment | evidence | excessive | expert | extreme | fill up | find out | food | fossil fuel | future | give away | global temperatures | global warming | government | greenhouse effect | greenhouse gas | handicap | habitat | heat | heat wave | ice cap | image | impact | increase | individual | loads | filter | look (for) | material | melt | ocean | planet | plastic | plastic pollution | plastic straw | plastic waste | polar bear | policy | pollution | problem | reduce | regulate | release | responsible | responsibility | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | responsible | 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Writing Reference

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

Writing Sentences.

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

Sentence structure

- A basic sentence in English requires:
  - a subject
    - The subject is the person, thing or idea that the sentence is about.
    - The subject usually comes before the verb and does the action.
  - an object
    - The object receives the action.
    - It usually comes after the verb.
  - a verb
    - The verb tells you what the subject is or does.

Example:  

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<th>The cat</th>
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<th>the mouse.</th>
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agreement

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

Example:

- I is here.   The verb and subject do not agree.
- I am here.   The verb and subject agree.

Writing interesting sentences

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

- **adverbs** to describe verbs.  
  *e.g. The boy quickly threw the ball.*

- **adjectives** to describe nouns.  
  *e.g. The boy quickly threw the tiny ball.*

- **a relative clause** to add more information about a noun.  
  *e.g. The boy quickly threw the tiny ball which was hard and round.*

- **images such as metaphors and similes**, to create a picture in the reader’s mind.  
  *e.g. The boy quickly threw the tiny ball which was as hard as a rock.*

---

**Writing paragraphs.**

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

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

**Paragraph structure**

- A paragraph in English should include:

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

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

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

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

**Punctuation checklist**

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

Editing your work.

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

**Common errors**

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

- Confusing the words its and it’s.
  - *its* refers to something belonging to or connected with a thing that has already been mentioned.
  - *it’s* is the short or contracted form of it is or it has.

- Confusing the words your and you’re.
  - *your* means belonging to someone.
  - *you’re* is the short or contracted form of you are.
Avoiding plagiarism.

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

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

Quotation

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

Paraphrase

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

Summary

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

A summary of a chart (informative)

Top Tips

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

Paragraph 1
Give an overview of the information in the chart and include:

- a sentence that describes the chart (e.g., what, where, when and who)
  - The chart/graph shows...
  - The chart/graph illustrates...

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

Paragraph 2
Write a more detailed description of the trends in the chart and highlight significant results, similarities or differences.

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

Paragraph 3
Summarise the key findings shown in the chart.

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

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

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

Refer also to the chart summary on page 8 of your Classbook.
Climate Change
An opinion essay (evaluative)

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

Organisation

Paragraph 1
Explain the topic in your own words and state your opinion.
- Many people think/believe/argue that ...
- I think/believe/agree/disagree that ...
- In my opinion, ...

Paragraph 2
Present an idea with examples to support your opinion.
- First of all, ...
- One reason why ...
- One advantage/disadvantage of ... is ...
- Therefore ... / This is because ...

Paragraph 3
Present another idea with examples to support your opinion.
- Secondly, ...
- Another reason why ...
- Another advantage/disadvantage of ... is ...

Paragraph 4
Summarise your points and remind the reader of your opinion.
- To summarise ...
- To sum up ...
- In conclusion ...
Spending too much time on social media can have a negative impact on young people. Do you agree or disagree?

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

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

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

In conclusion, social media allows us to connect with people all over the world, but spending too much time on social media can have a negative impact on young people.
Renewable Energy
A formal request email (interactive)

Top Tips

Introduce yourself
Clearly state the purpose of your email and your request
Use polite language

Organisation

Greeting

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

A polite opening sentence (optional).
Write a polite opening sentence.

- I hope that you are very well.

Paragraph 1

Introduce yourself and provide any necessary background information.

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

Paragraph 2

State the purpose of your email and your request.

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

A polite closing comment.

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

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

Sign off.

- Kind regards
- Yours sincerely
- Best wishes
Dear Mr Hamood,

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

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

I look forward to hearing from you.

