

Sultanate of Oman  
Ministry of Education

Second Edition

# Workbook

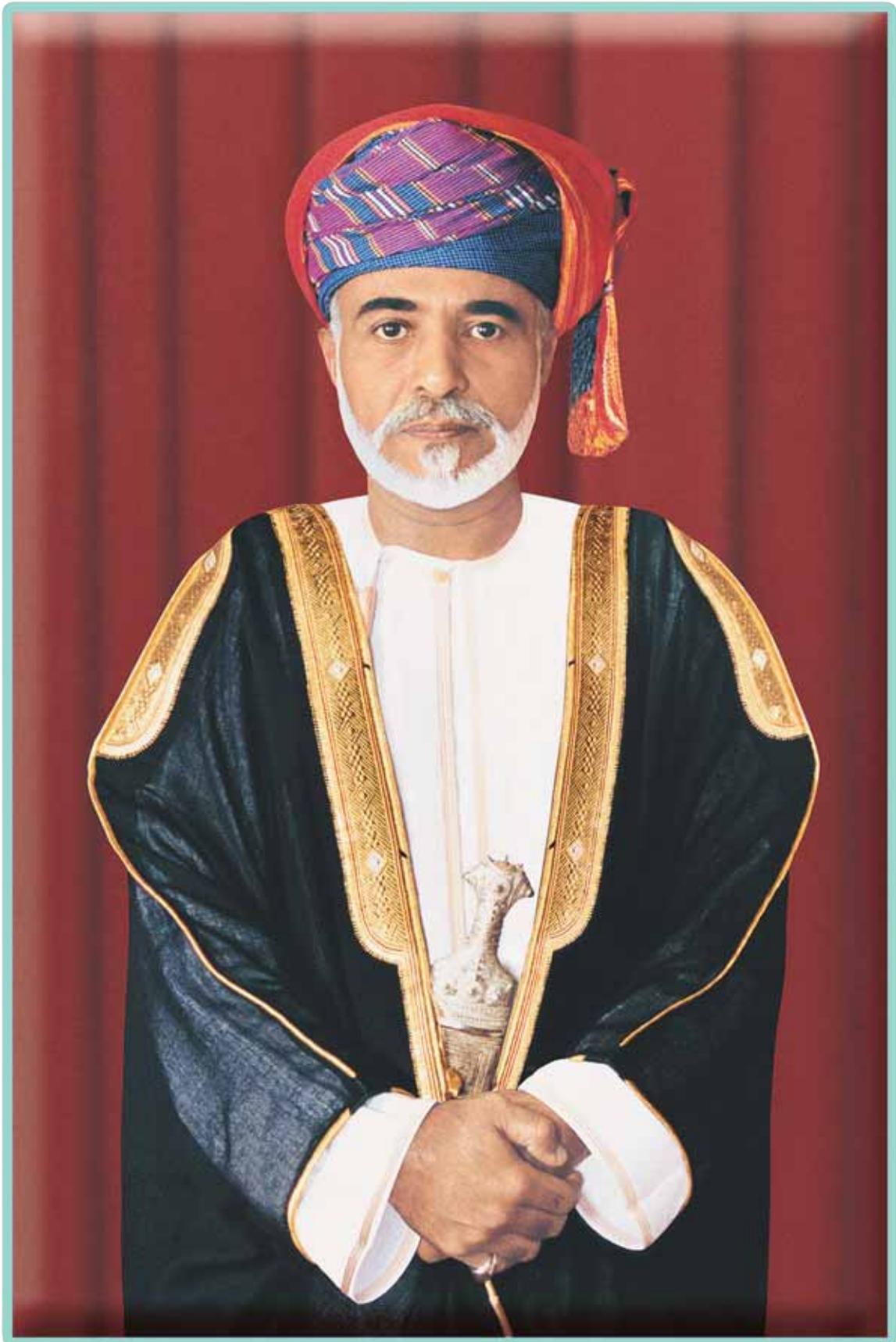
## Grade 11A

# Engage

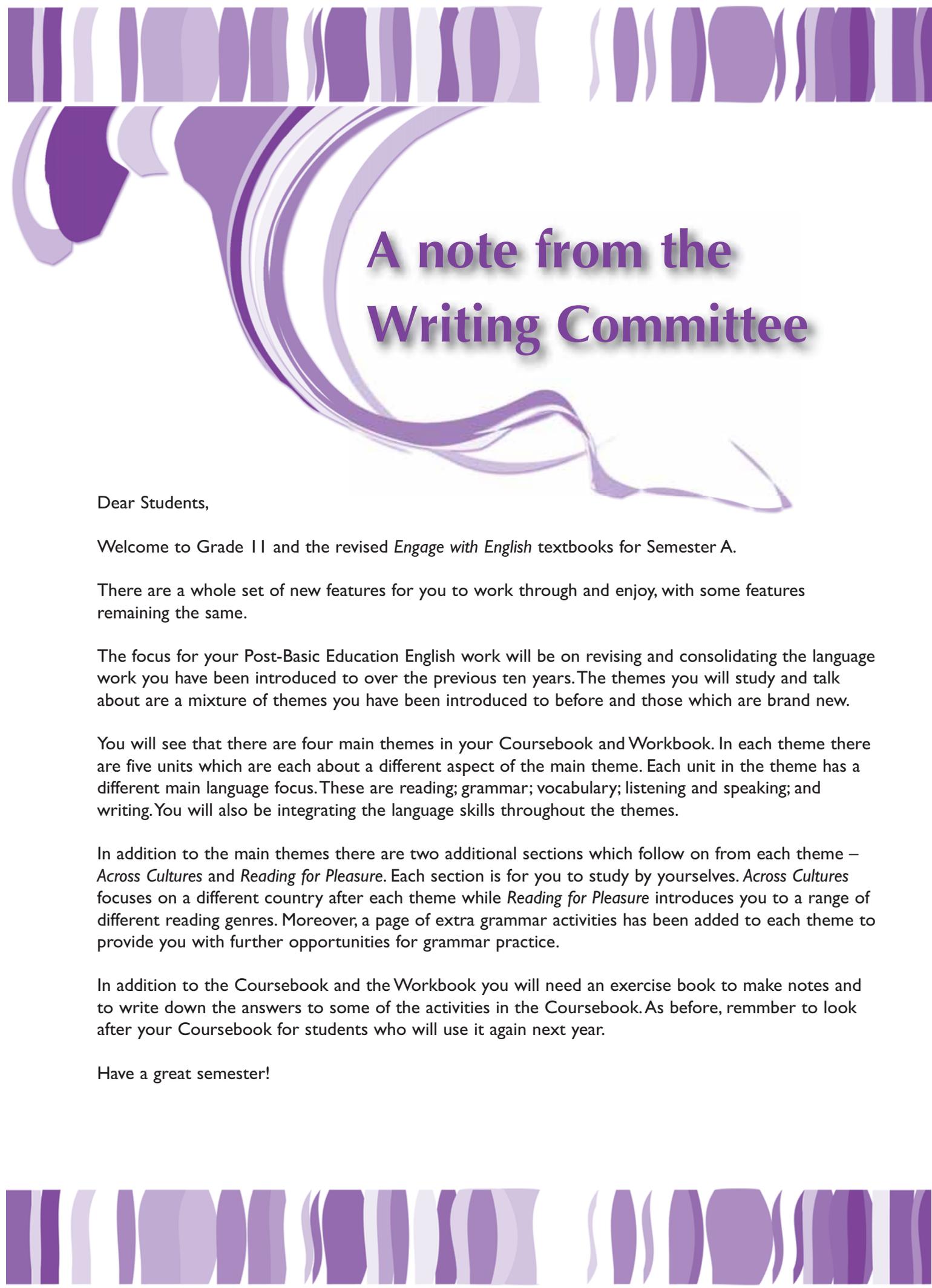
## With English

2015





His Majesty Sultan Qaboos bin Said, Sultan of Oman



# A note from the Writing Committee

Dear Students,

Welcome to Grade 11 and the revised *Engage with English* textbooks for Semester A.

There are a whole set of new features for you to work through and enjoy, with some features remaining the same.

The focus for your Post-Basic Education English work will be on revising and consolidating the language work you have been introduced to over the previous ten years. The themes you will study and talk about are a mixture of themes you have been introduced to before and those which are brand new.

You will see that there are four main themes in your Coursebook and Workbook. In each theme there are five units which are each about a different aspect of the main theme. Each unit in the theme has a different main language focus. These are reading; grammar; vocabulary; listening and speaking; and writing. You will also be integrating the language skills throughout the themes.

In addition to the main themes there are two additional sections which follow on from each theme – *Across Cultures* and *Reading for Pleasure*. Each section is for you to study by yourselves. *Across Cultures* focuses on a different country after each theme while *Reading for Pleasure* introduces you to a range of different reading genres. Moreover, a page of extra grammar activities has been added to each theme to provide you with further opportunities for grammar practice.

In addition to the Coursebook and the Workbook you will need an exercise book to make notes and to write down the answers to some of the activities in the Coursebook. As before, remember to look after your Coursebook for students who will use it again next year.

Have a great semester!



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# Contents

Theme

Unit 1

Unit 2

1

## Communication

read a text both for gist and detail

analyse the structure of a reading text

review ways of differentiating between uses of present simple and present continuous verb forms

review question words

2

## Those Teenage Things

identify the main ideas in a reading text

use language associated with adolescence

review ways of differentiating between uses of past simple and past continuous verb forms

3

## Travellers and Tourists

practise skimming and scanning skills

sort information into categories

review ways of expressing the future

put paragraphs into a sequence

4

## Innovation

consider 'focus questions' when reading a text

infer meaning from context

match words and phrases to meanings

review past participles of verbs

review past passive verb forms



# Map

## Unit 3

use language associated with mobile phones, and SMS language

understand and use abbreviations

## Unit 4

analyse what makes a conversation successful

practise conversational strategies

## Unit 5

analyse the structure of an e-mail

consider rules for writing an e-mail

write an informal e-mail

focus on adjectives describing personal qualities

use language associated with friendship

listen for specific information

practise ways of asking questions

understand and use a simple correction code for proofreading

write an informal letter to a problem page

use language associated with holiday brochures and tourist attractions

focus on adjectives used in descriptions of places

listen for gist and specific information

practise making and responding to suggestions

take part in a debate

analyse a description of a tour

listen to a series of events and put them into sequence

design a tour for visitors to Oman

use language associated with innovation and inventions

build up a table of word forms

use language associated with virtual reality

practise the use of indirect questions

focus on strategies to make a listening text easier

use language associated with e-shopping, and joining an online DVD club

write an e-mail of complaint



# Learning Outcomes for Grade 11A

## Theme 1 Communication

- can analyse the structure of a reading text, and identify topic sentences in paragraphs
- can understand and use present simple and present continuous verb forms
- can use language associated with communication and telecommunication
- can analyse what makes a conversation successful
- can make conversations using everyday phrases
- can analyse the structure of an e-mail
- can write an informal e-mail

## Theme 2 Those Teenage Things

- can identify the main ideas in a reading text
- can understand and use past simple and past continuous verb forms
- can use language associated with adolescence and friendship
- can predict vocabulary and content of a listening text
- can listen for specific information
- can proofread using a simple correction code
- can write a letter to a problem page

### **Theme 3 Travellers and Tourists**

- can use skimming and scanning skills
- can sort information into categories
- can express the future using a variety of verb forms
- can use language associated with holidays and tourism
- can conduct an interview with a partner
- can write descriptions of places
- can write a description of a tour

### **Theme 4 Innovation**

- can use 'focus questions' to understand a reading text better
- can use past passive verb forms
- can use language associated with innovation and inventions
- can ask and answer questions in a quiz
- can find out information through a questionnaire
- can understand the rules of an online club
- can write an e-mail of complaint

## Unit 1 Body Language

**1** Complete the plan below with phrases from the box at the top. The plan refers to the reading text on page 2 of your Coursebook. Write out the phrases on the writing lines beside the appropriate paragraph.

- |                                  |  |
|----------------------------------|--|
| <del>body language in jobs</del> | what body language is                              |
| sending the right signals        | police officers' and politicians' body language    |
| <del>answers to questions</del>  | differences between liars and listeners            |
| <del>job interviews</del>        | <del>body language as a key to understanding</del> |

### Plan of Reading Text

Paragraph 1 body language as a key to understanding

\_\_\_\_\_

Paragraph 2 body language in jobs

\_\_\_\_\_

Paragraph 3 job interviews

\_\_\_\_\_

Paragraph 4 answers to questions

\_\_\_\_\_

**2** Choose a sentence from the list below which you could add to the end of each paragraph of the reading text on page 2 of your Coursebook. Write the number of the paragraph in the box to the right of each sentence. The first one has been done as an example. Note: There is **ONE** extra sentence. Write its letter in the box below.

- |   |   |                                       |
|---|---|---------------------------------------|
| a | In this way, you can use body language to help you get a job.                                 | <input checked="" type="checkbox"/> 3 |
| b | These signals can be both positive and negative.  | <input type="checkbox"/>              |
| c | When you want to use body language positively, make sure you copy the listener, not the liar! | <input type="checkbox"/>              |
| d | Animals started using body language millions of years ago.                                    | <input type="checkbox"/>              |
| e | They don't want to lose votes by sending out the wrong kind of signals.                       | <input type="checkbox"/>              |

Extra sentence =

- 3** Find words or phrases in the reading text on page 2 of your Coursebook which mean the same as the words and phrases below. Write them on the appropriate lines.

Example: *all the time (adv) = constantly (paragraph 1)*

- a actions made with your hands **(n) (paragraph 1)** \_\_\_\_\_
- b looks on your face **(n) (paragraph 1)** \_\_\_\_\_
- c know, identify **(v) (paragraph 2)** \_\_\_\_\_
- d is concentrating on **(adj) (paragraph 2)** \_\_\_\_\_
- e pieces of information **(n) (paragraph 2)** \_\_\_\_\_
- f responsible, sensible **(adj) (paragraph 2)** \_\_\_\_\_
- g confidently, having a plan **(adv) (paragraph 3)** \_\_\_\_\_

- 4** Animals have ways of exchanging information too. Look at the pictures below. How do you think these animals communicate with each other? Listen to the information. As you listen, make notes in your exercise book to answer the questions below.

- ① Why is it important for animals to communicate with each other?
- ② How do each of the animal groups below communicate?



## Unit 2 The Internet

1

Match each verb from a – i with an appropriate word or phrase from the box. Write the word or phrase on the line provided beside each verb. Note: There is ONE extra word in the box.

your computer  
websites

a password  
the Internet

online  
a message

a number  
music

e-mails  
mouse

- |            |                 |          |       |             |       |
|------------|-----------------|----------|-------|-------------|-------|
| a visit    | <u>websites</u> | d dial   | _____ | g go        | _____ |
| b surf     | _____           | e key in | _____ | h switch on | _____ |
| c download | _____           | f text   | _____ | i send      | _____ |

2

In pairs, complete the text below by choosing words and phrases from Activity 1. Put ONE word or phrase in each gap.

"How much time do I spend using IT every day? Lots! When I get home from school, I (1) \_\_\_\_\_ my computer, and check my (2) \_\_\_\_\_. I usually need to (3) \_\_\_\_\_ a couple of e-mails too. While I'm (4) \_\_\_\_\_, I sometimes (5) \_\_\_\_\_ the Internet to do research for my homework, and then I make a note of the (6) \_\_\_\_\_ I visit for reference. I'm joining an online music club after my birthday next week, so that I can buy and (7) \_\_\_\_\_ new music straight from the Internet. After using my computer, I usually (8) \_\_\_\_\_ a few messages to my friends on my mobile."

3

Which words in the box on the right complete the questions? Discuss the answers to the questions with your group.

- |   |  |
|---|--|
| a _____ you use the Internet?                                 | <p>Who<br/>Why<br/>How<br/>Do (x3)<br/>What<br/>Which<br/>When</p> |
| b _____ do you use it for?                                    |  |
| c _____ many times a day do you go online?                    |  |
| d _____ do you like to surf the net – before or after school? |  |
| e _____ websites do you visit most often?                     |  |
| f _____ you visit chat rooms?                                 |  |
| g _____ do you chat to?                                       |  |
| h _____ you have your own website?                            |  |
| i _____ do you think that people write blogs?                 |  |

**4** Choose the correct form of the verb and underline the best answer. Look again at the 'Grammar Recall' box on page 5 of your Coursebook, then decide which usage best matches each sentence, and write the correct letter in the box at the end of the sentence.

- |   |   |
|---|---|
| <p>1 What book <b>are you reading / do you read</b> at the moment? <input type="checkbox"/></p> <p>2 She <b>is e-mailing / e-mails</b> her mother at nine this evening. <input type="checkbox"/></p> <p>3 He <b>is writing / writes</b> a blog every day. <input type="checkbox"/></p> <p>4 They <b>do not text / are not texting</b> me any more. <input type="checkbox"/></p> | <p>5 My grandparents <b>do not understand / are not understanding</b> the Internet because they are too old! <input type="checkbox"/></p> <p>6 He <b>is downloading / downloads</b> some new music right now. <input type="checkbox"/></p> <p>7 I <b>am getting / get</b> a mobile phone for my birthday. <input type="checkbox"/></p> <p>8 <b>Are you listening / Do you listen</b> to what I'm saying? <input type="checkbox"/></p> |
|---|---|

**5** How many mistakes can you find in the following blog? Find and underline the mistakes. Write the corrected sentences in your exercise book.

<<<<
Boy Blogger of Sohar

**Thursday 5<sup>th</sup>**  
 Another good day for me – I'm having my first driving lesson this morning. Drivers of Oman – take care! I'm having my licence from the police and my dad takes me to the driving centre. I'm a bit nervous, but very excited!  
 Later – WOW!!! 😊😊😊 I love driving!

**Saturday 7<sup>th</sup>**  
 I'm at college! I write this in my English class. Everyone else is writing an essay, but I finished mine. This is much more interesting. Oops! I think Mr Ahmed comes my way – time to go!

**Sunday 8<sup>th</sup>**  
 My favourite hobby at the moment finds football club websites on the net. All you fans out there, here are the sites for you; <http://www.alahli.net.ae>, <http://www.salalahboys.com> and my own top team <http://www.united.co.uk>. Let me know of links to your favourite teams, and I'll post them on my website.

**Wednesday 11<sup>th</sup>**  
 Last day of college for this week. I'm loving Wednesdays! – except for all the homework we get for the weekend. I've got football in the morning, English after break then maths and Arabic. Then I go round to my cousin's house for an hour or two of computer games and a party this evening for my grandfather's birthday. Good day ahead! 😊 And tomorrow?  
 My second driving lesson. 😊 What about you, readers? Do you like Wednesdays? Do you like playing football and computer games? Let me know, and I'll post your comments on my site.

**About Me:**

**Name:**  
Boy Blogger

**Location:**  
Sohar, Oman

**View my profile**

**Links**

- [Al Ahli](#)
- [Salalah Boys](#)
- [Man United](#)

**Previous Posts**

- [Wednesday 4th](#)
- [Tuesday 3rd](#)
- [Monday 2nd](#)
- [Sunday 1st](#)
- [Saturday 30th](#)

**6** Turn to page 64 of your Workbook and complete the grammar practice activities.

## Unit 3 Mobile Phones

**1** Match the pictures of these features on a mobile phone with the definitions below. Write each number in the box beside the correct definition.

