



Basic Education



Skills Book

English

for Me

2015

MINISTRY OF EDUCATION

SULTANATE OF OMAN





His Majesty Qaboos Bin Said, Sultan of Oman

Welcome!

Dear Students,

Welcome to Grade 8!. The Classbook has a contents map to tell you about the work you are going to do this semester. The Skills Book has a grammar reference, self-study pages and a phonetic word list to help you work more independently.

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

You are going to put together a portfolio of work, do projects and read longer stories. You will find that it is important to have an exercise book so that you can write drafts, make notes and keep your own vocabulary store. You will also find a dictionary very useful now.

In English, people aged 13–19 are called teenagers, so the IKC has become the International Teenagers' Club, or the ITC. This club will let you read about ITC members from around the world and use English in different ways.

Be careful not to write in your Classbook because it will be used again next year. Try to look after your Skills Book because the activities will be useful for reference in the future.

Have a great time learning English this year and try to use it as much as possible inside and outside the classroom.

Good luck and work hard!

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What's

Topic

Language focus

Vocabulary

1

**Wonderful
Ocean World**

Modals of obligation
Attributive adjectives
Predicative adjectives
Sounds /ʃ/
Review sounds
Informal letter writing

Ocean animals
Adjectives

2

Food for Thought

Present perfect with yet and already
'some' and 'any'
Similes
Formal letter writing
Sounds /f/ and /v/

Food
Eating
Diets
Adjectives

3

**Transport and
Travel**

Multiword verbs
Present perfect continuous
Object and subject pronouns
'will' and 'going to'
Sounds /p/ and /b/

Transport
Verbs
Pronouns

4

It's a Mystery!

2nd conditional
Question words
Modals of possibility
Questions with 'like'
Sounds /z:/, /eə/ and /ɪə/

Mystery
Adjectives

**Club
Corner**

Multiword verbs
Second conditional
Superlatives
Present perfect continuous
Pronouns

Food
Water
conservation



in 8B?

Main activities

Do a quiz
Read about oceans
Read and write newspaper reports
Read a story about the Prophet Yunus (PBUH)
Do a role play

Project and portfolio work

Collect examples of different tenses
Design a Save Water poster
Write a newspaper report
Make a fact sheet

Learning Journal

Review verbs and tenses
Dictionary work
Learning Diary

Write a formal letter of application
Listen to, write and do a dialogue
Read and fill in a table
Read and discuss poems about food
Play a game

Design a menu
Write a dialogue
Write about the history of a food
Give advice about eating in Oman
Write about food in celebrations
Interview someone about a special diet

Use a dictionary
Write a summary
Learning Diary

Read about transport around the world
Listen to and order a presentation
Complete a booking form
Write an informal letter

Write about transport and travel in Oman
Do an oral presentation on transport.
Collect information on road safety
Make a holiday fact file

Use a dictionary
Referencing
Think about good presentations
Think about multiple choice activities
Learning Diary

Read a longer story with chapters
Read about different mysteries
Describe people
Complete a police report
Solve riddles
Make a Moebius strip

Invent a detective
Collect optical illusions
Collect riddles
Make a mystery scrapbook

Take notes from written texts
Memory
Learning Diary

Design a magazine cover
Write formal/informal letters
Make a poster
Write a newspaper report
Read a story
Do a quiz

Make a road safety leaflet
Collect and use timetables
Write clues

Review the semester
Complete Learning Journal

Unit 1

Wonderful Ocean World

1 The Book Hunt!

You're going on a book hunt to learn more about 8B! Read the clues and find the answers in your Classbook and Skills Book. Write the answers next to the clue in the space provided.

- 1 In which unit can you read about the Prophet Yunus (PBUH)?
- 2 Where can you find extra activities to help you learn?
- 3 Which unit tells you where coffee comes from?
- 4 Where can you find out if coral is a noun, verb, or adjective?
- 5 In which unit can you read about the *Marie Celeste*?
- 6 What is your favourite unit page cover? Why?