Kind regards,

[Signature]

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

A biography (narrative)

Top Tips

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

Organisation

Paragraph 1
Introduce the person and explain why they are famous or well-known.
- (Name) was/is a well-known ...
- (Name) was/is a famous ...

Paragraph 2
Describe their early life, for example where/when they were born, their family, their education, etc.
- (Name) was born ....
- His/ Her father was a ... and his / her mother was a ...
- He / She studied (subject) at (school/ university)
- At a young age, he/she ...

Paragraph 3
Describe their most significant achievements.
- His/ Her most important achievement was/is ...
- One of his/ her greatest achievements was/is ...

Paragraph 4
- If the person is dead, mention the date and place of their death and what they will be remembered for.
- He/ She died in (date), at the age of (age).
- He/ She will be remembered as/for ...

- If the person is still alive, mention anything else of interest about them and what they might or hope to achieve in the future.
- (Name) is currently ...
- In the future, he/she hopes to ...
Biography of a former Prime Minister

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

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

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

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

Refer also to the biography on page 46 of your Classbook.
**present simple**

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

<table>
<thead>
<tr>
<th>I you we they</th>
<th>walk</th>
<th>to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>he she it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

never 50 75 100

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

**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.

<table>
<thead>
<tr>
<th>I you we they</th>
<th>have</th>
<th>seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>he she it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
<td>seen</td>
</tr>
<tr>
<td>has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>seen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I you we they</th>
<th>have</th>
<th>the pyramids</th>
</tr>
</thead>
<tbody>
<tr>
<td>he she it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
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<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
<td></td>
</tr>
<tr>
<td>seen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

![Diagram of time line with past and 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 have been waiting
- we have been waiting
- they have been waiting
- he has been waiting
- she has been waiting
- it has been waiting

- I have NOT been waiting
- you have NOT been waiting
- we have NOT been waiting
- they have NOT been waiting
- he has NOT been waiting
- she has NOT been waiting
- it has NOT been waiting

**the passive**

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

The boy wrote the story.
[The boy is more important.]

The story was written by the boy.
[The story is more important.]

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

- It is was invented
- they are invented

**past simple**

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

He went to Australia last summer.
I visited my uncle yesterday.

![Diagram of time line with past and now]

- I arrived
- you arrived
- we arrived
- they arrived
- he arrived
- she arrived
- it arrived

- in the morning
- in the afternoon
- in the evening
- in the winter
- in the summer
- in the spring
- in the autumn
**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.

**past perfect**

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

We form the past perfect using had + past participle.

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

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

**used to**

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

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

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

That building used to be a cinema.

used to is followed by the infinitive of the verb.

**the future**

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

**going to**

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

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

We use the present tense of the verb be + going to + the infinitive of the verb.
the future (continued)

will

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

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

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

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

We use will followed by the infinitive of the verb.

I you we they he she it will live on Mars

third conditional

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

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

- We use the past perfect in the ‘if’ clause.
- We can use would have, could have or might have in the main clause.
- We do not use would have and a past participle in the ‘if’ clause
If everyone had run, he might have lost the race.

if clause main clause

adverbial clauses of time

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

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

adverbial clause of time

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

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

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

comma

adverbial clauses of place

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

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

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

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

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

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.
**adverbial clauses of manner**

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

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

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

The manner clause always comes after a main clause.

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

We use adverbial clauses of manner:

- to show if something **might not be true** or that it is **unreal**.
  
  She talked as though she were the Queen.

- after words such as **act**, **feel**, **look** and **sound**.
  
  He looked as if he was bored.

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

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

**conjunctions**

Conjunctions are **linking** words.

Conjunctions join sentences or clauses.

**the infinitive**

The infinitives are:

- to + infinitive
  
  He went to visit the Statue of Liberty.

- bare infinitive (the infinitive without ‘to’)
  
  Sorry, I can’t help him today.

We use to + infinitive:

1. **after it + be + adjective**
   
   It is nice to see you.

2. **after a noun or a pronoun**
   
   I must take a book to read.
   
   I want you to buy some vegetables.

3. **in some phrases** such as going to, have to, used to
   
   I have to go to school.