1



Contacts

2



Gallery

3



Log

4



Messaging

5



Settings

6



Calendar

- a where you can create, send and receive messages
- b where you can find out the date
- c where you can store music or video files
- d where you can keep a list of people's names
- e where you can find a record of calls you have made or received
- f where you can change the way the information on your phone is displayed

**2** Complete the sentences a - h, using the words and phrases in the box below. Put **ONE** word or phrase in each gap.

hands free  
busy

voicemail  
switch off

predictive  
keypad

text  
ringtone

- a When you call someone and they are already talking to someone else, their number is \_\_\_\_\_.
- b If you call someone and they don't answer, you can leave a message on their \_\_\_\_\_.
- c Don't forget to \_\_\_\_\_ your phone in the mosque.
- d When you want to send someone a message, you can \_\_\_\_\_ them.
- e If you want to have a phone in your car, you should get a \_\_\_\_\_ kit.
- f Yesterday I changed the \_\_\_\_\_ on my phone. I'm still getting used to the new sound.
- g Before you can start using your phone, you have to unlock the \_\_\_\_\_.
- h If you want to send a message quickly, use \_\_\_\_\_ text.

**3** Listen to the voicemail messages. Complete the table below with the missing information.

Name	Number	Caller	Why?	Where?	When?
Budoor	39268784				
Tony			pick up father		
Osama				Khalifa's house	
Sara					2.30

**4** Fill in each gap in the conversation below with one of the words in the box at the top.

somewhere      anyone      anything      nothing (x 2)  
 something      no-one      everything (x 2)      anywhere

**a** Khalid: Where are you going? \_\_\_\_\_ nice?  
 Ali: No, just to my brother's house.  
 Khalid : What's the occasion?  
 Ali: \_\_\_\_\_ special, just dinner.  
 Khalid : Who is going to be there? \_\_\_\_\_ I know?  
 Ali: \_\_\_\_\_ special. just my family.

**b** Bob: Excuse me. Do you know \_\_\_\_\_ about cars?  
 Peter: Yes, a little. Do you have a problem?  
 Bob: There's \_\_\_\_\_ wrong with the engine.  
 Peter: I think you'd better find a garage. I know there's one \_\_\_\_\_ around here.

**c** Customer: Excuse me. There's \_\_\_\_\_ in your shop.  
 Assistant: Yes, Madam.  
 Customer: But the sign in the window says ' \_\_\_\_\_ must go.'  
 Assistant: Yes, Madam. \_\_\_\_\_ has already gone!

## Unit 4 Communication Skills

1

**Work with a partner. One student takes Topic A (The Internet) and the other Topic B (Mobile Phones). Read the information in the relevant fact file and prepare a short talk. You may add on or expand the information given. Take time to practise by yourself first. Make sure that you speak in complete sentences, use facial expressions and maintain eye contact with your partner.**



### **FACT FILE A. The Internet**

- global system of computer networks linked together
- also called 'the net'
- began: 1960s in the USA military
- used for: online shopping, booking holidays and sending e-mails
- languages: main language English, followed by Chinese and Spanish
- number of users worldwide: over 2 billion
- the biggest percentage of Internet users: Sweden (78% of the population)

[www.bspcn.com](http://www.bspcn.com)



### **FACT FILE B. Mobile Phones**

- originally invented by Motorola
- other names: 'mobiles' or 'cells'
- first used: 1973
- used for: calling, texting, filming, playing music and other things
- banned at some sporting events such as golf and tennis competitions, also hospitals
- reasons for ban: noise, and distracting players
- number of users worldwide: 3.3 billion
- average number of texts sent by teenagers in Korea: 200,000 every year

[www.productsusp.com](http://www.productsusp.com)

2

**Teenagers sometimes find it difficult to make conversation. Listen to Mark talking about a problem he had as a teenager. As you listen, write notes on the writing lines to answer the questions below.**

- 1 What was Mark's problem? \_\_\_\_\_
- 2 What caused his problem? \_\_\_\_\_
- 3 What did he do to cure it? \_\_\_\_\_

**3 Listen to the interview with Marina White talking about shyness, and answer the questions below.**



- ① What is Marina White's profession?  
 (a) singer    (b) writer    (c) actress    (d) teacher
- ② Has she ever suffered from shyness? (a) Yes    (b) No
- ③ According to Marina, many famous people are:  
 (a) shy    (b) not shy    (c) over confident    (d) not confident enough
- ④ Which of the following ways does she suggest to cure shyness? Tick the boxes.
 

a Don't think about yourself when you are talking to someone else.	<input type="checkbox"/>
b Show the person you are talking to that you are interested in what they are saying.	<input type="checkbox"/>
c Always say hello to people.	<input type="checkbox"/>
d Smile and make eye contact.	<input type="checkbox"/>
e Ask questions and listen to answers.	<input type="checkbox"/>
f Talk to at least one new person every day.	<input type="checkbox"/>
g Find a good role model to copy.	<input type="checkbox"/>

**4 Write down a question to ask someone about each of the subjects below. Then practise the conversation with a partner. Follow up with other questions and show interest in what your partner is saying. Try to keep the conversation going.**

- family
- free time activities
- their last holiday
- their plans for the weekend

*Example:*

A: *What do you do at weekends?*

B: *I love going shopping.*

A: *Really? What kind of shops do you like?*



**5 Read the phrases in the Soundbites box on page 8 of your Coursebook again. With a partner, make up two short conversations that include some of these phrases. Act out your dialogues in front of the class.**



That's interesting.

I'm sorry to hear that.



# Theme 1

## Unit 5 E-Mail

1

Label the diagram below with the different parts of an e-mail. Put the number of each item next to the correct letter.

① new message

② forward

③ body of text

④ send

⑤ sender

⑥ greeting

⑦ reply

⑧ recipient

⑨ signature

⑩ reply to all

⑪ subject line

⑫ copy to (CC)

⑬ flag

⑭ date

The diagram shows an email interface with the following parts labeled:

- a**: New message icon
- b**: Forward icon
- c**: Reply icon
- d**: Reply to all icon
- e**: Send icon
- f**: Flag icon
- g**: Sender: Yasser Ali (yasser.ali@bigmail.com)
- h**: Recipient: Saleem Mohammed (saleem@bba.edu.om)
- i**: Recipient: habiba.@bba.edu.om; sara@bba.edu.om
- m**: Subject line: conference in May
- n**: Date: 7.1.08

The body of the email contains the following text:

Dear Professor Mohammed,

Thank you for agreeing to host the regional conference on 'Education in the 21<sup>st</sup> Century' at your institution in May.

I would like to suggest that we arrange a meeting for all staff who will be involved in the organisation of the conference on Wednesday of next week at 2.30pm here at the university. Please let me know if this is suitable for you and your staff.

I look forward to seeing you then.

Yours sincerely,

Dr. Yasser Ali  
Dean  
Faculty of Education  
British University in Oman

**2** Choose one of the messages below as the topic for an e-mail you are going to write. Discuss with a partner why you have chosen this topic, and what you are going to include in it.

- a A message to your aunt thanking her for the money she gave you to buy some new clothes for Eid.
- b A message to your teacher explaining why your homework is always late.
- c A message to a friend asking for information about a new computer game.
- d A message to a friend inviting him/her to your sister's/brother's wedding.
- e A message to the blogger in Unit 2 telling him about your favourite website.

**3** Write your e-mail message. Refer to the Writing Guide on page 102 of your Workbook for help with layout and language. Write a first draft of your e-mail in your exercise book. After editing your first draft, write a final draft in the body of the blank e-mail below.

<b>From:</b>	
<b>To:</b>	
<b>Date:</b>	
<b>Subject:</b>	

Below the table are 15 horizontal lines for writing the email body.

# Across Cultures United Kingdom

**1** Read the text about the United Kingdom on pages 12 and 13 of your Coursebook. Then fill in the information in the table below.

Name	How It Is Made Up	Capital City
The United Kingdom (UK)	1. _____ England _____ 2. _____ 3. _____ 4. _____	1. _____ London _____ 2. _____ 3. _____ 4. _____
Britain or Great Britain (GB)	1. _____ 2. _____ 3. _____	
People in the UK	1. _____ English _____ 2. _____ 3. _____ 4. _____ 5. <u>People from the Caribbean.</u> _____, Pakistan and _____.	

**2** Decide if the following statements are True, False or if there is no information given. Write **T**, **F** or **NG** in the box to the right of each statement.

- |  |                          |
|--|--------------------------|
| 1 Britain and the United Kingdom are the same.       | <input type="checkbox"/> |
| 2 Gaelic is spoken in Scotland and Northern Ireland. | <input type="checkbox"/> |
| 3 Dr Johnson was a famous Scottish writer.           | <input type="checkbox"/> |
| 4 London Zoo has more than six thousand animals.     | <input type="checkbox"/> |
| 5 Horse-racing is the most popular sport in the UK.  | <input type="checkbox"/> |
| 6 Cats are the most popular British pet.             | <input type="checkbox"/> |

**3** Answer these questions on the lines provided.

- 1 What subject do British conversations often start with? \_\_\_\_\_
- 2 What is the Welsh national stereotype? \_\_\_\_\_
- 3 What is the business area of London called? \_\_\_\_\_
- 4 How many parks are there in London? \_\_\_\_\_
- 5 Where is St Andrews? \_\_\_\_\_
- 6 What sport takes place at Wimbledon? \_\_\_\_\_

# Reading for Pleasure

## William Shakespeare's *Romeo and Juliet*

Romeo and Juliet is a tragedy about two young people who fall in love, but cannot marry openly because their families hate each other. Then get married in secret with tragic results.

Romeo and some friends go to a party given by the Capulet family. Everyone at the party wears masks so Romeo and his friends are not recognised. At the party, Romeo meets and falls in love with a young girl named Juliet. They discover that she is a Capulet and he is a Montague. One evening, Romeo climbs over the wall of the Capulet home to see Juliet and tell her of his love. Before Romeo can speak, Juliet comes onto the balcony of her room and speaks her thoughts aloud. This is called a soliloquy. Juliet's soliloquy is one of the most famous scenes in all Shakespeare's plays.

In Shakespeare's time, English was very different to the English we use today. Look at the table below to help you understand Shakespeare's English.

In her soliloquy, Juliet asks 'Wherefore art thou Romeo?' In modern English, this would be 'Why do you have to be Romeo – a Montague?' She realises that Romeo's family name does not change who he is. Here is the famous balcony scene.

### Juliet:

O Romeo, Romeo! Wherefore art thou Romeo?  
Deny thy father and refuse thy name;  
Or, if thou wilt not, be but sworn my love,  
And I'll no longer be a Capulet...  
'Tis but thy name that is my enemy;  
Thou art thyself, though not a Montague.  
What's Montague? It is nor hand, nor foot,  
Nor arm, nor face, nor any other part  
Belonging to a man. O, be some other name!  
What's in a name? that which we call a rose  
By any other name would smell as sweet;  
So Romeo would, were he not Romeo call'd.  
Retain that dear perfection which he owes  
Without that title. Romeo, doff thy name,  
And for that name which is no part of thee  
Take all myself.

### Romeo:

I take thee at thy word:  
Call me but love...  
Henceforth I never will be Romeo.



Shakespeare's English	Modern English
thou	you
thy	your
wilt	will
sworn	named
art	are
doff	take off
thee	you
henceforth	from now on
'Tis	It is
Wherefore	Why

## Review and Reference

### 1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a use vocabulary related to communication and telecommunication			
b differentiate between the present simple and the present continuous			
c talk about mobile phones			
d use SMS language			
e improve my communication skills			
f analyse what makes a conversation successful			
g make conversation using everyday phrases			
h analyse the different parts of an e-mail			
i write an e-mail			

## GRAMMAR RECALL

### Use the present simple for:

- a habits/routines
- b a situation that is true
- c describing a permanent state

### Use the present continuous for:

- d actions that are happening right now
- e activities or situations that are happening now, although maybe not at the exact moment of speaking
- f plans or arrangements for the future

### 2 Choose the correct form of the verb in these sentences.

- a You **live/are living**, in Sur, don't you?
- b No thanks, I **don't eat/I'm not eating** chocolate.
- c I **am playing/play** volleyball every Thursday.
- d I **am looking/look** for someone with a blue car.
- e What **are/do** oryxes **eating/eat**?
- f Aqeel **is studying/studies** in Nizwa at the moment.
- g **Are/Do** you **doing/do** anything on Wednesday evening?

**3** Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.

Verb	Noun	Adjective

**4** Complete each sentence with a word from the Glossary on page 16 of your Coursebook. Put ONE word in each gap.

- a He held out his hands to us in a \_\_\_\_\_ of welcome.
- b I like that new song. I'm going to \_\_\_\_\_ it onto my MP3 player.
- c What's wrong with my computer? I can't \_\_\_\_\_ to the Internet.
- d Make sure your body language is positive if you want to do well in a \_\_\_\_\_.
- e I'm sorry I couldn't text you, but I left my \_\_\_\_\_ at home.
- f My neighbour and I had a great \_\_\_\_\_ about holidays.
- g That isn't true. Why are you such a \_\_\_\_\_?
- h You can find information very quickly these days by going \_\_\_\_\_.
- i My friend has started a \_\_\_\_\_ so I think I'll start one too.
- j He is \_\_\_\_\_ that he will pass his exams.
- k Did you get my \_\_\_\_\_? I left it on your voicemail.
- l My sister has bought a new \_\_\_\_\_. It's much easier to carry than her old one.
- m Dolphins and monkeys have very interesting methods of \_\_\_\_\_.
- n Many older people have never used the \_\_\_\_\_.

## PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme  
\_\_\_\_\_
- two things you didn't know before  
\_\_\_\_\_
- two things you want to find out more about  
\_\_\_\_\_

## Unit 1 Goodbye to Childhood

**1** In groups, read the quotation below. Discuss what, in your personal experience, are the best and worst things about adolescence.



“It was the best of times, it was the worst of times . . .”

Opening line of *A Tale of Two Cities* by Charles Dickens,

*English novelist, 1812 - 1870*



**2** Read the text on page 18 of your Coursebook again. Fill in each of the gaps in the summary below with **ONE** word from the text.

The period between childhood and adulthood is called **(1)** \_\_\_\_\_. The teenage years can be **(2)** \_\_\_\_\_ and confusing for young people as they change from children to adults.

During this period, changes in chemical substances called **(3)** \_\_\_\_\_ cause changes to the body. One change is a growth **(4)** \_\_\_\_\_ which usually occurs later in boys than in girls.

Teenagers often believe that they are more important than they are. They become very **(5)** \_\_\_\_\_ about their appearance. For example, they get easily embarrassed by ugly red spots on the face known as **(6)** \_\_\_\_\_.

Although many teenagers want to be **(7)** \_\_\_\_\_, the truth is that they still need their families. But there will be **(8)** \_\_\_\_\_ within a family if a teenager seems to value his friends' opinions and ideas more highly than his family's.

**3** Look at the picture below. How is this young person feeling? Read the text on page 17 about 'A Time to Experiment.' Check the meanings of any unknown vocabulary in your dictionary.



## A Time to Experiment

Adolescence is a time when young people start to question themselves and the world around them. They start looking at themselves in a new way. They are searching for their identity and for answers to the big questions – “Who am I?” “Where am I going in life?”

Teenagers love to experiment and are constantly trying things out. They experiment with new fashions, new music, new food, new make-up, new jewellery and new hairstyles. Teenagers in the West sometimes shave their heads, grow their hair or colour it pink or yellow according to the fashions.

Sometimes these experiments end in disaster!

Above all, it's important for a teen to be cool and popular with his or her friends. Many teenagers who start smoking do so only because of peer pressure. As one seventeen-year old boy said, “I know smoking is bad for my health, but ... it's a social thing, a good way to sit down and chill with my friends.” Fast food outlets have become very important for teenagers. Many don't

care that too many pizzas and burgers are unhealthy and

should only be eaten as part of a balanced diet. They see fast food places as ideal places to hang out with their friends.



4

Choose the most suitable meaning, within the context of the text, for each of the following words.

- 1 **cool (adj)** – (a) cold (b) calm (c) attractive
- 2 **peer pressure (n)** – feeling of wanting approval from  
(a) teachers (b) family (c) friends the same age
- 3 **chill (v)** – (a) something cold (b) relax (c) become less hot
- 4 **hang out (v)** – (a) spend time with (b) study (c) go shopping

5

In groups, choose ONE of the following topics. Note down your ideas about the topic, using examples from your personal experience. Discuss the topic with your group. Then write a paragraph summarising your ideas.

- a The reasons why it is easier (more difficult) to be a teenager than a child.
- b Bad health habits of teenagers.
- c What I miss most about my childhood.

## Unit 2 Teens and Adults

1

Read the words in the column on the left of the page and check the meanings in your dictionary. Fill in the blanks in the sentences with **ONE** word in each gap. Then read the sentences again and discuss the views expressed. Are they things which you or your parents might say?



### Teenagers Talking About Parents

interrogate

moody

critical

suspicious

comparing

untidy

treats

glued

1. "They are always **(1)** \_\_\_\_\_ of me, as if I'm up to no good. They don't trust me at all."
2. "When I want to go out, they **(2)** \_\_\_\_\_ me. Where are you going? Who are you going with? What time will you be back?"
3. "They're always **(3)** \_\_\_\_\_ me to my older sister. She's perfect; I'm not!"
4. "They're so **(4)** \_\_\_\_\_ of me all the time. I can't seem to do anything right."

### Parents Talking About Teenagers

5. "She used to be so sweet. But now she's always bad-tempered and **(5)** \_\_\_\_\_."
6. "He's **(6)** \_\_\_\_\_ to his computer. He even eats in front of it."
7. "We've always been a close family, but now she **(7)** \_\_\_\_\_ me, her own mother, as if I'm a stranger."
8. "He's so **(8)** \_\_\_\_\_. He leaves his clothes lying all over the floor."

**2** You are going to listen to the first part of a conversation between Carol Brown and her friend, Sally. Carol is talking about her teenage daughter, Jane. After listening, write the answer to the question a on the line beside the question, then do part b of the activity.

- a. Why is Carol worried about Jane? \_\_\_\_\_
- b. Now listen to the next part of the conversation and fill in the table with the missing information.

<p><b>1. Reasons that Jane likes smoking</b></p>	<p>a _____</p> <p>b _____</p>
<p><b>2. Reasons why Jane shouldn't smoke, according to Carol</b></p>	<p>a _____</p> <p>b _____</p> <p>c _____</p>

**3** Jane is talking to a friend the next day. Complete her story by putting each verb in brackets into the past simple or past continuous form.

Hi, Jo! Last night a terrible thing (1) \_\_\_\_\_ (happen). My mum (2) \_\_\_\_\_ (catch) me smoking. I was upstairs in my room. I (3) \_\_\_\_\_ (sit) on my bed, reading a book when the door opened and she (4) \_\_\_\_\_ (come) in. I nearly freaked out. She was so suspicious! "What's that awful smell, Jane?" she (5) \_\_\_\_\_ (ask). "Nothing, Mum," I (6) \_\_\_\_\_ (answer). Then she (7) \_\_\_\_\_ (see) an empty packet of cigarettes under my bed. "Oh, Jane," she (8) \_\_\_\_\_ (say). "What (9) \_\_\_\_\_ (do)? (10) \_\_\_\_\_ (smoke)?"