3 True or false?

Read the statements below and think about the answers. Then, listen to the reporter talking to Salim about World Environment Day and decide which of the following are true or false. Circle the correct answer.

- 1 There are three people talking. **True** **False**
- 2 The theme for World Environment day is Water, Seas and Oceans. **True** **False**
- 3 The reporter comes from the interior. **True** **False**
- 4 Salim says that falajes are more important than oceans. **True** **False**
- 5 Oceans are important for people living in the interior of Oman. **True** **False**
- 6 The water cycle connects all the water in the world to the sea. **True** **False**
- 7 The events for World Environment Day will be held in Muscat. **True** **False**
- 8 Students are going to make posters about World Environment Day. **True** **False**

2 Words and meanings.

Read Ocean Facts on page 1 of the Classbook and guess the meaning of the words below. Then write the number of the word next to the correct meaning.

1. **ocean** the land at the bottom of the sea.
2. **seabed** the skeleton of very small sea creatures.
3. **float** a person who goes under water using special equipment.
4. **coral** a large area of salt water.
5. **diver** to stay, or move slowly on the surface of water

Think about the water problems you have where **you** live and make a poster giving advice on how to take care of water. The poster on page 3 of the Classbook can provide you with some ideas. You can give advice about wadis, falajes or water in the home. Decide on a title and the language you are going to use and add pictures and drawings to your poster to help the reader understand your advice.

1 The water cycle.

Look at the diagram of the water cycle on page 2 of the Classbook. The following text has been left out of the diagram. Look at the arrows in the diagram and write **a**, **b**, **c** or **d** next to the correct text below.

The water vapour rises and begins to cool down. As it cools, it condenses into tiny drops of water which make clouds.

The water returns to the sea in rivers.

The clouds continue to rise and cool until the water droplets fall to earth as rain or snow.

The sun heats the seawater which evaporates into the air as water vapour.

2 Guess the meaning.

Look closely at the sentences in activity 1 above to help you decide the correct word for this context.

rise clouds condense evaporate

- 1 To _____ means to change from water vapour to water.
- 2 To _____ means to change from water to water vapour.
- 3 _____ are made from water droplets.
- 4 To _____ means the same as to go up.

learning strategy reading skimming and scanning

To **skim** means to read quickly and get information for general understanding.

- Look at pictures, diagrams, titles and the first sentence of paragraphs to help you.

To **scan** means to read for specific information.

- Identify the key words or phrases and underline them in the question.
- Find the key words in the text and read the sentences around them carefully.

3 People and the water cycle.

Helen has written a short report for her school magazine. First, **skim** the text and tick your predictions below. Then **scan** the report and answer the questions below the text.

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> fishing | <input type="checkbox"/> rain |
| <input type="checkbox"/> water cycle | <input type="checkbox"/> sharks |
| <input type="checkbox"/> litter | <input type="checkbox"/> poisons |
| <input type="checkbox"/> coral reefs | <input type="checkbox"/> fertiliser |

People and The Water Cycle

There are many ways to pollute the water cycle. Sewage, chemicals from industry, oil, fertilisers, litter, detergents, hot water and animal waste can all pollute the water cycle.

Fertilisers are bad for the water cycle. Farming uses about 90% of water resources in the world and farmers use fertilisers. The chemicals in fertilisers are washed into rivers and lakes. These chemicals make plants in the water grow and they use the oxygen in the water. When the oxygen in the water gets very low, the animals in the water die.

Poisons such as paints, bleach, oil and detergents are all harmful to the water cycle. When they enter the water cycle they can poison and kill fish and other living things.

Litter travels down rivers to the oceans. In London, people throw 1000 tonnes of rubbish into the Thames River every year. This rubbish can travel into the ocean.

When we add things to the land or water they will end up in the water cycle. Therefore, everyone should look after the water cycle.

1. Write down eight things that pollute the water cycle.
2. How much water do farmers use?
3. What happens when the oxygen in the water gets low?
4. Which river has 1000 tonnes of rubbish thrown in it each year?
5. Who should look after the water cycle?
6. Which verb tense did Helen use to write the report? Why?