4. **after some verbs** such as hope, decide, write, agree
   
   I hope to see you soon.

5. **after question words**
   
   We don’t know where to go.

**Verbs with to + infinitive or -ing**

- Some verbs take to + infinitive.
  
  He decided to build wings.

- Some verbs take -ing.
  
  They began making the wings.

- Some verbs can take to+ infinitive or –ing without a change in meaning.
  
  He started flying higher and higher.

  He started to fly higher and higher.

- Some verbs, such as, **stop**, **go on**, **like**, and **remember** can be followed by the infinitive with to or the –ing form, but the meaning changes.
  
  I like to catch fish using a fine line and net. [We use like +infinitive with to when we want to say it is a good idea.]

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

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

  He was beginning to think of ideas for a story.

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

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

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

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

Must is stronger than should.

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

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

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

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

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

modals of possibility

May, might and could are modals of possibility.

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

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

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

The lake might have been a mirage.

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

It may have four or five legs.

quantifiers: some and any

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

some

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

I’ve got some soup for starters.

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

Can I have some chicken spring rolls please?

We use some in questions when we make an offer.

Would you like some garlic bread?

any

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

Have you got any spring rolls then?

We usually use any in negatives.

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

adjectives

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

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

The small fish.

Most adjectives can go in two positions:

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

The beautiful beaches of Hawaii.

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

The shark was quick.

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:

- big  new  curved  silver  Omani  metal  Khanjar

adjective + preposition

- Sometimes we use a preposition after an adjective.
  
  If you’re tired of the other TV channels, then watch ours.

- Some adjectives only use certain prepositions.
  
  The Sumerians were aware of the Majan civilisation.
  
  NOT
  The Sumerians were aware on the Majan civilisation.

- Sometimes different prepositions can follow an adjective. Depending on the preposition used, the meaning of the sentence or phrase changes.
  
  It was good of Ali to go shopping.
  [tells us about the person]

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

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

adverbs of manner

Adverbs describe verbs.

- There are many different kinds of adverbs.

- We use adverbs of manner to describe how something happens.
  
  The man walked slowly. (Tells us how the man walked.)

- We can put adverbs of manner before the verb.
  
  They angrily shouted at the cat.

    adverb  verb

adverbs of degree

We use adverbs of degree to make the meaning stronger.

fairly  quite
really  very
certainly  definitely
completely  absolutely

We usually put adverbs of degree before an adjective.

He ate a fairly big ice-cream.

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

He walked really fast.
He really walked fast.

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

He was absolutely furious with the manager.

comparatives and superlatives

We use a comparative to compare people or things.

bigger  more beautiful

We make the comparative with adjective + than + noun

An elephant is bigger than a cat.

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

the biggest  the most beautiful

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

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!

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Object Pronoun</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, he, she</td>
<td>me, you, him, her, it, us, them</td>
<td>mine, yours, his, hers, its, our, theirs</td>
</tr>
<tr>
<td>my, your, his, her</td>
<td>yours, yours, his, hers, its, ours, theirs</td>
<td>myself, yourselves, himself, herself, itself, ourselves, themselves</td>
</tr>
</tbody>
</table>

**possessive apostrophes**

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

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

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

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

**direct speech**

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

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

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

**reported speech**

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

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

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saada said, “They’re really very good.”</td>
<td>She said they were really very good.</td>
</tr>
</tbody>
</table>

**compound nouns**

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

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

un + fair = unfair

There are three main types of prefix:

1. Whole word prefixes such as:
   - out- over- under- up
   - outside underwater upstairs

2. Negative prefixes such as:
   - in- un- dis- mis- im
   - incorrect invisible untie

3. Number prefixes such as:
   - uni- bi- tri- deca- centi- milli- multi
   - bicycle triangle centimetre

suffixes

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

meaning (n) + ful = meaningful (adj)
flower (n) + ing = flowering (adj)
clear (adj) + ly = clearly (adv)
excite (v) + ment = excitement (n)

Suffixes change word class.
manage (v) and management (n)

Suffixes can sometimes change meaning.
care and careless

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