**4** Make up five sentences about what you were doing when something else happened. Put one verb in each sentence in the past simple and another verb in the past continuous. Write the sentences on the lines below and compare them with a partner.

Examples: I was drinking a cup of coffee when the doorbell rang.  
 While he was walking along the road it started to rain.  
 They were driving to Salalah when their car broke down.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**5** Turn to page 65 of your Workbook and complete the grammar practice activities.

## Unit 3 Teenage Friendships

**1** Read through the list of adjectives describing a person's qualities. In pairs or groups, decide if the word is a positive or a negative attribute. Write the adjective into the appropriate column. Choose five adjectives from each column and make sentences containing each one.

- dependable
- lazy
- smart
- hardworking
- easygoing
- impatient
- moody
- sensitive
- thoughtful
- cowardly
- grumpy
- selfish
- cheerful
- silly
- dishonest
- loyal

Positive attribute	Negative attribute

**2** In groups, read the four proverbs below about friendship. Discuss what you think they mean. Then discuss questions a and b.

**“A friend in need is a friend indeed.”**

**“Make new friends and keep the old. One is silver, the other gold.”**

**“To have a friend, be a friend.”**

**“A friend is one who walks in when others walk out.”**

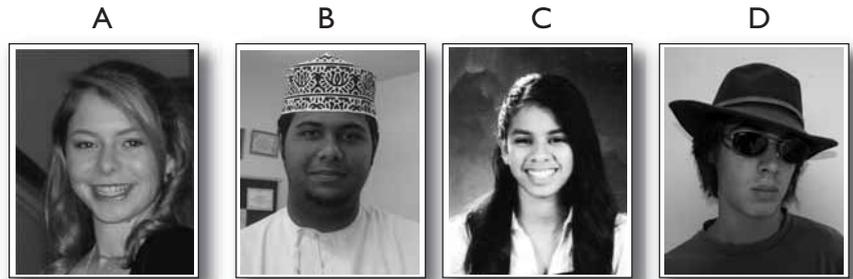
- a** Do you prefer to have a wide circle of friends, or one special friend? Give your reasons.
- b** What qualities do you consider important in a friend? For example, being able to listen, being able to keep a secret.

Whenever I have a problem, I talk to my best friend. I know he will always listen to me.



3

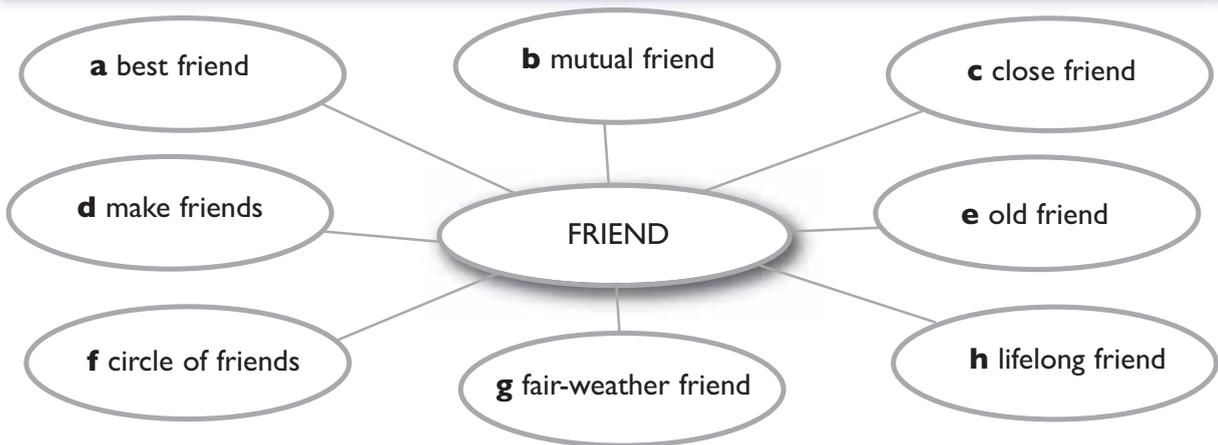
Listen to four teenagers talking about their best friends. As you listen, fill in the information in the chart below.



	A	B	C	D
1. Name of his/her best friend.				
2. How long he/she has known his/her best friend.				
3. Why his/her best friend is important. Give one reason, and one attribute or quality.				

4

The diagram below shows words and phrases associated with the word 'friend'. Read through the words and phrases and check that you understand them. Then fill in the gaps in the sentences below the diagram with the correct phrases.



- ① Your best friend is the friend you like most.
- ② A \_\_\_\_\_ is someone who is a friend both of you and of someone else you know.
- ③ A \_\_\_\_\_ is someone who only wants to be your friend when things are going well for you.
- ④ A \_\_\_\_\_ is a good friend.
- ⑤ An \_\_\_\_\_ is someone you have known for a long time.
- ⑥ Your \_\_\_\_\_ is your group of friends.
- ⑦ Some people \_\_\_\_\_ very easily.
- ⑧ A \_\_\_\_\_ is someone you have known all your life.

# Theme 2

## Unit 4 Western Influence – Good or Bad?

**1** You are going to hear interviews with two people talking about the influence of the Western media on teenagers in Oman. Before you listen, make a list of four topics you think might be mentioned in the talk. Then compare your list with a partner.

- 1 *fashion*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**2** Listen to the interviews and fill in the information in the chart below. The first interview is with an Omani teenager, Mohammed, and the second interview is with a teacher, Mr Ahmed. First, listen to Mohammed's interview and complete the information. Then listen to Mr Ahmed's interview and do the same.



Mohammed



Mr Ahmed

<b>1</b>	Are teenagers in Oman forgetting their culture?		
<b>2</b>	Reasons for changes in teenage behaviour		
<b>3</b>	Main areas where changes have taken place		
<b>4</b>	Reasons for concern or worry		
<b>5</b>	Are the changes generally good or bad?		

**3** Read the statements in the column on the left about teenagers in Oman. Respond to the statements on a scale of 1 to 5. If you agree strongly, circle 1; if you disagree strongly, circle 5.

Teenagers in Oman . .	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>a</b> are influenced too much by the Western media.	1	2	3	4	5
<b>b</b> are forgetting about their traditions and culture.	1	2	3	4	5
<b>c</b> spend too much time hanging out with their friends.	1	2	3	4	5
<b>d</b> spend too much money on clothes and fashion.	1	2	3	4	5
<b>e</b> eat too much fast food.	1	2	3	4	5
<b>f</b> drive too fast and cause accidents.	1	2	3	4	5
<b>g</b> don't think enough about their future.	1	2	3	4	5

**4** Work with a partner. One student takes Topic A (Fast Food) and the other Topic B (Music). Read the information in the relevant fact file and prepare a short talk. Take time to practise by yourself first. Make sure that you speak in complete sentences, use facial expressions and maintain eye contact with your partner.

**FACT FILE**  
**A. Fast Food**



- Western fast food – pizzas, burgers, fries
- Arab fast food - schawarma, meeshkak, salad, grilled chicken
- healthy or unhealthy depending on how much fat and how food is cooked
- Western fast food outlets often in shopping malls
- Omani fast food outlets on the street

**FACT FILE**  
**B. Music**



- Western music /Arabic music
- Types of Western music - disco, rap, hip hop
- Types of Arabic music - classical, khaleeji
- can be easily downloaded from the Internet
- can be played on an Ipod or MP3 player

## Unit 5 Teenage Angst

### 1 Read the information below about acne, a condition of the skin commonly suffered by teenagers during adolescence.

Acne affects over 80% of adolescents. It is caused mainly by changes in hormones during puberty. It consists of red spots or pimples which appear mainly on the face and neck. In addition, the chest, back and shoulders may be affected. Fortunately, acne usually disappears when teenagers reach their early twenties. But teens who suffer from acne can experience a great deal of emotional stress. They lose their self-esteem and become very depressed and unhappy, because they think they are ugly.

Check the meanings of the following words and write brief definitions.

- a puberty – period when you change from a child to an adult
- b pimples \_\_\_\_\_
- c emotional \_\_\_\_\_
- d self-esteem \_\_\_\_\_

### 2 Read the simple correction code below.

GR = grammar error  
Voc = wrong word

Sp = spelling error  
WO = wrong word order

Read this teenager's e-mail to a problem page Auntie from a student worried about her acne. Read the e-mail line by line. Correct the student's mistakes using the correction code above by writing the correct code above the mistake. There are two mistakes of each type. Then write the e-mail out again in your exercise book in the corrected version.



From: louise@ .....  
To: Auntie@ .....  
Subject: Help!

- 1 I'm emailing you because I support badly from acne. It's terrible. I've lost all my confidence and I feel so unbeautiful and depressed. I don't even want to look on the mirror any more.
- My parents tell me I worry too much. But they doesn't understand how I feel.
- It's my brithday next month and I want to have a party for my fiends. I want to good look for my
- 5 party. But I'm worried about my acne.
- What I can do? Please help me!

3

Read Auntie's reply to Louise's email. Choose the most suitable word from each group of words in bold and circle it. Then listen to the recording and check your answers.

From: Auntie@ .....

To: louise@ .....

Subject: Don't worry!



Have you ever heard the story of the ugly duckling? The bird that was unhappy because it thought it was so ugly? But it grew up into a beautiful **(1) horse/dragon/swan**. Well, the same will happen with you. Your acne will not last forever. One day it will **(2) melt/disappear/come back**.

It's hard to be **(3) patient/cool/angry**, I know. You can't cure acne, but you can **(4) mend/fix/treat** it. You can buy special creams to help, but there are other things you can do too.

Look after your health in the weeks before your party. Drink lots of water and eat a healthy **(5) meal/diet/food**. Take plenty of **(6) exercise/energy/activity** and always have a shower afterwards. Keep your skin clean and don't squeeze your **(7) eyes/spots/fingers**. Above all, get plenty of **(8) sleep/food/drink** because your body needs rest.

4

Write an informal letter to a problem page Auntie. Choose **ONE** of the ideas below or write about another problem. Your problem can be real or imaginary. Refer to the letters on page 26 of your Coursebook. In addition, refer to the Writing Guide for Theme Two on page 70 of your Workbook.

Some ideas for problems are:

- you are worried about your schoolwork
- you are not allowed to go out with your friends
- you are under pressure from your friends to start smoking
- you have lent a friend money but he hasn't paid it back

# Across Cultures United States of America

**1** Put these important events in American history in the order in which they happened, from the earliest to the most recent. Write each number in the box to the right of the event. 1 = earliest and 6 = most recent. Then write the year each event took place on the line on the right. An example has been done for you.

Event	Order	Date
First man on the moon	<input type="checkbox"/>	_____
Hurricane Katrina	<input type="checkbox"/>	_____
The founding of New York	<input type="checkbox" value="1"/>	1624
Invention of the telephone	<input type="checkbox"/>	_____
Declaration of Independence	<input type="checkbox"/>	_____
The movie <i>Titanic</i>	<input type="checkbox"/>	_____

**2** Match the two parts of the sentences below.

- |                             |  |
|-----------------------------|--|
| a The United States         | developed the first movie camera.        |
| b The city of New York      | caused a lot of damage.                  |
| c Mount McKinley            | is part of the North American continent. |
| d Hurricane Katrina         | is in New York.                          |
| e Thomas Edison             | was founded by the Dutch.                |
| f The Empire State Building | is over six thousand metres high.        |

**3** Find a word in the text about the United States of America that means that same as each of the following phrases. The words are in the same order as they appear in the text.

- a country governed by a president and elected representatives of the people (para 1) \_\_\_\_\_
- b people who enter another country to live there permanently (para 2) \_\_\_\_\_
- c very fast strong winds that move over water (para 4) \_\_\_\_\_
- d big jump (para 5) \_\_\_\_\_
- e place where something starts (para 6) \_\_\_\_\_
- f very tall modern city buildings (para 7) \_\_\_\_\_

## Louis Braille (1809 – 1852)

*Louis Braille was the French inventor of Braille, a system used by blind people for reading and writing. Today, it is used by blind people all over the world, and has been adapted into almost every known language. Louis invented Braille when he was fifteen years old.*



Louis Braille was born in 1809 in a small village near Paris. His father made leather goods and often used sharp tools to cut the leather. When Louis was three years old, he was playing with an awl, a tool for making holes in leather. By accident, he poked it into one of his eyes. Within a few days, Louis became blind in that eye. Then his blindness spread to the other eye.

When Louis was ten, his parents sent him to a special school in Paris for blind students, the National Institute for the Blind. The school had fourteen special books for blind people. But it was very difficult to read from these books. They were large and heavy, and had huge letters raised up off the page. But the letters were so big that it took a long time to feel each word. Louis was sure that there must be a better way for blind people to read.

### **The Beginning of Braille**

In 1821, Charles Barbier, a captain in the French army, visited Louis's school. He told the students about a special code that he had invented for the army. This code was called 'Night Writing.' Sometimes officers had to send messages to

### **Genre: Biography**

soldiers at night. These 'messages' were not written in normal handwriting but in symbols - dots and dashes - raised up off the page. This meant that the soldiers could 'read' the messages in the dark by feeling the symbols with their fingers.

Louis was very excited about Charles Barbier's 'Night Writing.' He was sure that blind people could use it too. It was a much better way of 'reading' than by feeling the huge letters in the large and heavy books. But Barbier's code was quite difficult. Louis wanted to make it easier, but he was not sure how. Then on his next holiday home, he went into his father's leather shop. He picked up an awl – the same awl that had blinded him. Suddenly he had a wonderful idea. He could use the awl to make an alphabet of raised dots and put the dots in patterns to represent letters. This was the beginning of Braille.

Louis was very intelligent and hardworking. He was blind, but he never gave up. He had many friends and wanted to lead as normal a life as possible. He loved music and played the cello and organ well. He became a teacher at the National Institute for the Blind, and was much loved and admired by his pupils. But when he was 43, he became ill with tuberculosis, a disease of the lungs, and died in 1852. His Braille system was not taught at the Institute during his lifetime, but became officially recognised in France two years after his death.

Source: [http://en.wikipedia.org/wiki/Louis\\_Braille](http://en.wikipedia.org/wiki/Louis_Braille)  
[www.his.com/pshapiro/braille](http://www.his.com/pshapiro/braille)

## Review and Reference

### 1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a use language associated with adolescence			
b identify the main ideas in a reading text			
c talk about completed and ongoing actions in the past			
d predict information in a listening text			
e listen for specific information			
f ask questions in a variety of ways			
g proofread and edit your work using a simple correction code			
h write a letter to a problem page			

## GRAMMAR RECALL

### Use the *past simple* to describe:

- a completed action in the past

### Use the *past continuous* to describe:

- an ongoing activity in the past
- something that was happening in the past when another action happened

### 2 Choose the best forms of the verbs in these sentences.

- a **I wasn't doing/didn't do** my homework when you **were calling/called** me yesterday evening. **I was listening/listened** to music.
- b Ali **was walking /walked** down the street when a car was **crashing/crashed** in front of him.
- c **Did you visit/were you visiting** the Queen when you were in London?
- d "What **were you doing/did you do** at four o'clock yesterday afternoon?" the policeman asked.
- e **It was raining/rained** yesterday for the first time in three months.
- f When I first came to Oman, **I wasn't knowing/didn't know** any Arabic.
- g What **were you thinking/did you think** about when I was talking to you just now?

**3** Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.

Verb	Noun	Adjective

**4** Complete each sentence with suitable words from the Glossary on page 32 of your Coursebook. Put **ONE** word in each gap.

- a Those two work colleagues can't agree about anything. They're always in \_\_\_\_\_ with each other.
- b The substance in your body that controls growth is a type of \_\_\_\_\_.
- c Parents often complain that teenagers are \_\_\_\_\_. Their feelings change quickly from being happy to being depressed.
- d My brother wasn't very tall. But when he was sixteen, he had a sudden \_\_\_\_\_.
- e When you finish a piece of writing, you should \_\_\_\_\_ it for errors. Then go through it again and \_\_\_\_\_ the errors.
- f When I was an \_\_\_\_\_, I suffered badly from acne. It made me lose confidence in myself. So my \_\_\_\_\_ became very low.
- g The police want to get information from the suspect. They are going to \_\_\_\_\_ him.
- h That young man has \_\_\_\_\_ problems. He's unhappy in love.
- i Teenagers enjoy hanging out in \_\_\_\_\_ places with their friends.
- j The \_\_\_\_\_ from childhood to adulthood can be very difficult.

## PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme  
\_\_\_\_\_
- two things you didn't know before  
\_\_\_\_\_
- two things you want to find out more about  
\_\_\_\_\_

## Unit 1 Types of Tourism

**1** In groups, discuss the following questions.

- 1** What are the differences between the following types of people?
- a** traveller
  - b** explorer
  - c** visitor
  - d** tourist
- 2** How true is this statement? *Tourists are always travellers, but travellers are not always tourists.*



**2** Read the sentences a - j below. They come from two different paragraphs in the same article. Paragraph 1 is about travellers. Paragraph 2 is about tourists. In pairs, decide which sentences belong in Paragraph 1 and which belong in Paragraph 2.

### Paragraph 1 (Travellers)

- a** You won't generally find him or her staying in five star hotels.
- b** He or she is not looking for new places to discover, but wants to visit places that have already been discovered.
- c** Taking photos is very important for him or her. Sometimes he or she takes photos of things without knowing what they are.
- d** He or she sometimes travels in groups which are accompanied by a tour guide.
- e** He or she is not looking for a deep understanding of a country.

### Paragraph 2 (Tourists)

- f** He or she is adventurous and wants to discover new things about the world.
- g** It is important to him or her not to follow a fixed itinerary, but to make his or her own travel arrangements.
- h** He or she wants to gain a deeper understanding of a country and the way its people, culture and traditions work.
- i** He or she likes to be comfortable and is generally not very adventurous.
- j** He or she often prefers to travel independently without anyone else.

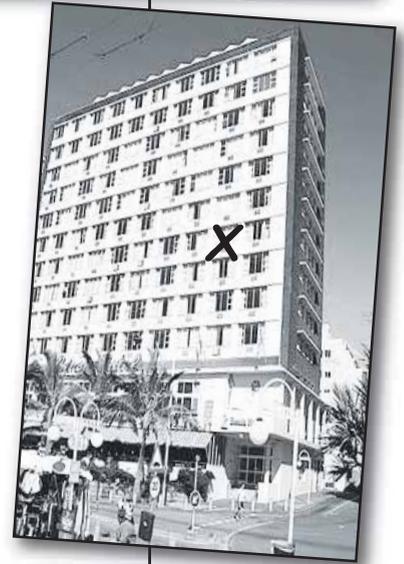
**3** Read the postcard below. Do you think it was written by a tourist or a traveller? Give your reasons.

*Costa Lotta  
Spain  
15 August*

*Dear Marge,*

*Here is a picture showing our hotel by the beach. We have a nice sea view. Our room is marked with X. They use a lot of oil in the cooking here. So we don't like the food very much. But we have found a wonderful little restaurant where they have some food just like back home.*

*See you soon  
Betty*



**4** Read the following two paragraphs. Think of a suitable title for the text and write it on the line at the top. Then answer Questions 1-3 below.