1 News headlines.

Match the headlines with the texts.

Warm winters hit ski resorts

1 Few people would believe it, but one-tenth of everything you buy contains this product. Palm oil can be found in everything from margarine to soap to lipstick.

Tunisia ends 39-year wait

2

More than 1000 bird species are endangered because of loss of habitat. Half of Africa's important bird areas are threatened, mostly from farmers and loggers destroying habitats.

Underwater islands

4

The Scottish skiing and snowboarding industry will end in 20 years. Global warming is being blamed for warm, snow-free winters in Scotland.

Rainforests cut for palm oil

2 True or false?

Look at the headlines and texts in activity 1 and then read the sentences below. Write T if you think the sentence is true and F if you think it is false.

1. A title in a newspaper is called a headline.
2. Headlines are usually in the simple present.
3. Headlines sometimes miss out words.
4. The purpose of the text is to give information.
5. The text in the reports is informal.

3

Warmer temperatures are melting the Arctic ice caps and making sea levels rise. Islands such as Vanuatu will be under water before the end of the century. Governments around the world should act now to stop this disaster.

Birds face extinction

5

Thousands of people are celebrating in central Tunis after beating Morocco 2-1. After 39 years since they last reached the final, Tunisia are now holders of The African Nations Cup.

3 Exxon Valdez.



In pairs, take turns to ask and answer the questions below. You should scan the newspaper report in activity 5 on page 2 of the Classbook for the answers.

1. When did the Exxon Valdez sink?
2. How much oil went into the sea?
3. How many summers did it take to clean up the oil?
4. How many sea otters died?
5. Have animal populations recovered today?
6. What good thing resulted from the disaster?

1 Save our seas.

Don't show your reading card to anyone! In your group, take turns to read one of the questions below. Scan your card for the answer. If you have the answer on your card, read it to your group so they can write it in their exercise books.

- 1 What is the biggest threat to coral reefs?
- 2 Which animals think that plastic bags are jellyfish?
- 3 How long are some fishing lines?
- 4 How much will sea levels rise when the Antarctic ice sheet melts?
- 5 How much of a fishing catch is used?
- 6 What are some of the oldest creatures on Earth?
- 7 How long does it take for a plastic bottle to be destroyed by the sea?
- 8 What colour is coral without sunlight?
- 9 How long does it take for a coral reef to grow?
- 10 What does the abbreviation WAIS mean?
- 11 What has decreased by 90% in the last 50 years?
- 12 What is the greatest danger to sea birds and animals?

2 Listen and take notes.

You are going to listen to a report about another oil spill report. This time it is on the radio. First, read the questions below and think about possible answers before you listen. Then, write down the answers in your exercise book while you listen.

- 1 What is the name of the tanker?
- 2 Where was the tanker going?
- 3 What was the first thing the captain saw?
- 4 Did they rescue everyone?
- 5 How long is the oil slick?
- 6 How much oil was spilled?



Use the notes you have taken from the previous activity to write a newspaper report. Look at the example on page 3 of the Classbook and think about the following:

- the headline
- complete sentences
- paragraphs
- formal language
- pictures or photographs

Remember to use the writing route and put your finished newspaper report in your portfolio.

language focus

modals

The words **should**, **must** and **have to** are modals of obligation. We use them to **give advice** and **tell people what to do**.

We use **must** and **should** to give our own personal opinion. **Must** is stronger than **should**.

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

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

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

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

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

1 Must or have to?

Look at the following sentences and decide if the advice is based on personal opinion or a general law. Write **must** or **have to** in the space provided.

1 You _____ drive on the right in Oman.

2 My hair is very dirty. I _____ wash it.

3 They _____ buy a permit for the Damaniyat islands.

4 I _____ go shopping. There is no food in the house!

5 I think we _____ protect our oceans.

6 We _____ stay at work until 4 o'clock.



2 Shark attack rap!

Read the rap and write the adjectives below in the correct spaces. Then listen to the rap and check your answers.

surprised fast black brave
sharp friendly frozen

I was swimming in the deep blue sea,
Feeling happy and floating free,
When I saw a shape long and _____,
Sh sh sh sh shark attack!