---

In the late 1800s, rich people in Britain started going on holiday. By the beginning of the 1900s, the British working population was taking holidays too. Traditionally, families spent their holidays by the sea. Many seaside towns still have streets full of accommodation for summer visitors – hotels, guesthouses and ‘bed and breakfast’ places. The most popular holiday areas in Britain are the west and south of England, and Scotland.

Today however many British people prefer to go abroad on holiday. They often go on ‘package holidays’ where the flights and hotels are already organised. Europe is more popular for British holiday-makers than other parts of the world. Spain is the most popular destination, and then France. But as air travel becomes cheaper, other countries like the US, the Caribbean and even Australia are becoming more affordable.

- 1 When did ordinary people in Britain start going on holiday?  
\_\_\_\_\_
- 2 Check the meanings of the following words and write brief explanations.
  - (a) accommodation \_\_\_\_\_
  - (b) package holidays \_\_\_\_\_
  - (c) destination \_\_\_\_\_
  - (d) affordable \_\_\_\_\_
- 3 Why are British people now able to afford holidays in places like the US?  
\_\_\_\_\_

**5** Turn to Activity 2 on page 34 of your Coursebook and read through the different types of holidays again. Then choose ONE type of holiday and write a paragraph about why you would like to go on this type of holiday.

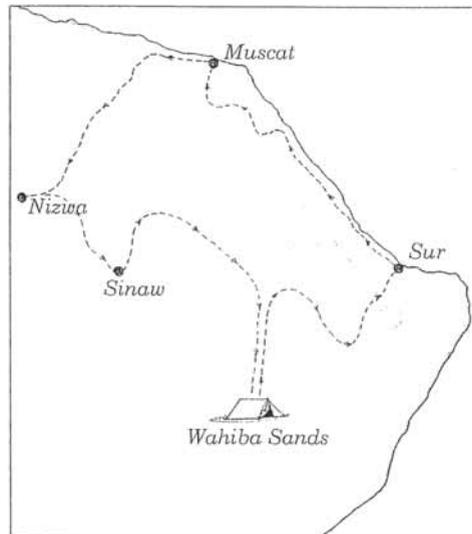
## Unit 2 Getting There

1

Look at the information about a 3 day tour in Oman and write answers to the questions on the writing lines below.

### *Tour to Nizwa, Sinaw, the Wahiba Sands and Sur*

<i>Thursday</i>	
<i>morning</i>	depart Muscat 8.30 Nizwa Souk
<i>afternoon</i>	Nizwa Fort
<i>night</i>	hotel in Nizwa
<i>Friday</i>	
<i>morning</i>	Sinaw Souk
<i>afternoon</i>	Wahiba Sands
<i>night</i>	camp in Wahiba Sands
<i>Saturday</i>	
<i>morning</i>	Sur
<i>afternoon</i>	return to Muscat along the coast



- Where will the tour start? \_\_\_\_\_
- What will the tourists see on Thursday afternoon? \_\_\_\_\_
- Where will they stay on Thursday night? \_\_\_\_\_
- When will they arrive at the Wahiba Sands? \_\_\_\_\_
- What town will they visit on the third day? \_\_\_\_\_
- When will they return to Muscat? \_\_\_\_\_

2

Turn to Communication Activity 2 on page 61 of your Workbook. Look at the pictures about the 3-day tour in Oman, then write a description of the tour in your exercise book. Begin with the sentences below. Use the future tense to describe what will happen on the tour. Use the pictures and verbs underneath each picture to say what the tourists can do in the different places on the tour.

### Tours of Oman

Thank you for choosing the 3-day Nizwa-Wahiba-Sur tour. Here is some information about the tour programme.

We will leave Muscat at 8.30 on Thursday morning and drive to Nizwa Souk. In the souk you can see and buy local pottery. In the afternoon, we will . . .

3

Decide where you are going to go on your next summer holiday. Your holiday can be real or imaginary. Make notes in the boxes in the column headed 'You' to answer the questions about your holiday. Then find a partner and ask them questions about their holiday. Fill in the information about your partner in the column on the right.



Let's talk about summer holidays.

Good idea!



**Planning a Summer Holiday**

**YOU                      YOUR PARTNER**

a Where are you going to go? (e.g. to Dubai, to Salalah)		
b How are you going to get there? (e.g. by car, by plane, by bus)		
c Where are you going to stay? (e.g. in a hotel, with friends)		
d How long are you going to stay there? (e.g. two weeks, one month)		
e What are you going to do there? (e.g. swim, visit friends)		

Find other pairs of students and ask them about their holiday plans.

4

Read the information about Tariq's summer holiday below. Then write similar sentences about your partner's holiday. Use the information you completed about your partner in the table in Activity 3. Don't forget to give your work a heading.

**Tariq's Summer Holiday**

- a Tariq is going to go (or is going) to England in July.
- b He is going to fly there with Oman Air.
- c He is going to stay with an English family.
- d He is going to stay there for one month.
- e He is going to improve his English and visit historical places.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

Turn to page 66 of your Workbook and complete the grammar practice activities.

## Unit 3 Destinations

**1** Write each adjective from Activity 2 on page 38 in your Coursebook into the most appropriate box below. There are four adjectives for each section. Read the headings carefully to help you identify the appropriate adjectives.

<p><b>a</b> 'Where only the best is good enough'</p>	<p><b>b</b> 'Come away with us to paradise'</p>
<p><b>c</b> 'We'll take you on roads less travelled'</p>	<p><b>d</b> 'Where fun never sleeps'</p>

Now listen to the adverts for the holidays and check your answers.

**2** Read the two postcards below. Postcard A is from someone having a good time on holiday. Circle the words which make the holiday sound great. Postcard B is from someone who is NOT enjoying their holiday. Circle the words which make the holiday sound miserable. Then write a postcard of your own about a place you have enjoyed / not enjoyed visiting.

**A**

Dear Mum and Dad,



We are having a (1) *fantastic / dreadful* time in New Zealand. What an (2) *amazing / awful* place. The scenery is absolutely (3) *boring / stunning*. The mountains are (4) *dangerous / spectacular* and the lakes are (5) *beautiful / freezing*. Yesterday we went bungee jumping which was very (6) *dull / thrilling*. Our hotel is (7) *excellent / appalling* and the food is (8) *horrible / delicious*.

I wish I could stay here forever!

Peter

**B**

Dear Mum and Dad,



We are having a (1) *terrible / marvellous* time in Vietnam. Our hotel is very (2) *relaxing / noisy* and my bed is very (3) *luxurious / uncomfortable*. The food is absolutely (4) *tasty / disgusting*. The weather is (5) *rainy / dry* and the streets are always (6) *quiet / crowded*. Yesterday we went on a sightseeing tour but it was very (7) *expensive / cheap* and our guide's English was (8) *impossible / easy* to understand.

I can't wait to come home!

Sue

3

Read through the verbs in the list on the left below and match them to the meanings on the right. Then use the verbs to complete the clues on the right of the crossword puzzle underneath. Put ONE word in each gap. Finally, complete the puzzle.

- ① encounter
- ② stroll
- ③ reveal
- ④ discover
- ⑤ wander
- ⑥ imagine
- ⑦ sample

f

a walk around without clear direction

b think of

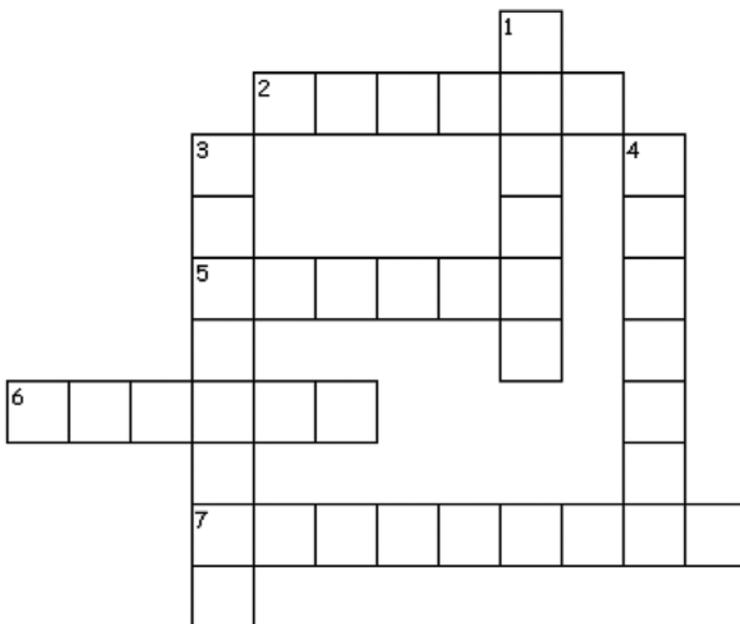
c try something

d walk in a slow relaxed way

e show, make something known

f meet, come across

g find someone or something



### Across

- ② By opening your bedroom window you will \_\_\_\_\_ a beautiful view of the sea.
- ⑤ You can \_\_\_\_\_ delicious food in our local restaurants.
- ⑥ Take your time to \_\_\_\_\_ slowly along our beautiful beaches.
- ⑦ On our adventure tours you will \_\_\_\_\_ many interesting people.

### Down

- ① The best way to see our city is to \_\_\_\_\_ around the small streets away from the centre.
- ④ It's exciting to \_\_\_\_\_ places which you have never visited before. These islands are more beautiful than you can \_\_\_\_\_.

4

Think of a place you know well in Oman or elsewhere. Write a first draft of the paragraph in your exercise book describing that place to visitors. Explain why they should go there and what they can see and do. Use some of the vocabulary from Unit 3 Coursebook and Workbook in your description. Write your second draft and put it in your portfolio.

## Unit 4 Tourist Information

**1** Read the texts about tourist sites in Dhofar on pages 40 and 41 of your Coursebook. Find three places for the different types of holidaymakers to visit and write the appropriate numbers in the boxes.

**Tourists who:**

- |  |                      |                      |                      |                                    |                      |                      |                      |
|--|----------------------|----------------------|----------------------|------------------------------------|----------------------|----------------------|----------------------|
| <b>a</b> are interested in archaeology | <input type="text"/> | <input type="text"/> | <input type="text"/> | <b>d</b> enjoy visiting historical | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <b>b</b> like birdwatching             | <input type="text"/> | <input type="text"/> | <input type="text"/> | buildings                          |                      |                      |                      |
| <b>c</b> love nature                   | <input type="text"/> | <input type="text"/> | <input type="text"/> | <b>e</b> are beach lovers          | <input type="text"/> | <input type="text"/> | <input type="text"/> |

**2** Listen to the tour guide and decide what kind of tourist attraction is being described each time. Circle the word.

- |               |                |        |       |          |
|---------------|----------------|--------|-------|----------|
| <b>a</b> fort | bird sanctuary | museum | beach | mountain |
| <b>b</b> fort | bird sanctuary | museum | beach | mountain |
| <b>c</b> fort | bird sanctuary | museum | beach | mountain |
| <b>d</b> fort | bird sanctuary | museum | beach | mountain |
| <b>e</b> fort | bird sanctuary | museum | beach | mountain |

**3** A woman is at the Tourist Information Centre in Dhofar asking for information about different activities her family can do on holiday. Listen to the conversation and tick the names of the family members you hear mentioned in the recording.

- |         |                          |       |                          |         |                          |          |                          |      |                          |
|---------|--------------------------|-------|--------------------------|---------|--------------------------|----------|--------------------------|------|--------------------------|
| husband | <input type="checkbox"/> | son   | <input type="checkbox"/> | parents | <input type="checkbox"/> | mother   | <input type="checkbox"/> | aunt | <input type="checkbox"/> |
| father  | <input type="checkbox"/> | uncle | <input type="checkbox"/> | wife    | <input type="checkbox"/> | daughter | <input type="checkbox"/> |      |                          |

**4** Write the names of the four family members mentioned in Activity 3 at the top of each column below. Then listen to the recording again and tick the place (s) the tourist officer recommends for each person to visit.

	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
Salalah Museum				
Taqah				
Khor Rori bird sanctuary				
Mughsayl				
Tawi Attair				
Khor Rori/Sumharam				

5

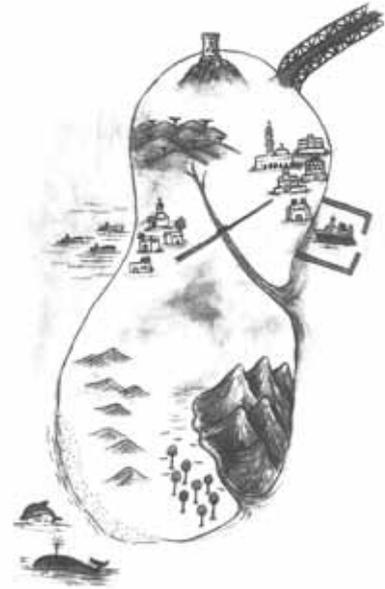
**Work in four groups. Three groups represent travel industry consultants who have each been employed by the local Tourist Board to present a proposal for a new tourist resort on the small island of Mustaqbal off the coast of Oman. The fourth group represents the islanders.**

**Turn to page 70 of your Coursebook to see a larger version of the map on the right.**

A new bridge is being built which will link the island to the mainland. The Tourist Board wants to develop the island for the benefit of both locals and tourists.

Group A turn to page 66 of your Coursebook.  
Group B turn to page 67 of your Coursebook.  
Group C turn to page 68 of your Coursebook.  
Prepare and give a presentation to support your proposal.

Group D turn to page 69 of your Coursebook.  
You represent the islanders. Prepare arguments for or against the development of the island depending on your role.



6

**Read the notes for your assigned role. Then write your personal notes for your role below. Use them to write your presentation or develop your argument for or against the developments. Use some of the phrases in the Soundbites box on page 41 of your Coursebook.**

## Notes

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## Unit 5 Designing a Tour

**1** Read the information below from the brochure of a tour operator called 'Desert Adventure.' Check the meanings of any unknown vocabulary in your dictionary.

Our company, *Desert Adventure*, arranges tours for people who want to experience an overnight stay in the Omani desert. We have a permanent campsite in the Wahiba Sands, approximately two and a half hours from Muscat.

Visitors stay in small huts with modern bathrooms. Dinner and breakfast are included in the price. In addition, the company offers a range of fun desert activities.



**2** Read the four headings below and match each heading to a picture. Write the headings under the pictures. Then read through the phrases in the box below and write them into the correct columns.

**a Wahiba Sands**    **b the Bedouin**    **c the camp**    **d desert activities**

sand skiing	desert people
traditional crafts	dune driving
open from October to May	comfortable huts
rolling sand dunes	peaceful beauty
home of the Bedouin	simple lifestyle
modern bathrooms	camel riding



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

1. _____ _____	1. _____ _____	1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____	2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____	3. _____ _____	3. _____ _____

**3** Read through the adjectives below and check that you understand their meanings. Match them to the four nouns at the top. Then think of some more suitable adjectives to describe each noun and write them in your exercise book.

	1. huts	2. guides	3. activities	4. views
a	friendly		_____ guides _____	
b	wooden		_____	
c	spectacular		_____	
d	thrilling		_____	
e	experienced		_____	
f	fun		_____	
g	dramatic		_____	
h	furnished		_____	

**4** Read through the programme for an overnight stay at the 'Desert Adventure' camp. Listen to the recording and put the events in the right order. Then listen again and write the time beside each event.

Event		Time
welcome coffee and dates	<input type="checkbox"/>	_____
have breakfast	<input type="checkbox"/>	_____
sand skiing	<input type="checkbox"/>	_____
Bedouin music and dancing	<input type="checkbox"/>	_____
arrive at camp	<b>I</b>	<b>4.00</b>
camel riding	<input type="checkbox"/>	_____
dune driving	<input type="checkbox"/>	_____
have dinner	<input type="checkbox"/>	_____
leave camp	<input type="checkbox"/>	_____
henna painting	<input type="checkbox"/>	_____

**5** Look at the couple in the photo on the right. They are Mr and Mrs Smith, a British couple visiting Oman for the first time. They want to go to the Wahiba Sands Desert. Write a description of a tour they can do there with the company 'Desert Adventure.'

Use some of the words and phrases you have learned from earlier in this unit and refer to the Writing Guide on page 71 of your Workbook for further help. Include a brief description of the company, and information about:

- the Wahiba Sands Desert
- description of the camp
- the activities tourists can do there



Mr and Mrs Smith

## Across Cultures New Zealand

**1** Correct the mistakes in the sentences below. Write out each sentence in its corrected form on the line underneath the incorrect sentence.

1 Maoris will live in New Zealand.

---

2 John is planning go bungee jumping tomorrow.

---

3 The New Zealand national rugby team called the All Blacks.

---

4 The Maoris have come to New Zealand many years ago.

---

5 My friend don't want to try zorbing.

---

**2** Read the information about New Zealand again and match the Maori words to the English definitions.

1 the land of the long white cloud

**d**

**a** tangihanga

2 a dance

**b** marae

3 a meeting place

**c** mihi

4 speeches

**d** Aotearoa

5 customs and traditions

**e** haka

6 a funeral

**f** tikanga

**3** Decide if the following statements are True, False or if there is no information given. Write T, F or NG in the box beside each one.

1 New Zealand is made up of two islands.

6 Bungee is the name for a large rubber

2 The Europeans were the first settlers.

band tied around your feet.

3 New Zealand has a similar climate to Australia.

7 Zorbing began in America.

4 The Kiwi bird cannot fly.

8 Maori culture is very modern.

5 You can do many adventure sports in New Zealand.

9 The Maori language is difficult to learn.

10 In a modern *haka* the women do all the dancing.

## Interview with Mohsin Al Busaidi

**Genre: Sailing Magazine**

*Mohsin Al Busaidi grew up in Al Khoudh, a village north of Muscat. He was 33 years old when he became the first Arab to sail non-stop around the world. Mohsin has always loved the sea and sailing. He was an officer in the Royal Oman Navy before joining the Oman Sail project.*



Mohsin Al Busaidi

### **1. Why did you decide to sail around the world?**

There were several reasons. Oman has traditionally been a nation of seafaring people and I wanted to encourage young Omanis to start sailing again. I wanted to inspire young people. I also wanted to promote Oman internationally. People all over the world will learn about Oman as a great tourist destination, and also a good place to do business.

### **2. What are the goals of Oman Sail?**

Oman Sail, which is supported by the Ministry of Tourism, has the same goals and aims as me - to encourage young Omanis to sail. They have set up the Oman Sail Academy to teach sailing courses. I am one of the instructors at the Academy. I also enjoy visiting schools and talking to schoolchildren about sailing.

### **3. Were there any times on the voyage when you were really scared?**

Yes. We were always aware that we might not survive. There were many times out in the ocean when, if something had gone wrong, there was nobody near to rescue us. But a yachtsman cannot let himself show fear.

### **4. What was the greatest danger you faced?**

The greatest danger was from whales. Whales can rise up suddenly from the water and can't be seen, especially at night. *Musandam's* rudder was damaged by a whale and took two days to repair.

We also faced danger from icebergs, although these could be detected on *Musandam's* sonar equipment.

### **5. What language did you use to communicate with each other on board?**

We were three different nationalities – two Englishmen, two Frenchmen and me. We communicated in English, but sometimes it was impossible to communicate through spoken language. The noise of the waves and the wind was very loud. So for a lot of the time we used sign language.

### **6. What did you learn about yourself on the voyage?**

I thought I would be scared but actually I wasn't. I thought I would keep asking myself, "Why am I here?" but I didn't. That surprised me and showed me that I really believed in what I was doing.

### **7. You are a role model for many young people. But who is your role model?**

I have two role models – one from the past and one from the present. My past role model is Ahmed Bin Majid, the famous Arab seaman and navigator. And of course my present hero is His Majesty Bin Sultan Qaboos who supported our project through the Ministry of Tourism.

### **8. What advice would you give to young people hoping to follow in your footsteps?**

Everyone should have an ambition, whether on sea or land. You have to stick to your ambition, no matter what problems you face. With



Source: [www.omansail.com](http://www.omansail.com)

## Review and Reference

### 1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a use language associated with different types of tourism			
b express the future using various verb forms			
c study a tour itinerary and plan a tour			
d interview a partner about their holiday plans			
e make and respond to suggestions			
f write descriptions of places in Oman			
g design a tour for visitors to Oman			
h design a programme for an overnight stay in the desert			

## GRAMMAR RECALL

There are different ways to express the future.

- a **Use will/will not (won't):**
  - for expressing prediction about future events
  - for expressing offers and promises
  - for expressing decisions that are made at that moment
- b **Use going to:**
  - for talking about future plans and intentions
- c **Use the present continuous:**
  - for talking about arrangements in the future

### 2 Choose the best form of the verbs in these sentences.

- a Thanks for inviting me to your party. **I'm bringing/I'll bring** some music.
- b What time **do you come/are you coming** this afternoon?
- c What would you like to drink? **I'll have/I'm having** a cup of tea, please.
- d When I go to London, **I'm seeing/I'm going to see** Big Ben.
- e First, **we'll visit/we're visiting** Nakhal then we'll drive on to Rustaq.
- f If you can't solve the problem by yourself, **I'm helping/I'll help** you.
- g I hope **you're cleaning up/you're going to clean up** that mess.

**3** Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.

Verb	Noun	Adjective

**4** Complete each sentence with suitable words from the Glossary on page 48 of your Coursebook. Put **ONE** word in each gap.

- a Let's drive to the top of that sand \_\_\_\_\_. We'll get a \_\_\_\_\_ view of the sunset over the desert.
- b I don't want to go on a \_\_\_\_\_. I prefer to travel independently.
- c Before we go to the US, we need to plan our \_\_\_\_\_.
- d I love going on cooking holidays. I always \_\_\_\_\_ such interesting people. And you can \_\_\_\_\_ delicious food.
- e This is your captain speaking. We'll make a brief stop in Abu Dhabi, then go on to Muscat, our final \_\_\_\_\_.
- f We're not in a hurry. So we have time to \_\_\_\_\_ down to the sea.
- g I won't tell anyone your news. I promise I won't \_\_\_\_\_ your secret.
- h There is a wonderful turtle \_\_\_\_\_ at Ras El Hadd.
- i Alexander Fleming was the first person to \_\_\_\_\_ penicillin.
- j It's fun to \_\_\_\_\_ around the city. But take a map with you. You might get lost!

## PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme  
\_\_\_\_\_
- two things you didn't know before  
\_\_\_\_\_
- two things you want to find out more about  
\_\_\_\_\_

## Unit 1 Smart Homes

**1** Match each word or phrase in the box below to its correct meaning. Write the word on the line beside its meaning. **Note: There is ONE extra word in the box.**

appliances  
available  
control

convenient  
decreases  
electronic

features  
increases

refrigerators  
washing machines

- 1 \_\_\_\_\_ (adj) ready to use; able to be used or found
- 2 \_\_\_\_\_ (n) equipment used in the home, refrigerators, washing machines, and coffee makers for example
- 3 \_\_\_\_\_ (n) things that something has or can do
- 4 \_\_\_\_\_ (adj) easy to get or use
- 5 \_\_\_\_\_ (n) fridges
- 6 \_\_\_\_\_ (adj) using electricity
- 7 \_\_\_\_\_ (v) becomes larger
- 8 \_\_\_\_\_ (v) becomes smaller
- 9 \_\_\_\_\_ (n) equipment used to wash clothing

**2** Read the text below about an old Omani couple, Mr Ahmed and Mrs Aysha, talking about life in the old days. Choose the best title - a, b or c.

- (a) Oman then and now      (b) Technology is wonderful      (c) Electricity makes a difference

**Mr Ahmed:** Oh, yes, it was very exciting to get electricity. Before that we only used to be **able** to work when it was light, and we had to go to bed soon after it got dark. We only had oil lamps to light our home. To keep cool, we used to wear much lighter clothes, and we lived in houses with many trees around so that we were **shaded** from the **heat**. We used to sleep outside on the **roof** if it was too hot to sleep inside in the summer.



**Mrs Aysha:** Some things were difficult. I used to cook on an open fire and wash our clothes by hand in the falaj. We **kept** our water fresh by **storing** it in clay pots. We used to buy **dried** fish and meat that could be stored easily, and we ate fresh meat and vegetables from our farm.

**Mr Ahmed:** We are much more comfortable than we used to be, but I don't think we are happier. We used to be **healthier**. We are getting lazy and **unwell** these days. There didn't use to be so much noise and pollution.

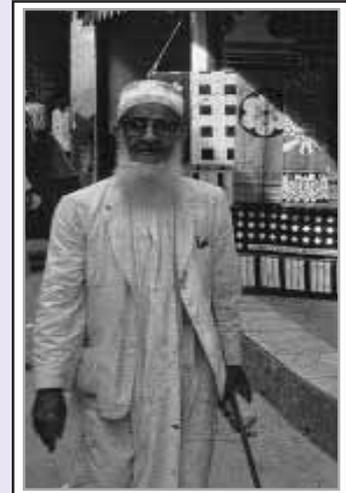
**Mrs Aysha:** I miss some things about the old days. Families were much **closer**. Children used to sit with their **grandmothers** and listen to old stories or play traditional games with their friends. Nowadays, our grandchildren stay in their rooms watching TV or using their computers. They don't want to spend time with us anymore.

**3 Complete the sentences with the words in bold from the text in Activity 2. Put ONE word in each gap. Note: There are TWO extra words in the text.**

- 1 \_\_\_\_\_ food in a refrigerator is a good way to keep it fresh.
- 2 \_\_\_\_\_ foods, dates and limes for example, can be \_\_\_\_\_ for a long time.
- 3 She took a computer course. Now she is \_\_\_\_\_ to use a computer.
- 4 If you feel \_\_\_\_\_, you should see a doctor.
- 5 I used to live far away from my office. But now I live much \_\_\_\_\_.
- 6 Our house is \_\_\_\_\_ by some trees. This makes it cool inside.
- 7 \_\_\_\_\_ from the sun can be used to make water hot.
- 8 The top of a house is called the \_\_\_\_\_.

**4 Read the pairs of sentences below. Choose the sentence from each pair that agrees with the text in Activity 2.**

- 1 a There was no excitement before electricity.  
b Bringing electricity into the home was exciting.
- 2 a Oil lamps were replaced by electric lighting.  
b People were tired when the sun went down.
- 3 a People only ate dried fish and vegetables.  
b People ate fresh vegetables which they grew themselves.
- 4 a People are lazier now than they were in the past.  
b Noise and pollution are making people lazy.
- 5 a Children used to spend more time alone.  
b Children used to spend more time with other people.



**5 Write sentences about Mr Ahmed and Mrs Aysha's life in past times. Follow the examples and use 'used to' or 'didn't use to'.**

- |   |   |
|---|---|
| 1 they / go to bed / very early               | <u>They used to go to bed very early.</u> |
| 2 she / not have / a cooker                   | <u>She didn't use to have a cooker.</u>   |
| 3 their children / play outside               | _____                                     |
| 4 she / cook / on an open fire                | _____                                     |
| 5 they / store water / in clay pots           | _____                                     |
| 6 she / not have / a washing machine          | _____                                     |
| 7 she / wash clothes / by hand / in the falaj | _____                                     |
| 8 their family / much closer                  | _____                                     |

## Unit 2 Questions and Answers

**1** Fill in the blanks with the past participle forms of these verbs.

### Irregular Past Participles

begin	began	begun		make	made	made
break	broke			ride	rode	
bring	brought			see	saw	
build	built			send	sent	
catch	caught			speak	spoke	
choose	chose			steal	stole	
eat	ate			tell	told	
find	found			win	won	
grow	grew			write	wrote	

**2** Fill in the blanks with the correct past passive forms of the verbs in brackets.

- The English word 'discover' \_\_\_\_\_ (take) from French.
- The Eiffel Tower in Paris \_\_\_\_\_ (build) in 1889.
- The city of Ubar \_\_\_\_\_ (destroy) more than 2,000 years ago.
- Pizza \_\_\_\_\_ first \_\_\_\_\_ (eat) in Italy.
- Cotton \_\_\_\_\_ probably first \_\_\_\_\_ (grow) in India.
- That novel \_\_\_\_\_ (write) by Charles Dickens.
- Edvard Munch's painting 'Scream' \_\_\_\_\_ (steal) from a museum in 2004.
- The 2009 Gulf Cup \_\_\_\_\_ (win) by Oman's national team.

**3** Correct the mistake in each sentence below. The first one has been done for you.

- That book was given me by my friend.  
That book was given to me by my friend.
- Those shoes was made in Italy.  
\_\_\_\_\_
- The thief was caught the police.  
\_\_\_\_\_
- The potato was first growed in South America.  
\_\_\_\_\_
- I was studied that last year.  
\_\_\_\_\_
- It were happened yesterday.  
\_\_\_\_\_

- 4** Read the paragraph below about the Leaning Tower of Pisa. Underline the verbs in the past passive forms.

### The Leaning Tower of Pisa

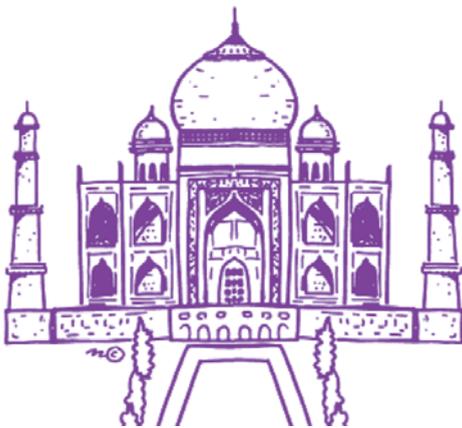
The Tower was built in the city of Pisa, Italy. It was made of heavy stone and built on soft ground. It started to lean when the first floor was finished. After that, work on the Tower was stopped for almost a century. The Tower was finished in 1350 CE after almost 180 years. It has been very good for Pisa's tourism industry. In 1989, it was climbed by more than 700,000 people. In 1990, the Tower was closed to the public because it was not safe. Earth was removed from underneath the Tower and the building was made more stable. It was opened again in 2001. Later, more earth was removed. Finally, in 2008, engineers said that the Tower had stopped moving.



- 5** Complete the paragraph below about the Taj Mahal, using the past passive forms of the verbs in brackets.

### The Taj Mahal

The Taj Mahal **(1)** \_\_\_\_\_ (build) in Agra, India between 1631 and 1648 CE. It **(2)** \_\_\_\_\_ (design) by the architect Ustad Ahmad Lahauri for the emperor Shah Jahan. It **(3)** \_\_\_\_\_ (build) as a beautiful place to bury his third wife, Mumtaz Mahal. More than 20,000 workers and 1000 elephants **(4)** \_\_\_\_\_ (use) to build the Taj Mahal. The workers **(5)** \_\_\_\_\_ (bring) from all over India. The gardens **(6)** \_\_\_\_\_ (complete) five years after the main building. When he died in 1666, Shah Jahan **(7)** \_\_\_\_\_ (bury) in the Taj Mahal next to his wife. The Taj Mahal **(8)** \_\_\_\_\_ (name) a UNESCO World Heritage Site in 1983. In 2003, it **(9)** \_\_\_\_\_ (visit) by more than 3,000,000 people.



- 6** Turn to page 67 of your Workbook and complete the grammar practice activities.

# Theme 4

## Unit 3 The Best and the Worst

**1** Read the text, 'The Best and Worst Inventions', on pages 54 and 55 of your Coursebook again and match each word with the correct definition.

- |                           |           |                          |  |
|---------------------------|-----------|--------------------------|--|
| <b>1</b> essay            | (line 4)  | <input type="checkbox"/> | <b>a</b> connected or linked                                   |
| <b>2</b> improved         | (line 6)  | <input type="checkbox"/> | <b>b</b> advanced scientific knowledge or equipment            |
| <b>3</b> systems          | (line 8)  | <input type="checkbox"/> | <b>c</b> gave information about something                      |
| <b>4</b> related          | (line 9)  | <input type="checkbox"/> | <b>d</b> general increase in world temperature                 |
| <b>5</b> allowed          | (line 9)  | <input type="checkbox"/> | <b>e</b> this was said by                                      |
| <b>6</b> technology       | (line 10) | <input type="checkbox"/> | <b>f</b> bombs made with energy from the central part of atoms |
| <b>7</b> according to     | (line 20) | <input type="checkbox"/> | <b>g</b> groups of things that work together                   |
| <b>8</b> global warming   | (line 26) | <input type="checkbox"/> | <b>h</b> made something possible                               |
| <b>9</b> reported         | (line 27) | <input type="checkbox"/> | <b>i</b> short piece of writing about one subject or topic     |
| <b>10</b> nuclear weapons | (line 32) | <input type="checkbox"/> | <b>j</b> made better   |

**2** Fill in the missing words in the table below. Refer back to the texts in Units 1, 2 and 3 of your Coursebook to see how the words are used. Use a dictionary to help you if necessary.

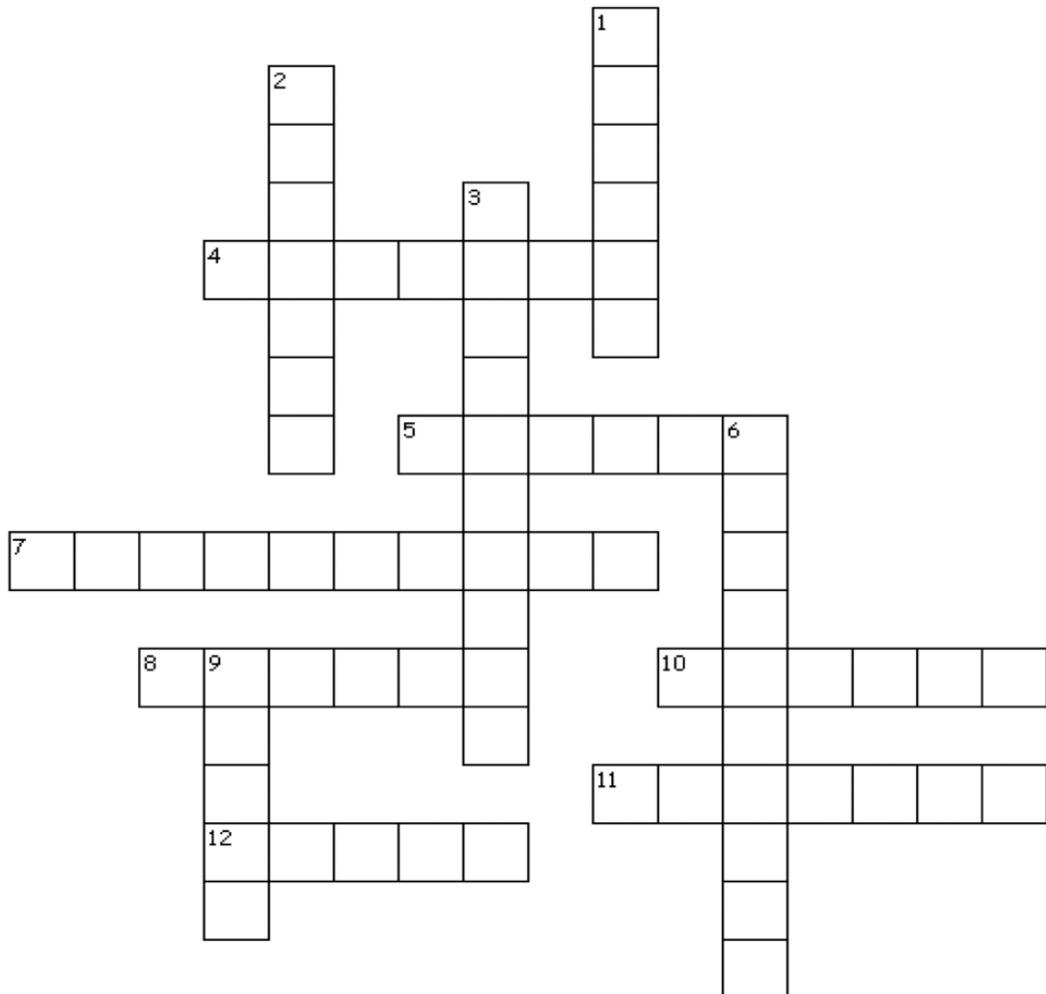
	noun	verb	adjective	adverb
1			inventive	inventively
2		innovate		innovatively
3		harm		
4	help			helpfully
5			improved	
6				systematically
7			convenient	
8	design/designer			

**3** Fill in the gaps with appropriate forms of the words in the completed table in Activity 2. Put **ONE** word in each gap.

- Cigarette smoking is very \_\_\_\_\_ to your health.
- The telephone is a very important \_\_\_\_\_.
- If you want to \_\_\_\_\_ your vocabulary skills, you need to read a lot.
- The Arabic writing \_\_\_\_\_ uses an alphabet with 28 letters.
- The bank is \_\_\_\_\_ located in the shopping mall.
- An architect's job is to \_\_\_\_\_ buildings.
- Can you \_\_\_\_\_ me? I'm looking for the road to Nizwa.
- The new manager has some very \_\_\_\_\_ plans for the company. Nobody has tried them before.

4

Complete the crossword puzzle. Refer to Activities 1 and 2 on page 48 of your Workbook to help you find the words.



### Across

- 4. (v) make something better
- 5. (v) give information about something
- 7. (n) new idea, method or invention
- 8. (v) make a plan for something such as a new building
- 10. (v) make or design something that has never been made before
- 11. (adj) connected or linked
- 12. (v) make something possible

### Down

- 1. (n) group of things that work together
- 2. (adj) causing damage
- 3. (adj) easy to get or use
- 6. (n) advanced scientific knowledge or equipment
- 9. (n) short piece of writing about one topic or subject

5

Some English words have come from other languages, including Arabic. Put a tick before the word if you think it was taken from Arabic and a cross if it was not. Discuss your answers with your group.

1  algebra

2  biscuit

3  camel

4  cotton

5  film

6  Gibraltar

7  laptop

8  licence

9  lime

10  piano

11  sugar

12  television

## Unit 4 Virtual Reality

- 1** You are going to listen to a radio interview with Cindy Jones, a virtual reality expert. First, read the questions below. You will hear all these questions in the interview. Then listen to the interview and write the answers. You do **NOT** have to write complete sentences.



- 1** Can you tell us what virtual reality is?

---

---

- 2** Do you know when virtual reality began?

---

---

- 3** Can you explain what the first virtual reality displays were?

---

---

- 4** Could you give some examples of how virtual reality is used?