The shape stopped still,
It looked at me,
I was swimming in its territory,
Sh sh sh sh shark attack!

The shape moved _____,
Like a rocket or a bullet,
I tried to escape but I just couldn't do it,
Sh sh sh sh shark attack!

My heart was _____,
The end was near,
So I prayed for my life for all to hear,
Sh sh sh sh shark attack!

I was getting ready for a _____ shark bite,
When the shark did something to make me think,
It closed one eye and gave me a wink,
Sh sh sh sh shark attack!

I was really _____ and I winked right back,
Then it gave me a smile, and it turned around,
And swam away to new ocean ground,
Sh sh sh sh shark attack!

So here I am to tell the tale,
Of a diver who was cool and _____,
And a _____ shark under the ocean waves,

Sh sh sh sh shark attack!



1 Which paragraph?

Look quickly at the **Shark Attack** article on page 6 of the Classbook. Decide which paragraph has the following information in. Write the number of the paragraph in the space provided.

- 1 The size of the shark's tooth.
- 2 The number of shark attacks.
- 3 How the surfer felt.
- 4 The time of the shark attack.
- 5 The name of the person.
- 6 The name of the shark.
- 7 The size of the mouth.
- 8 A place to get help.

2 Find the adjectives.

Find six examples of attributive and predicative adjectives from the **Shark Attack** article from page 6 of the Classbook and write them in the table below.



| Attributive adjectives | Predicative adjectives |
|--------------------------|------------------------|
| The fourth shark attack. | It was late. |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

language focus

adjectives

An **adjective** is a word like small, old, cheap, ugly. An adjective **describes** the qualities of people, places, things, etc.

the small fish

Most adjectives can go in two positions:

1 When an adjective comes **before a noun**, it is called an **attributive adjective**.

the beautiful beaches of Hawaii
adjective noun

2 When an adjective comes **after the verb**, it is called a **predicative adjective**.

The shark was quick.
subject verb adjective

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

3 Complete the chart.

Read the information in **Some Sharp Shark Facts** on page 7 of the Classbook and find the information below.

| | Whale Shark | Great White Shark |
|-----------------|-------------|-------------------|
| size | | |
| food | | |
| location | | |
| weight | | |
| teeth | | |

1 Shark superlatives.

Match the following shark descriptions with the superlatives in activity 4 at the bottom of pages 6 and 7 of the Classbook. Write the letter of the superlative in the space provided.

- 1 There are many piked dogfish sharks living in many oceans.
- 2 The pygmy ribbontail catshark is only 15–16 cm long.
- 3 Great white sharks can attack humans.
- 4 Portuguese sharks can dive down as far as 2,750m.
- 5 The whale shark can be as long as 15m.
- 6 The jaws of the dusky shark can exert a pressure of 60kg force per tooth.
- 7 The speed of the mako shark varies, but has been measured at 97km/h.

2 Answer the questions.

Read the Pet Hamster more likely to bite text on page 7 of the Classbook. Then answer the following questions below in the space provided.



Try to write complete sentences.

- 1 Which animal is more likely to bite humans?

- 2 How many species of sharks are there?

- 3 Why has the number of sharks decreased?

- 4 What must we do with sharks?

- 5 Why does the author not like magazine articles?



Try one or both of the following tasks. Remember to put everything in your portfolio when you have finished.

- 1 Make your own fact sheet about another shark. Go to the LRC or look on the Internet to help you find the information you need to help you. Use the models provided on page 7 of the Classbook to help you write a short description of the shark to go with the facts you have collected. Include a photo or a drawing of your shark. Remember to be as neat as possible.
- 2 Imagine that you have seen a shark attack. Write three paragraphs for a magazine article describing the attack. Think about:
 - What you saw?
 - Who it happened to?
 - What kind of shark was involved in the attack?
 - Where it happened?
 - What did you do to help?

Brainstorm your ideas and use the writing route to help you with your writing.