---

---

- 5** Would you explain some of the limitations of virtual reality?

---

---

- 6** Do you have any idea what virtual reality will be like in the future?

---

---



- 2** Read the text below and fill in the gaps with the words from the box above the text. Put **ONE** word in each gap. Then listen to the recording to check your answers. Note: There is **ONE** extra word in the box.

advice  
addictive

games  
school

unable  
often

habits  
reduce

### Addictive Computer Use

Computers can cause major problems for some people. These problems happen when people spend too much time playing computer **(1)** \_\_\_\_\_ or engaged in other activities on the Internet. Some people find themselves **(2)** \_\_\_\_\_ to quit. Too much use of the computer can **(3)** \_\_\_\_\_ the amount of time that people spend with their families and friends. It can also cause problems at work and **(4)** \_\_\_\_\_. There can also be health problems due to poor eating and sleeping **(5)** \_\_\_\_\_. Because computers are **(6)** \_\_\_\_\_ used for work, school and entertainment, it can be difficult to decide what is normal and what is **(7)** \_\_\_\_\_ computer use.

- 3** Read the questions. Ask a partner the questions and note down their answers in your exercise book. Calculate their score according to the points method given underneath. Then use the information at the bottom of the page to work out what their score means in terms of how they use a computer.

### Internet Addiction Questionnaire

Answer the questions with:

**Always    Often    Never    Rarely    Sometimes**

- 1** How often do you check your e-mail before doing other things you need to do?
- 2** How often do you spend more than 20 hours a week using a computer?
- 3** How often do your parents complain about the time you spend on the computer?
- 4** How often do you not do school work because you spent time on the computer?
- 5** How often do you use the computer to forget about problems in your life?
- 6** How often do you get angry when someone talks to you while you are using a computer?
- 7** How often do you lose sleep because you are using a computer?
- 8** How often do you choose to use a computer rather than be with family or friends?
- 9** How often do you feel unhappy or nervous because you are not on a computer?
- 10** How often do you lie about how much time you spend using a computer?

#### Calculating the score:

- 4 points for 'Always'    1 point for 'Rarely'  
3 points for 'Often'    0 points for 'Never'  
2 points for 'Sometimes'

#### What your score means:

- 0 - 19 points:** You are an average computer user. You might use your computer too much sometimes, but it is not a serious problem.
- 20 - 29 points:** You are having some problems because of your computer use. You should think about how it is affecting your life.
- 30 - 40 points:** Your computer use is causing big problems. You should think about how it affects your life.

## Unit 5 E-Shopping

1

Listen to the advice on a company's 'dial-a-complaint' helpline and write the correct telephone extension number for each option in the box.

- a to hear the options again
- b advice for making a verbal complaint
- c advice for making a written complaint
- d to speak to an advisor



2

Fill in the gaps with words from the box below. Put **ONE** word in each gap. Then listen to the recording to check your answers. Note: There is **ONE** extra word in the box.

action  
brought  
copies

complaint  
cost  
reply

e-mail  
product  
documents

### Making a written complaint

When you write a letter or e-mail of complaint, follow these guidelines.

- Think carefully before you complain. Reread any information that is related to the problem.
- Make your **(1)** \_\_\_\_\_ as soon as possible. Do not delay.
- Say where and when you bought the product, and how much it **(2)** \_\_\_\_\_.
- Describe the **(3)** \_\_\_\_\_ or service you bought.
- Explain the problem clearly in your letter or e-mail.
- Keep your letter or **(4)** \_\_\_\_\_ short and to the point.
- Describe what **(5)** \_\_\_\_\_ you have already taken, and what happened.
- Tell the company what you want them to do about the problem.
- Tell the company that you expect a **(6)** \_\_\_\_\_ within a certain period of time.
- Do not send original **(7)** \_\_\_\_\_. Send photocopies or scan documents and attach them to your e-mail.
- Keep **(8)** \_\_\_\_\_ of any letters or e-mails you send.

3

Match each word in the column on the left with the correct meaning from the list on the right. Write the number of each word in the box after the meaning. The first one has been done as an example.

1 repair (v)	a not working correctly	<input type="checkbox"/>
2 replacement (n)	b refuse to accept something	<input type="checkbox"/>
3 compensation (n)	c statement that you are not satisfied with something	<input type="checkbox"/>
4 faulty (adj)	d unhappy about	<input type="checkbox"/>
5 refund (n)	e money that is paid to you because something is lost or broken	<input type="checkbox"/>
6 claim (v)	f fix something that is broken	1 <input type="checkbox"/>
7 complaint (n)	g money that is given back to you	<input type="checkbox"/>
8 dissatisfied (adj)	h something that takes the place of something else	<input type="checkbox"/>
9 guarantee (n)	i formal written promise from a company that they will repair or exchange a product that is faulty	<input type="checkbox"/>
10 reject (v)	j demand something that is legally yours	<input type="checkbox"/>

4

Read the e-mail below and choose the best word from each group of words.

From... HBrown@NWT.edu.uk

To... furnitureonline@furniture.com

Subject... Sofa order #TR960352

15 August 2011

Dear Sir or Madam,

I am writing to inform you that I am dissatisfied with the sofa I bought from the Furniture Online website.

On 3 August 2011, I bought a sofa (order #TR960352) for OR250. The sofa is **(1) old/bad/faulty**. The problems are:

- one of the arms of the sofa is loose
- nails are sticking out at the side
- one of the cushions is missing

In addition, I haven't received the two-year **(2) replacement/guarantee/promise** which was included with the price. I complained about this on 4 August 2011 and again on 10 August, I have heard nothing since. I am extremely **(3) dissatisfied/sad/happy** with the quality of the sofa and the service I have received.

I wish to **(4) complain/reject/refund** the sofa and **(5) claim/complain/repair** either a **(6) faulty/refund/new** or a **(7) guarantee/compensation/replacement** sofa.

Please reply to my **(8) fault/complaint/anger** within seven days.

Yours faithfully,  
Helen Brown

## Across Cultures Malaysia

**1 Find words with the following meanings in the text about Malaysia on pages 60 – 61 of your Coursebook.**

### The Land

1 connected (v) \_\_\_\_\_

2 inner part of something (n) \_\_\_\_\_

### The People

3 involving a mixture of people from different countries (adj) \_\_\_\_\_

4 number of people in a particular area or country (n) \_\_\_\_\_

### The Environment

5 greatest (adj) \_\_\_\_\_

6 large ape with long arms and brown hair (n) \_\_\_\_\_

### The Economy

7 state of not having a job (n) \_\_\_\_\_

8 strong material used for making tyres or boots (n) \_\_\_\_\_

### Culture

9 tall tropical plant with a hollow stem (n) \_\_\_\_\_

10 liked by a lot of people (adj) \_\_\_\_\_

*linked*

**2 Match the numbers and percentages in the box below with information in the text about Malaysia. Write each number on the line to the right of what it refers to.**

4,095.2	250	300	45
2,000	40	28	2,607

a Population of Malaysia in millions. \_\_\_\_\_

b Number of species of snakes. \_\_\_\_\_

c Length of coastline of East Malaysia in kilometres. \_\_\_\_\_

d Percentage of economy based on industry. \_\_\_\_\_

e Number of species of trees. \_\_\_\_\_

f Height of tallest mountain in metres. \_\_\_\_\_

g Number of tigers remaining in 1976. \_\_\_\_\_

h Percentage by which orang-utans have dropped in the last 20 years. \_\_\_\_\_

**28**

**3 Decide if the following statements are True, False or if there is no information given. Write T, F or NG in the box beside each one.**

- ① East Malaysia is divided into three states.
- ② Malaysia is about the same size as Oman.
- ③ Most of the population live in East Malaysia.
- ④ Malays make up about 50% of the population.
- ⑤ There are about 250 species of frogs in Malaysia.
- ⑥ Many palm oil tree plantations have been cut down.
- ⑦ A large number of tourists visit East Malaysia.
- ⑧ You can *Silat* with a ball made of bamboo.

<input type="checkbox"/>

## The Imagine Cup Competition

Genre: Interview

*In July 2010, a team from Sultan Qaboos University got through to the finals of the Imagine Cup competition. This competition was created by Microsoft in 2002, and is held every year in a different country. Teams of students from all over the world create technological innovations to solve global problems. This was the first time that a team from Oman had entered the finals. They competed against nearly 70 other teams in the Software Design Finalists category with their project, 'Show Me the Traffic.'*



The team which represented Oman in the 2010 finals of the competition

which detect when cars are slowing down. This information is relayed through a server and can be picked up via a website, text message or radio broadcast. If drivers can be alerted about traffic jams in advance, they have the chance to find another road. This will save a lot

of time, as huge traffic jams won't build up.

### Interview questions

#### 1. Could you please introduce yourselves.

We represented Oman in the Imagine Cup Finals in July 2010 in Poland. There were four of us - three team members and one mentor. The three team members were

1. Arkan Hadi Al Faraji – Iraqi national, SQU graduate; 2. Alwaleed Al Rashdi – Omani national, SQU 5th year student; 3. Hamed Al Hinai – Omani national, SQU 3rd year student; Our mentor was Qais Al Arafati, Omani national, a developer in the Innovation and Support Centre, Information Technology Authority (ITA).

#### 2. How did you choose your project?

The theme of the Imagine Cup is different every year. In 2007 it was about education and in 2008 it was about the environment. In 2010 the theme was 'Imagine a world where technology helps solve the world's toughest problems.' One problem that seemed obvious to us in Oman was traffic. So we came up with an idea to ease traffic problems. We called it 'Show Me the Traffic.'

#### 3. Can you explain about 'Show Me the Traffic'?

'Show Me the Traffic' is a system which warns drivers that there is a traffic jam ahead. It works by placing devices (sensors) along the road at strategic points

#### 4. Do such systems exist in other countries?

Yes, but the difference is that our system will be low-budget, and can be developed at a relatively low cost. So developing countries with large cities and serious traffic problems will be able to afford it. Developed countries have technology which is advanced but also expensive. Our system, however, requires only the installation of the sensors, which is relatively cheap.

#### 5. Have you experienced any problems with 'Show Me the Traffic'?

Although our project was really interesting to work on, it also took a lot of time. It was sometimes really hard to find time to organize meetings where we could get together to discuss progress. Another problem was the lack of necessary equipment. Some tools are not available in Oman and had to be imported, and this slowed us down.

#### 6. What advice would you give to other young people who have an idea for a science and technology project?

If you have an idea for a project but you don't have all the right equipment to carry it out, or if someone says it's not going to work, DON'T GIVE UP. Believe in yourself and your idea and just carry on. You'll surprise yourself. Also, take every chance you can get. If there is a competition, take the opportunity and enter it! You never know what will happen!

You can find out more about the Imagine Cup competition on [www.imaginecup.com](http://www.imaginecup.com)

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## Review and Reference

### 1 How well can you do these things?

Now I can:	Very well	OK	Not very well
a use language associated with innovation			
b create paragraphs using the past passive			
c use prediction to help with understanding a listening text			
d ask and answer questions in a trivia quiz			
e carry out a questionnaire about computer use			
f use adverbs of frequency			
g use phrases associated with indirect questions			
h write an e-mail letter of complaint			

## GRAMMAR RECALL

### We use the past passive:

- a when we want to emphasise the subject of a sentence
- b when we don't know who did something
- c in sentences where we give someone's date or place of birth.

### 2 Choose the best form of the verbs in these sentences.

- a Charles Dickens **was born/born** in 1812 in England. He **was died/died** in 1870.
- b The pyramids **were built/built** thousands of years ago.
- c Hurricane Katrina **destroyed/was destroyed** many buildings in New Orleans.
- d The film Titanic **made/was made** by a Hollywood film company.
- e The police **arrested/was arrested** the burglar last night.
- f Somebody **told/was told** me to wait here.

**3** Write 15 words from the theme that you would like to remember. Choose 5 verbs, 5 nouns and 5 adjectives. Write them into the correct columns.

Verb	Noun	Adjective

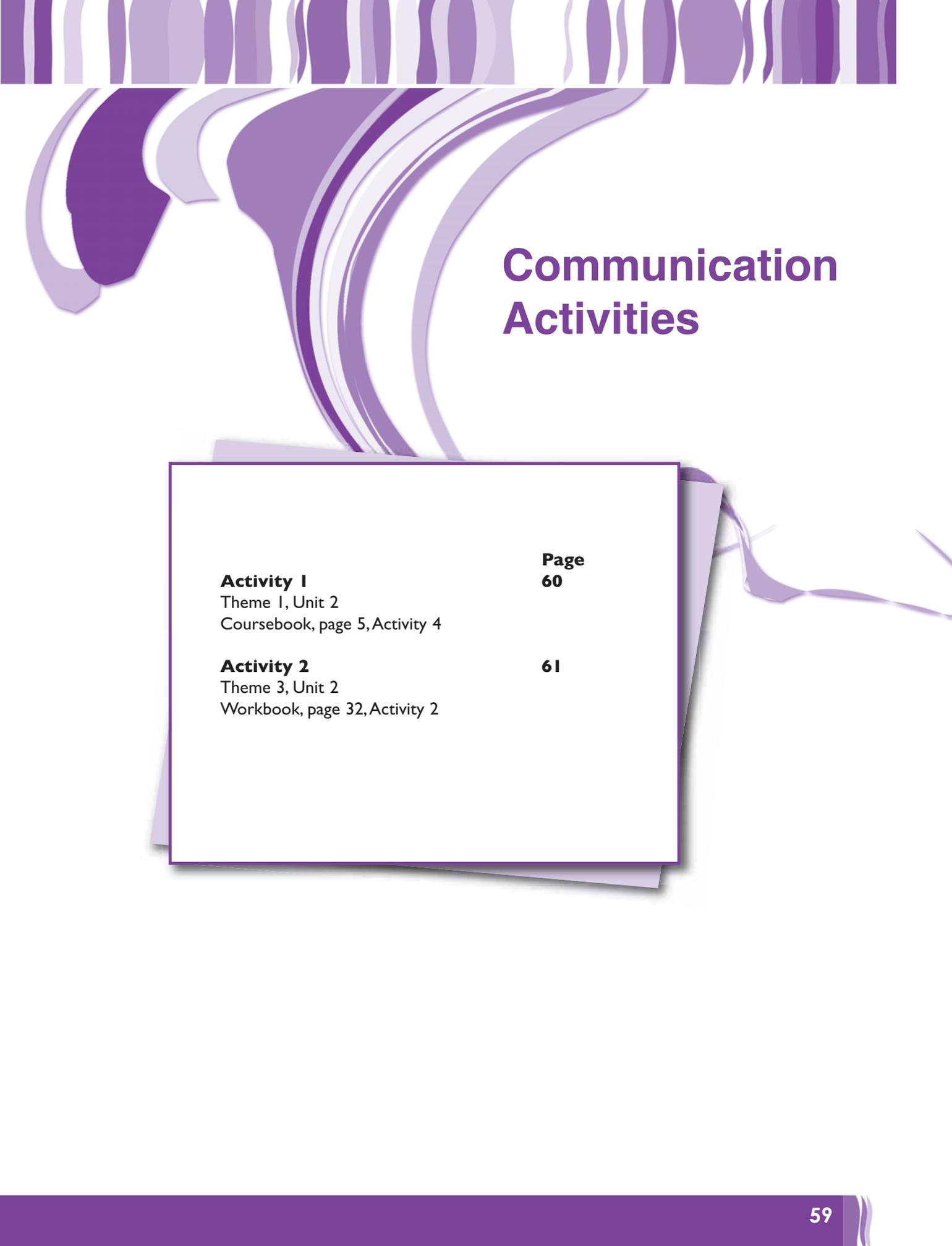
**4** Complete the sentences with words from the glossary on page 64 of your Coursebook. Put ONE word in each gap.

- a Smoking is very \_\_\_\_\_ for your health.
- b If you buy something that is \_\_\_\_\_, you should take it back to the shop and ask for your money back
- c I can't go out tonight. I have too much homework. I've got to write an \_\_\_\_\_ about technology.
- d \_\_\_\_\_ the latest police report, the number of burglaries in our town has decreased.
- e That new pizza restaurant has a home delivery service. It's very easy and \_\_\_\_\_ to use.
- f My sister bought a new washing machine, but she's very \_\_\_\_\_ with it. It keeps breaking down. She's going to call the company and \_\_\_\_\_.
- g People don't write letters by hand any more. They send everything by \_\_\_\_\_ mail.
- h Frank Lloyd Wright was a famous \_\_\_\_\_. He designed many buildings in America.
- i \_\_\_\_\_ is causing many problems in the world. For example, the sea level is rising.
- j Tickets for the concert are \_\_\_\_\_ online.
- k My watch is broken but it's too old to \_\_\_\_\_. I'll have to buy a new one.
- l Every organisation has its own way of working and uses its own \_\_\_\_\_.

## PERSONALISE IT

Write down:

- the two most interesting things you learnt in this theme  
\_\_\_\_\_
- two things you didn't know before  
\_\_\_\_\_
- two things you want to find out more about  
\_\_\_\_\_



# Communication Activities

**Activity 1**

Theme 1, Unit 2  
Coursebook, page 5, Activity 4

**Page  
60**

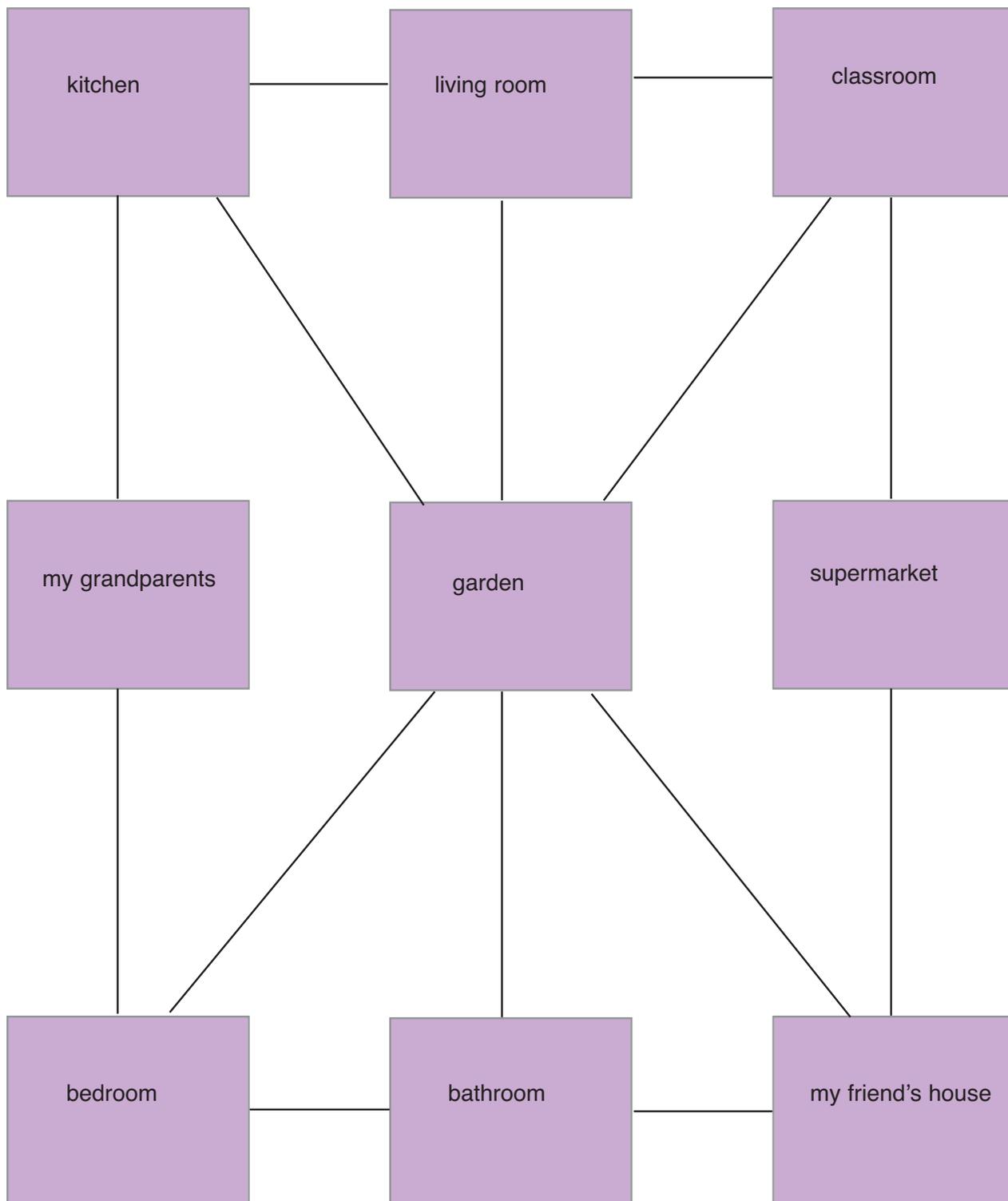
**Activity 2**

Theme 3, Unit 2  
Workbook, page 32, Activity 2

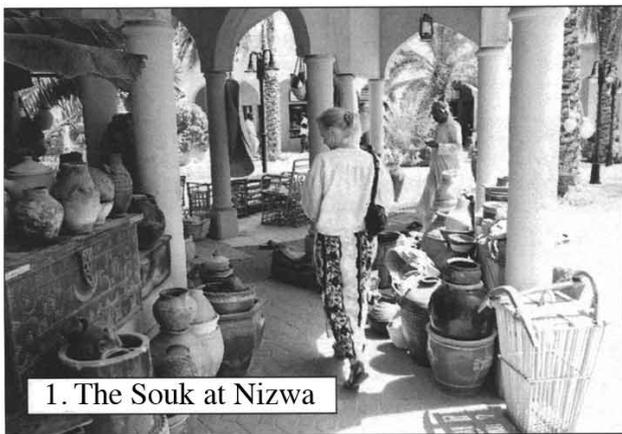
**61**

# Communication Activities

## 1 Theme I: Board game.

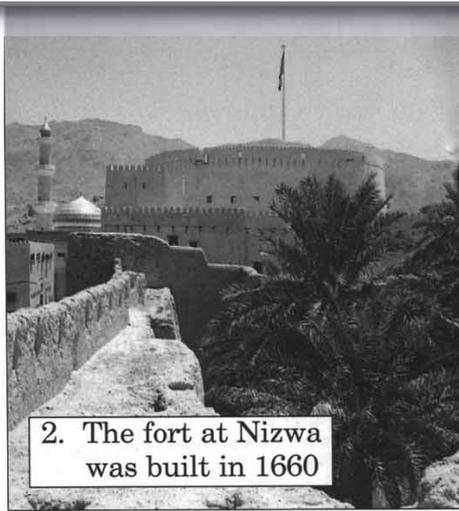


## 2 Theme 3: Tour of Oman.



1. The Souk at Nizwa

see/buy



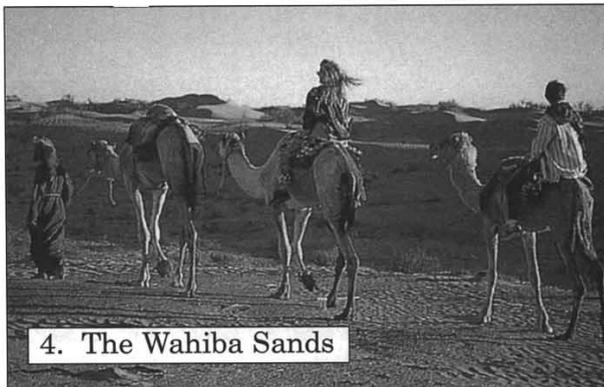
2. The fort at Nizwa was built in 1660

go inside/learn about



3. The Souk at Sinaw

see/meet/buy



4. The Wahiba Sands

walk/ride



5. A boatyard at Sur

see



6. A beach on the coast road

stop/swim

## Grammar Practice

	<b>Page</b>
Theme 1, Unit 2 Workbook, page 5, Activity 6	<b>64</b>
Theme 2, Unit 2 Workbook, page 19, Activity 5	<b>65</b>
Theme 3, Unit 2 Workbook, page 33, Activity 5	<b>66</b>
Theme 4, Unit 2 Workbook, page 47, Activity 6	<b>67</b>

**1** Ahmad and John are two travellers on a flight from London to Muscat. Complete the conversation with the present simple or present continuous form of each verb.

Ahmad: (1) \_\_\_\_\_ (travel) to Oman on business?

John: Yes. It's my first time in the Middle East. What about you? Are you from Oman?

Ahmad: Yes, but I (2) \_\_\_\_\_ (be) a student in London. I'm just going back to Oman for the holidays.

John: What (3) \_\_\_\_\_ (study)?

Ahmad: Finance and accounting. And I (4) \_\_\_\_\_ (take) a French course at evening classes. But I'm finding it very difficult. (5) \_\_\_\_\_ (speak) other languages?

John: Not really . . . except for a little Italian. My company (6) \_\_\_\_\_ (have) a lot of business in Italy and I (7) \_\_\_\_\_ (go) to Rome next month for a conference. That's why I (8) \_\_\_\_\_ (try) to learn the language.

**2** Choose the present simple or present continuous form of each verb.

- a I **am not watching** / **don't watch** television in the afternoons.
- b The students **are reading** / **read** Romeo and Juliet in their English course.
- c She **is looking after** / **looks after** her neighbour's cat while her neighbour is away this week.
- d I **am not liking** / **don't like** chocolate.
- e Our teacher **is planning** / **plans** to give us an English test tomorrow.
- f The 'British government' **means** / **is meaning** the government of the UK.

**3** Fill in the blank space in each sentence with one of the words or phrases in the box.

never      sometimes      always      every year      twice a week      tonight

- a Do you ever stay up late during the week? No, \_\_\_\_\_ .
- b I \_\_\_\_\_ meet my friends for coffee at the weekends.
- c I read lots of books \_\_\_\_\_ .
- d Can you text me about that \_\_\_\_\_? I'll send you my answer tomorrow.
- e I play tennis \_\_\_\_\_; on Sundays and Tuesdays.
- f The sun \_\_\_\_\_ sets in the west.

## Theme 2

### 1 Read the following story, then follow the instructions:

- a Circle three irregular verbs in the past simple.
- b Underline three regular verbs in the past simple.
- c Put a box round three verbs in the past continuous.

I remember the first time I met my friend Anna. It was when I was spending a year in Greece. I was working as an English teacher in a small school on a Greek Island and I was living with a Greek family. Anna was our neighbours' daughter, but she didn't live on the island because she was studying law at Athens University. When she came home for the holidays, her parents had a party for her and they invited me. I arrived at their house early. When I walked in, the first person I saw was a pretty girl with long black hair just like mine. She was wearing the same dress as me! We both looked at each other in surprise, then we began to laugh. Then she started asking me lots of questions in English. After that, Anna and I became good friends.

### 2 Complete the conversation. Write the past simple or past continuous form of each verb.

Salim: Guess what **(1)** \_\_\_\_\_ (happen) to me this morning.

Ahmed: What?

Salim: I **(2)** \_\_\_\_\_ (win) a prize on the radio.

Ahmed: Really?

Salim: Yes. While I **(3)** \_\_\_\_\_ (drive) to work, I **(4)** \_\_\_\_\_ (listen) to the radio. The presenter **(5)** \_\_\_\_\_ (play) music. Then he **(6)** \_\_\_\_\_ (ask) a quiz question. I **(7)** \_\_\_\_\_ (know) the answer straightaway. So I **(8)** \_\_\_\_\_ (call) in and the answer **(9)** \_\_\_\_\_ (be) right.

Ahmed: That's great. What's the prize?

Salim: A meal at McAli's.

Ahmed: Nice!

### 3 Make complete sentences from the words below using **when** or **while**.

- a He / watch / television / phone / ring.  
He was watching television when the phone rang. \_\_\_\_\_
- b She / drive / work / the police / stop / her car.  
\_\_\_\_\_
- c My brother / learn / English / live / Britain.  
\_\_\_\_\_
- d He / go / upstairs / hear / noise.  
\_\_\_\_\_
- e Mary / walk / on the beach / find / 100 riyals.  
\_\_\_\_\_
- f My cousin / hurt / leg / play / football.  
\_\_\_\_\_

### 1 Make sentences about people's travel plans.

Example: I/Australia/next year.

I'm going to Australia next year. \_\_\_\_\_

- a I/China/next month. \_\_\_\_\_
- b Khalid/Qatar/for a conference. \_\_\_\_\_
- c John/business trip/Dubai. \_\_\_\_\_
- d We/spend/summer/Italy. \_\_\_\_\_
- e Asma/travel/Turkey/July. \_\_\_\_\_

### 2 Read the following sentences and circle the best forms of the verbs.

- a Look at those clouds. I think **it's going to/it will** rain.
- b **Are you doing /will you do** anything on Tuesday? There's a good film on at the cinema.
- c I'd like to order the chicken. No, I've changed my mind. **I am having/I'll have** the beef instead.
- d **They are planning/they will plan** to buy a new car next month.
- e I'm sure **you'll win/you are winning** the holiday competition.
- f If you turn on the TV, **you won't finish/you are not finishing** your homework in time.

### 3 Fill in the gaps with the correct tense of the verb in brackets.

- a I'm hungry. I think I \_\_\_\_\_ (have) a sandwich.
- b I'm \_\_\_\_\_ (think of) having a barbecue on the beach tomorrow.
- c Manchester United aren't playing well at the moment. They \_\_\_\_\_ (not win) the cup this year.
- d The new government has exciting plans. They say they're \_\_\_\_\_ (build) a lot of new schools. But where \_\_\_\_\_ (get) all the money?
- e It's a great time to buy a new car. The price is cheap and there \_\_\_\_\_ (not be) a better opportunity.
- f They're \_\_\_\_\_ (plan) to invite all their friends to the party.
- g Look at all those clouds! Do you think it's \_\_\_\_\_ (rain)?

## Theme 4

**1** Read the information below about Bill Gates, the founder of Microsoft. Fill in each gap with the correct verb from the box at the top.

was born (x 2)  
wrote  
was developed

was married  
grew up  
became

developed  
was formed  
left

Bill Gates is the richest man in the world, according to the US magazine Forbes. He **(1)** \_\_\_\_\_ on 28 October 1955 in the US and **(2)** \_\_\_\_\_ in Seattle with his two sisters. In 1973, Gates **(3)** \_\_\_\_\_ a student at Harvard University. While there, he **(4)** \_\_\_\_\_ a version of the programming language BASIC for the first micro-computer. BASIC **(5)** \_\_\_\_\_ first by John Kemeny and Thomas Kurtz in the 1960s. Bill Gates **(6)** \_\_\_\_\_ Harvard before graduating, and in 1975 his company Microsoft **(7)** \_\_\_\_\_. In 1995, Gates **(8)** \_\_\_\_\_ *The Road Ahead* which is about the future of information technology. Bill Gates **(9)** \_\_\_\_\_ on 1 January, 1994 to Melinda. Their daughter, Jennifer **(10)** \_\_\_\_\_ in 1996.

**2** Look at the examples. Then rewrite each sentence using the past passive form of the verb.

Examples: *Somebody wrote my name on that book.*  
*My name was written on that book.*

*Nobody told him the truth.*  
*He wasn't told the truth.*

- a Somebody ate all the cakes.
- b Somebody switched on my computer.
- c Somebody pushed me.
- d Nobody invited them to the party.
- e Nobody saw the thief.
- f Nobody asked you to come here.

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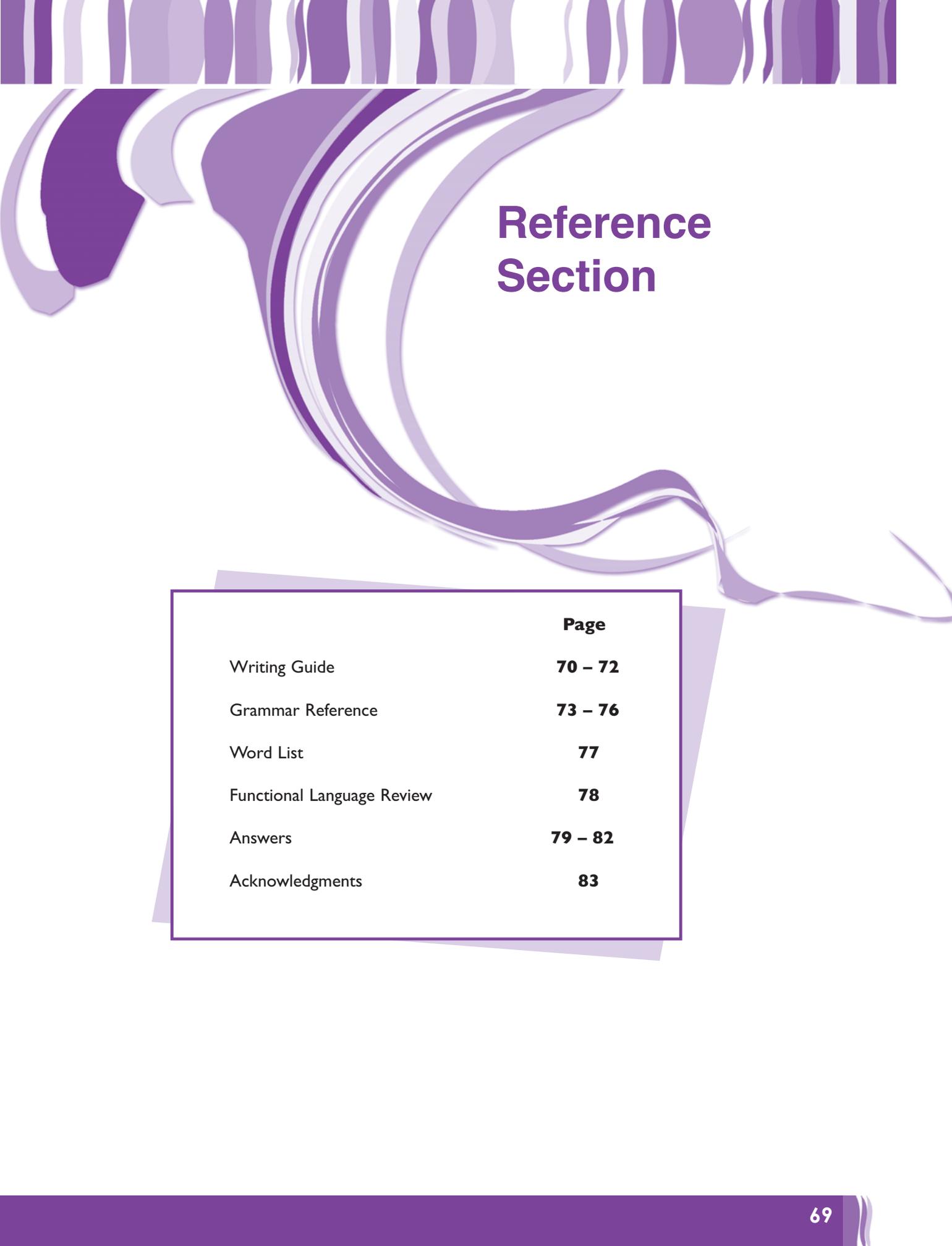


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**3** Choose the best form of each verb in the text below.

### The Great Wall of China

Some parts of the Great Wall of China **(1) were built / built** in the 7th Century BC. At that time, China **(2) was divided / divided** into many small states so all the parts of the Wall **(3) weren't joined / didn't join** together. According to Chinese legend, a helpful dragon **(4) was drawn / drew** the path of the Wall. The builders **(5) were followed / followed** the tracks of the dragon. Later, the parts of the Wall **(6) were made / made** into one single Wall of over 6000 kilometres long. Watchtowers **(7) were placed / placed** along the Wall to guard it from attackers. But many lives **(8) were lost / lost** during the building of the Wall. Thousands of workmen **(9) were died / died** and **(10) were buried / buried** near it.



# Reference Section

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## Writing Guide

### Theme 1 Communication An Informal E-Mail

#### Layout

##### 1 Don't forget

- Recipient's e-mail address
- Topic of the e-mail in the subject line
- Date

##### 2 Greeting

- Use an informal greeting  
Hi Mum, Dear Debbie, Hello Pete,

##### 3 Introduction

- Ask the recipient an introductory question, or start with a phrase about the recipient.  
How are you? I hope the exams are going well.  
I hope you are enjoying your break. Here's some news I think you'll like.

##### 4 Paragraph 1

- Describe where you are and what you are doing in general.  
Well, I'm sitting here waiting for my mother ...  
I've got a few spare minutes so I thought I would send you an e-mail.

##### 5 Paragraph 2

- Ask for the information that you want, or give the message that you want.  
I'm writing to ask you... I'd like you to help me with ...  
I'd just like to say thank you ...

##### 6 Ending

- Think of a reason to stop writing.  
Anyway, I must go, I've got some homework to finish.

##### 7 Signing off

- Say goodbye and sign your name.  
All the best, Best wishes, Bye for now,  
See you soon, Anne

#### Checking your Draft

- **Grammar**  
Have you checked that your verb tenses are correct?
- **Spelling**  
Have you checked your spelling?
- **Punctuation**  
Have you checked that you have used capital letters and full-stops in the correct places?

### Theme 2 Those Teenage Things An Informal Letter to a Problem

Refer also to the three letters on pages 26 and 27 of your Coursebook.

#### Layout

##### 1 Greeting

- Begin your letter with a suitable greeting.  
Dear Auntie,

##### 2 Paragraph 1

- Give some background information about yourself.  
I'm a 16 year old boy ...

##### 3 Paragraph 2

- State your problem and say why it is making you unhappy.  
My problem is ...

##### 4 Paragraph 3

- Say a little more about your problem, and ask the person you are writing to help you.  
I'm worried because ...  
Can you help me?

## 5 Ending

- Give your letter a suitable ending.  
Yours, Salim

## Checking your Draft

### • Grammar

Have you checked that your verb tenses are correct?

### • Spelling

Have you checked your spelling?

### • Punctuation

Have you checked that you have used capital letters and full-stops in the correct places?

## 4 Paragraph 4

- Describe what activities visitors to the camp can do.  
There are many activities for visitors. You can .....

## Making Your Description More Interesting

### I Using Adjectives

Where possible, choose suitable adjectives to go with nouns to make your description come alive.

For example:

- friendly Bedouin
- dramatic scenery
- thrilling activities
- spacious huts

### 2 Giving Examples

We offer comfortable accommodation with facilities **such as** modern showers and toilets.