Scary Sharks? OR Sharks are safe? YOU DECIDE.

PROJECT

For the past three lessons, we have been finding out about sharks. It is now your turn to decide if sharks are dangerous animals, or need our help to survive. Use the information you have read about sharks in the Classbook, look at the books you have in the LRC, and find out more from the Internet, magazines or newspapers to help you decide. Then work with a partner to design a poster telling us if sharks are dangerous or need our help. Try to complete the poster for presentation in the final lesson of this unit.

1 Missing words.

Write the missing words from the story of *The Prophet Yunus (PBUH) and the Whale* on pages 8 and 9 of the Classbook in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2 True or false.

Read the following statements about the story of the Prophet Yunus (PBUH) and the whale and decide if they are true or false. Circle the correct answer.

- 1 The people of Niniveh did not listen to the Prophet (PBUH). True / False
- 2 The people of Niniveh were not frightened by the storm. True / False
- 3 The people of Niniveh smashed the stone statues to show they were believers. True / False
- 4 The weather was stormy at sea. True / False
- 5 Yunus (PBUH) picked the longest straw. True / False
- 6 A whale swallowed the Prophet (PBUH). True / False

3 Which paragraph?

First read the summary of each paragraph about the Prophet Yunus (PBUH) and the whale and decide which paragraph the summary belongs to. Write the letter of the paragraph in the space provided. Use the example to help you.

| Summary | Paragraph |
|---|-----------|
| A whale swallowed Yunus (PBUH) and took him back to the shore. | G |
| The passengers decided to throw someone into the sea. | |
| Allah was angry and sent a storm to Niniveh. | |
| He thought he had failed and caught a boat. | |
| Yunus (PBUH) told the people of Niniveh about Islam, but they did not listen. | |
| He picked the short straw. | |
| The people became believers and smashed the statues. | |

1 What's the question?

Match the questions with the texts from activity 1 on page 10 of the Classbook. Write the number of the text in the space provided.

- 1 What are the fish like?
- 2 What do you need to be to become a diver?
- 3 How do you become a diver?
- 4 What's the water like?
- 5 What's diving like?
- 6 Why did you become a diver?
- 7 What do you do in an emergency?

3 Which questions?

Read the following questions and discuss possible answers in your group. Then listen to the radio interview and tick the questions you hear.

- 1 How long have you been diving?
- 2 How do you become a diver?
- 3 Did it take you long to become a diver?
- 4 What do the instructors tell you?
- 5 What's the water like?
- 6 What's a buddy?
- 7 Why did you become a diver?
- 8 Have you ever got into trouble while diving?
- 9 What do you do in an emergency?
- 10 Can anyone become a diver?

2 Where do they go?



Here are some more things divers have said in response to the following questions. Match their answers with the questions in the table.

1. You have to take different exams.
2. It's out of this world!
3. They're enormous.
4. You must be careful of the sea.
5. You have to be fit.
6. ... you have to learn how to dive, otherwise it's dangerous.
7. They're dangerous.
8. It's peaceful.
9. They're playful.
10. You have to learn how to use the equipment.

| What are the fish like? | What do you need to be to become a diver? | How do you become a diver? | What does diving feel like? |
|-------------------------|---|----------------------------|-----------------------------|
| | | | |

1 True or false?

Listen to the interview and circle **true** or **false** for each statement.

- 1 There are many Omani female divers. **true** **false**
- 2 Nasra enjoys nature and the outdoors. **true** **false**
- 3 She attended a three-day course. **true** **false**
- 4 A buddy helps you when you are in trouble. **true** **false**
- 5 Nasra thinks the sea can kill unless you respect it. **true** **false**
- 6 Diving is not a good free time activity. **true** **false**

2 Role play.

Work with a partner for this activity. Imagine that one of you is a reporter and that one of you is a diver. Use the questions and information you have gathered from the previous lessons to conduct a radio interview. Think about:

1. The questions you will ask.
2. The topics you will talk about. For example, the weather, the animals you saw, the equipment you used, what it looked like, did you enjoy yourself, etc.
3. You could describe a reef you have dived at the Damaniyat Islands, or a shark attack you saw, or a whale you encountered.
4. Quickly brainstorm the questions and answers with your partner. You do not need to write every single word.