There are many things to do **including** dune driving and camel riding.

You can also do quiet activities; **for example**, henna painting.

## Theme 3

# Travellers and Tourists

## A Description of a Tour to the Wahiba Sands Desert

Choose some of the words and phrases in Activities 2,3 and 4 on pages 38 and 39 of your Workbook, and include them in your description.

### Layout

#### I Paragraph 1

- Introduce the company Desert Adventure briefly  
Desert Adventure is a company which arranges .....

#### 2 Paragraph 2

- Describe the Wahiba Sands Desert.  
The Wahiba Sands Desert is an area of peaceful beauty. You can see .....

#### 3 Paragraph 3

- Describe the camp.  
The camp consists of huts made of wood. There is .....

## Checking your Draft

### • Grammar

Have you checked that your verb tenses are correct?

### • Spelling

Have you checked your spelling?

### • Punctuation

Have you checked that you have used capital letters and full stops in the correct places?

## Theme 4 Innovation

### An E-Mail of Complaint

**Formal e-mail messages should be similar to formal letters in style and format. Below is a format for an e-mail message of complaint.**

#### Layout

**The e-mail should include the following parts:**

**1 Subject line:** (your membership number, account number, or other description of your complaint)

**2 Greeting:** If you know the person's title and name, the form should be: (Dear + title + name) e.g. *Dear Dr Al Harthy; Dear Mr Al Harthy; Dear Ms Al Harthy; Dear President Al Harthy.* If you do not know the person's name, the form should be: *Dear Sir or Madam:*

**3 Line 1:** Briefly give your purpose. e.g. *I am writing to inform you that I am dissatisfied with (name of product or service). I purchased this (product / service) on (date).*

**4 Line 2:** Briefly describe the problem(s). e.g. *I have not received the book that I ordered. / I wanted the hotel room for 1 August, but the reservation form shows that the room is booked for 5 August. / The DVD I received will not play.*

**5 Line 3:** Briefly describe the action you expect. e.g. *I want to receive the book I ordered within three days or I want my money returned. / I would like to have the reservation date changed to the date that I requested.*

**6 Line 4:** Describe any documents, if any, you are sending with the message. e.g. *I am attaching copies of my (contract, receipt, or other documents).*

**7 Line 5:** Give a deadline for dealing with the problem.

*Please contact me within two weeks. / I look forward to hearing from you within five days.*

**8 Closing:** If you know the person's name write: *Yours sincerely.* If you do not know the person's name write: *Yours faithfully.*

**9 Signature:** Type your full name below the closing. e.g. *Asma Al Rashid / Mohammad Al Abri.*

#### Editing your draft:

**1 Style:** Have you used formal language? *'Thank you', not 'Thanks'* / Full forms of words, not contractions or abbreviations, e.g. *I am..., not I'm... / point, not pt.*

**2 Grammar:** Check to see that your verb tenses are correct and also that you have used singular and plural forms correctly.

**3 Spelling:** Check your spelling. Look up any words you are not sure about.

**4 Punctuation:** Check that every sentence begins with a capital letter and ends with the correct punctuation mark.

#### Sample E-Mail of Complaint

From: DSmith@coldmail.com  
To: admin@books.com  
Subject: My book order #AV459867

4 April 2011

Dear Sir or Madam:

*I am writing to inform you that I have not received the books (order #AV459867) that I ordered on February 5.*

*I paid for delivery within two days, but unfortunately I have still not received the books. If the books cannot be delivered within the next five days, I would like to cancel the order.*

*I am attaching a copy of the order form which clearly shows the date I ordered the books. Please can you give me a response to my problem by the end of the week.*

*Yours faithfully,  
David Smith*

## Grammar Reference

### Theme I Communication

#### Present Simple

##### affirmative

I We You They	help	poor people.
He She It	helps	

##### negative

I We You They	do not don't	walk to the supermarket
He She It	does not doesn't	

##### interrogative

Do	I you we they	have brown hair?
Does	he she it	

We use the present simple mostly to talk about:

- a situation that is **true**.  
The sun **rises** in the east.
- routines and things that happen **repeatedly**.  
Mazen **plays** football on Thursdays.
- describing a permanent state.  
I **like** oranges.  
We **believe** in God.

We often use the present simple with words that tell you how often you do an action, for example: **always, never, often, sometimes, once a day, twice a week, every year,...**

We **play** basketball **twice a week**.  
She **always forgets** to do the washing up.  
I **often get** headaches during exam week.

#### Present Continuous

##### affirmative

I	am 'm	arriving	tomorrow.
We You They	are 're		
He She It	is 's		

##### negative

I	am not 'm	enjoying	this party.
We You They	are not aren't		
He She It	is not isn't		

##### interrogative

Am Are	I you we they	running	fast?
Is	he she it		

We use the present continuous to refer to:

- actions that are happening right now.  
Look! The dog **is eating** your shoe.
- plans or arrangements for the future.  
I **am seeing** Ahmed tomorrow.
- temporary situations that are happening now, although maybe not at the exact moment of speaking.  
I**'m working** in a bank.

## Theme 3 Those Teenage Things

### Past Simple

#### affirmative

I	worked	well.
We		
You		
They		
He		
She		
It		

#### negative

I	did not didn't	break the window.
We		
You		
They		
He		
She		
It		

#### interrogative

Did	I	destroy	the building?
	you		
	we		
	they		
	he		
	she		
it			

We use the past simple to refer to:

- Actions that are **finished and completed**.  
A man **walked** into a police station and asked for help.  
I **left** school in 2004.

Sometimes questions in the past simple are formed with 'Wh-' questions.

- Who** gave you that CD?
- What** made that noise?
- What** happened next?

### Past Continuous

#### affirmative

I	was	sleeping	when the lights went out.
He			
She			
It	were		
We			
You			
They			

#### negative

I	was not wasn't	playing	at lunchtime.
He			
She			
It	were not weren't		
We			
You			
They			

#### interrogative

Was	I he she it		sleeping inside the car?
Were			

We use the past continuous to refer to:

- Actions which are **not complete** at a past time because they are interrupted by another action.  
Anne **was watching** a movie when her mother came in.
- A **continuous action** from a particular point in the past.  
They **were using** the vacuum cleaner and so they didn't hear the doorbell.

We often use the past simple and the past continuous together. The past continuous is the **longer action**, and the past simple is the **complete shorter action** that happened during the longer action. Examples with 'while' and 'when':

- While I **was having** a bath, the phone rang.
- Sana **broke** her leg while she **was running**.

When their mother **came** home, the girls **were cooking** dinner.

He **was working** at his computer when his mobile **rang**.

If we want to show that two actions happened one after the other we use the past simple for both actions.

When the friends **arrived**, they **had** coffee.

## Theme 3 Travellers and Tourists

### Future

There are several ways to talk about the future in English:

#### 1 'going to':

##### affirmative

I	am 'm	going to	fall.
He She It	is 's		
We You They	are 're		

##### negative

I	am not 'm not	going to	work any longer.
He She It	is not isn't		
We You They	are not aren't		

#### interrogative

Am	I	going to	pass?
Is	he she it		
Are	we you they		

#### 2 'going to' and present continuous

• We use 'going to' and present continuous forms to talk about:

##### – future events

They're **going to** have a meeting tomorrow.

I **am starting** a new job next week.

##### – for future plans and intentions

I'm really **going to** stop eating junk food.

My brother is **going to** spend the summer in Oman.

I'm **planning to** buy a new car Thursday.

#### 3 'will'

##### affirmative

I He She It	will	help in cleaning the kitchen.
We You They	'll	

##### negative

I He She It We You They	will not won't	be safe to travel alone.
---	-------------------	--------------------------

# Reference

## interrogative

Will	I	arrive on time?
	he	
	she	
	it	
	we	
	you they	

- **'Wh-' questions** are also used to make questions with 'will':

What time **will** you leave?

When **will** your flight take off?

Where **will** you work?

- **Will** is used to talk about:

**predictions:** You **will** love Muscat.

**promises:** I **won't** tell anyone your secret.

**offers:** We'll help Mum with the washing up.

**decisions that are made at that**

**moment:** I'll call him right now.

## interrogative

How	was	paper	invented?
When	was	the hotel	built?
By whom	was	the book	written?
Where	were	the jewels	found?
Why	were	the rules	broken?

We use the past passive when:

- We want to emphasise the subject of a verb sentence.

This table **was made** by my grandfather.

- We don't know who did an action.

These books **were left** in the classroom yesterday.

- We are giving information about somebody's date or place of birth.

My sister **was born** in Egypt.

**Note:** We use 'by whom' mostly in formal contexts. In informal conversation, we would say:

- Who was the book written by?
- Who was that film produced by?
- Who was that building designed by?

## Theme 4 Innovation

### Past Passive

#### affirmative

I	was	stopped	by a policeman.
He			
She			
It			
We	were		
You			
They			

#### negative

I	was not wasn't	told	what to do.
He			
She			
It			
We	were not weren't		
You			
They			

## Word List

### Theme 1

#### Communication

blog	(n)	/blɒg/
communication	(n)	/kəmjuːnɪ'keɪʃn/
confident	(adj)	/'kɒnfɪdnt/
connect	(v)	/kə'nekt/
conversation	(n)	/,kɒnvə'seɪʃn/
download	(v)	/,daʊn'ləʊd/
gesture	(n)	/'dʒestʃə/
Internet	(n)	/'ɪntənɛt/
job interview	(n)	/'dʒɒb 'ɪntəvjʊː/
laptop	(n)	/'læptɒp/
liar	(n)	/'laɪə/
message	(n)	/'mesɪdʒ/
mobile phone	(n)	/'məʊbaɪl fəʊn/
online	(adj)	/ɒnlaɪn/

### Theme 2

#### Lost and Found

adolescent	(n)	/ədə'lesnt/
conflict	(n)	/'kɒnflɪkt/
cool	(adj)	/ku:l/
edit	(v)	/'edɪt/
emotional	(adj)	/'ɪməʊʃnl/
growth spurt	(n)	/'grəʊθ spɜːt/
hormone	(n)	/'hɔːməʊn/
interrogate	(v)	/'ɪntərəgeɪt/
moody	(adj)	/'muːdi/
proofread	(v)	/'pruːf riːd/
self-esteem	(n)	/'self ɪ'stiːm/
transition	(n)	/'træn'zɪʃn/

### Theme 3

#### Tourists and Travellers

destination	(n)	/dɛstɪ'neɪʃn/
discover	(v)	/dɪ'skʌvə/
dune	(n)	/djuːn/
encounter	(v)	/'ɪn'kaʊntə/
itinerary	(n)	/ɪ'tɪnəri/
magnificent	(adj)	/'mæɡ'nɪfɪsnt/
package holiday	(n)	/'pækɪdʒ 'hɒlɪdeɪ/
reveal	(v)	/'riːviːl/
sanctuary	(n)	/'sæŋtʃʊəri/
sample	(v)	/'sɑːmpl/
stroll	(v)	/'strɒl/
wander	(v)	/'wɒndə/

### Theme 4

#### Innovation

according to	(prep)	/ə'kɔːdɪŋ tuː/
architect	(n)	/'ɑːkɪtekt/
available	(adj)	/ə'veɪləbl/
complain	(v)	/'kəm'pleɪn/
convenient	(adj)	/'kɒn'viːniənt/
dissatisfied	(adj)	/'dɪ'sætɪsfaɪd/
electronic	(adj)	/'ɪlek'trɒnɪk/
essay	(n)	/'eseɪ/
faulty	(adj)	/'fɔːltɪ/
global warming	(n)	/'ɡləʊbl wɔːmɪŋ/
harmful	(adj)	/'hɑːmfʊl/
repair	(v)	/'rɪ'peɪ/
systems	(n)	/'sɪstəmz/

## Functional Language Review

### Theme 1

#### Phrases Used in Everyday Conversation

Hello, how are you?

Nice to see you!

Really?

That's interesting.

How exciting.

I'm sorry to hear that.

What do you think?

How about you?

See you later! (tomorrow, next week)

Goodbye!

### Theme 2

#### Asking Questions

**Do you think. . . . .?**

**Why** do you think . . . . .?

**Can you give me some examples?**

**What kind** of changes?

**What** are the main areas?

**Is there** anything that . . . . .?

**How do you mean?**

**Can you tell me . . . .?**

### Theme 3

#### Making Suggestions

May I suggest that first you take them to visit Salalah Museum.

Why don't you visit Khor Rori with them?

**How about** taking them to Taqah to visit the fort?

**You might like to** take them to the Khor Rori bird sanctuary.

**If I were you, I'd** send him down the coast to Mughsayl.

**Responding to Suggestions Good idea.**

**I'd prefer to go to the wadi.**

**I'd rather go on Thursday.**

**Let's go diving instead.**

### Theme 4

#### Indirect Questions

**Can you tell us** what virtual reality is?

**Do you know** when virtual reality began?

**Can you explain** what the first virtual reality displays were?

**Could you give some examples of** how virtual reality is used?

**Would you explain** some of the limitations of virtual reality?

**Do you have any idea** what virtual reality will be like in the future?

## Answers

### Across Cultures

#### Theme I

#### Communication

##### United Kingdom

##### Activity 1

Name	How It Is Made Up	Capital City
The United Kingdom (UK)	<ol style="list-style-type: none"> <li>1. England</li> <li>2. Scotland</li> <li>3. Wales</li> <li>4. Northern Ireland</li> </ol>	<ol style="list-style-type: none"> <li>1. London</li> <li>2. Edinburgh</li> <li>3. Cardiff</li> <li>4. Belfast</li> </ol>
Britain or Great Britain (GB)	<ol style="list-style-type: none"> <li>1. England</li> <li>2. Scotland</li> <li>3. Wales</li> </ol>	
People in the UK	<ol style="list-style-type: none"> <li>1. English</li> <li>2. Scots</li> <li>3. Welsh</li> <li>4. Northern Irish</li> <li>5. People from the Caribbean, India, Pakistan and Hong Kong</li> </ol>	

##### Activity 2

- 1 **F.** Britain is made up of three countries; the UK is made up of four.
- 2 **T**
- 3 **F.** Dr Johnson was a famous English writer.
- 4 **NG**
- 5 **F.** Football is the most popular sport in the UK
- 6 **NG**

##### Activity 3

- 1 the weather
- 2 being good at singing and acting
- 3 the City of London
- 4 over eighty
- 5 on the east coast of Scotland
- 6 tennis

## Theme 2

### Those Teenage Things

#### United States of America

##### Activity 1

- |   |                             |      |
|---|-----------------------------|------|
| 1 | The founding of New York    | 1624 |
| 2 | Declaration of Independence | 1776 |
| 3 | Invention of the telephone  | 1876 |
| 4 | First man on the moon       | 1969 |
| 5 | The movie Titanic           | 1997 |
| 6 | Hurricane Katrina           | 2005 |

##### Activity 2

- The United States is part of the North American continent.
- The city of New York was founded by the Dutch.
- Mount McKinley is over six thousand metres high.
- Hurricane Katrina caused a lot of damage.
- Thomas Edison developed the first movie camera.
- The Empire State Building is in New York.

##### Activity 3

- republic (paragraph 1)
- immigrants (paragraph 2)
- hurricanes (paragraph 4)
- leap (paragraph 5)
- source (paragraph 6)
- skyscrapers (paragraph 7)

## Theme 3

### Travellers and Tourists

#### New Zealand

##### Activity 1

- Maoris live in New Zealand.
- John is planning to go bungee jumping tomorrow.
- The New Zealand national rugby team is called the All Blacks.
- The Maoris came to New Zealand many years ago.
- My friend doesn't want to try zorbing.

##### Activity 2

- d
- e
- b
- c
- f
- a

##### Activity 3

- F. It is made up of two large islands and many smaller islands.
- F. The first settlers were Polynesians (now known as Maoris).
- NG
- T
- T
- T
- F. Zorbing began in New Zealand.
- F. The Maori culture is ancient.
- NG
- F. Men also take part in a haka dance. They dance at the front.

## Theme 4

### Innovation

#### Malaysia

##### Activity 1

- linked
- interior
- multicultural
- population
- maximum
- orang-utan
- unemployment
- rubber
- bamboo
- popular

##### Activity 2

- 28
- 250
- 2,607
- 45
- 2,000
- 4,095.2
- 300
- 40

## Activity 3

- 1 F. East Malaysia is divided into two states.
- 2 NG
- 3 F. Most of the population live in West Malaysia.
- 4 T
- 5 F. There are about 150 species of frogs in Malaysia.
- 6 F. Many forests have been cut down.
- 7 NG
- 8 F. You play Sepak Takraw with a ball made of bamboo.

## Review and Reference

### Theme 1 Communication

#### Activity 2

- a live
- b I don't eat
- c play
- d am looking
- e do ... eat
- f is studying
- g Are you doing ..

#### Activity 4

- a gesture
- b download
- c connect
- d job interview
- e mobile phone
- f conversation
- g liar
- h online
- i blog
- j confident
- k message
- l laptop
- m communication
- n Internet

## Theme 2

### Those Teenage Things

#### Activity 2

- a wasn't doing / called / was listening
- b was walking / crashed
- c Did you visit
- d were you doing
- e rained
- f didn't know
- g were you thinking

#### Activity 4

- a conflict
- b hormone
- c moody
- d growth spurt
- e proofread ... edit
- f adolescent ... self-esteem
- g interrogate
- h emotional
- i cool
- j transition

## Theme 3

### Travellers and Tourists

#### Activity 2

- a I'll bring
- b are you coming
- c I'll have
- d I'm going to see
- e we'll visit
- f I'll help
- g you're going to clean up

#### Activity 4

- a dune, magnificent
- b package holiday
- c itinerary
- d encounter, sample
- e destination
- f stroll
- g reveal
- h sanctuary
- i discover
- j wander

## Theme 4

### Innovation

#### Activity 2

- a** was born . . . . died
- b** were built
- c** destroyed
- d** was made
- e** arrested
- f** told

#### Activity 4

- a** harmful
- b** faulty
- c** essay
- d** According to
- e** convenient
- f** dissatisfied . . . complain
- g** electronic
- h** architect
- i** Global warming
- j** available
- k** repair
- l** systems

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Theme 2, page 18	Anne Collins
Theme 3, page 38, 39	Anne Collins
Theme 3, page 41	Interview with Mohsin Al Busaidi; Oman Sail
Theme 4, page 44	Dr Mohammed Hassan Ali bait Said
Theme 4, page 55	KnowledgeOman.com: The Imagine Cup Competition

## Website References:

Theme 1, page 2	Dolphins - <a href="http://www.yfrog.com/5vdolphins1j">www.yfrog.com/5vdolphins1j</a>
Theme 1, page 2	Honeybee - <a href="http://www.slowfoodgainesville.org">www.slowfoodgainesville.org</a>
Theme 1, page 2	Whales - <a href="http://www.s699.photobucket.com">www.s699.photobucket.com</a>
Theme 1, page 2	Ants - <a href="http://www.boltonmuseums.org.uk">www.boltonmuseums.org.uk</a>
Theme 1, page 2	Monkeys - <a href="http://www.greenpacks.org">www.greenpacks.org</a>
Theme 1, page 2	Elephants - <a href="http://www.elephantvoices.wildlifedirect.org">www.elephantvoices.wildlifedirect.org</a>