Remember – this is a speaking activity, so don't be shy. Good luck!

3 Brainstorm: Reflection.

Think about the unit you have just been working on and brainstorm all the areas you think you did well in and write these in blue. Then think about areas you want to improve and write them in red. Look back at the activities to help you.

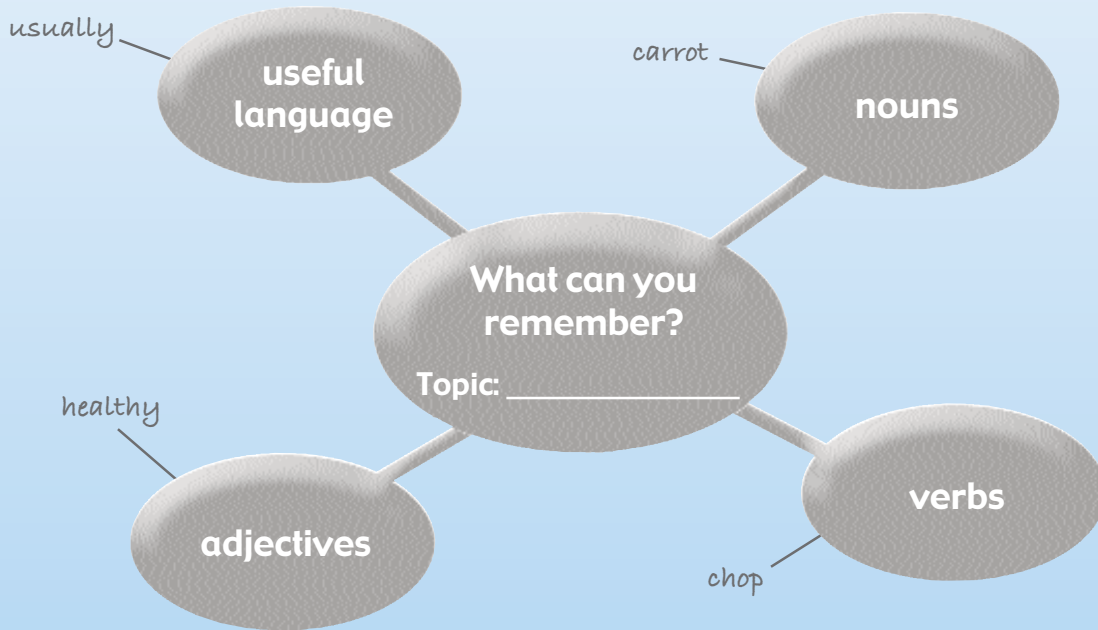


Unit 2

Food for Thought

1 Brainstorm what you can remember.

Look at the pictures and text on the top half of the unit cover page on page 11 of the Classbook and work you have done previously in order to complete the brainstorm map. Examples have been provided to help you. Add any other ideas you may have.



2 What are you going to learn about?

Write three sentences of your own about what you think Unit 2 is about. Use what you know already to help you, but be careful not to copy. The first sentence has been started to help you.

1. I think I'm going to learn about _____

2. _____

3. _____

3 Choose the answer.

Here are the answers to the focus questions for activity 2 on page 12 of the Classbook. Tick the correct answer.

- 1
- a. morning
 - b. midday
 - c. evening

- 4
- a. Pizza Palace
 - b. The Taj
 - c. The Eat-away

- 2
- a. morning
 - b. midday
 - c. evening

- 5
- a. horrible
 - b. delicious
 - c. awful

- 3
- a. morning
 - b. midday
 - c. evening

- 6
- a. sad
 - b. happy
 - c. angry

1 Sort the dialogues.

Two dialogues have been mixed up. The first line of dialogue A and B has been started below to help you. Separate them and complete the dialogues in the space provided.

Mum: Oh, so where do you want to go?

John: Let's stay at home. Your food is much better anyway.

Harry: No, **I haven't had it yet**.

John: Great! I'm going to the new Eat-away restaurant. **Have you been there yet?**

John: No, I've already been there with Harry. Anywhere else?

Mum: How about the Sandwich Café?

Harry: Ok, let's go then.

John: **Have you had your lunch yet?**

Harry: No, **I haven't visited it yet**. Is it nice?

John: Yes, the food is great and cheap.

Mum: Let's go to the new Eat-away restaurant.

John: NO, **I've already been there with Mustafa** and the food was horrible.

John: *Have you had your lunch yet?*

Harry: _____

A

John: _____

Harry: _____

John: _____

Harry: _____

Mum: *Let's go to the new Eat-away restaurant.*

John: _____

B

Mum: _____

John: _____

Mum: _____

John: _____

language focus

yet and already

Look at dialogues on page 12 of the Classbook and the dialogues above.

Read the sentences and underline the correct words.

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

yet

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

already

- **Already** tells us something has/has not taken place.
- We usually put **already** at the beginning/in the middle of sentences.
- We usually put **already** before/after the main verb.

1 Yet or already?

Use the examples and information you have on **yet** and **already** to complete the missing words.

1. I've _____ had my breakfast.
2. I haven't had my breakfast _____.
3. He hasn't been to the supermarket _____.
4. She's _____ eaten at the new restaurant.
5. Has she got a job _____?
6. They haven't eaten at that new café _____.
7. She's _____ eaten the carrots.
8. Have you drunk your orange juice _____?

2 Focus questions.

Look at the texts on page 13 of the Classbook and the **job letter D** cut-out page from the Skills Book and answer the following questions. Write only the letter of the texts in the space provided.

- 1 Which texts are informally written?
- 2 Which text tells us about a complaint?
- 3 Which texts are written by the restaurant?
- 4 Which texts are letters?
- 5 Which text is a reply to text from the restaurant?
- 6 Which text tells you what the restaurant sells?

Dialogue development.

Look at these photos. With your friend, write a dialogue for one of the photos.

- Use the examples provided in the Classbook or Skills Book to help you.
- Use the **present perfect** with **yet** and **already**.
- Practise the dialogue for presentation.
- When you have finished, store your dialogues in your portfolio.



3 Formal letters.

Both letters C and D should have been written formally. Read the learning strategy and then decide which is the best formal letter and why. Be prepared to give your reasons.

learning strategy writing formal letters

We write formal letters if there is something important to write about or reply to.

- Use full and not contracted forms, eg. **I am** and NOT **I'm**.
- Do not use simple words, e.g. NOT **find out** but **discover**.
- Put the address and date of the sender on the right.
- Put the name and address of the receiver on the left.
- Start with **Dear Sir**, **Dear Madam**, **Dear Sir/Madam**, **Dear Mr [Name]** or **Dear Mrs [Name]**.
- End with **Yours faithfully** when you do not know the name of the person.
- End with **Yours sincerely** when you know the name of the person.

1 Read and decide.

The new Eat-away restaurant has decided to place an advertisement on the radio. They have written the script, but some of the words are missing. Read the script and predict the missing words. Then look at the menu on page 13 of the Classbook to help you decide what the missing words are. Write the words in the space provided and then check your answer by listening to the final radio script.

Welcome to the new Eat-away restaurant! We have something for all the family with prices starting from as low as _____ baisas. You can choose from a range of delicious, mouthwatering _____ such as soup or spring roll. Our tasty main courses have something to suit every taste. Feeling like an Italian? Then why not try our special _____ at the amazing price of OR 1.250, or maybe something a bit spicier like our Indian _____ at only OR 1.000. Feel like sweetening your taste buds? Then our wide range of vanilla, chocolate or mango _____ at only half a rial will be just the treat. Then don't forget to water it all down with one of our chilled fresh _____ at only one rial. So why wait, just get down to the new _____ restaurant in Seeb. We're here to please _____!

language focus

some and any

Read the rules and find other examples for some and any from the back of the Menu cut-out page. Write your examples in your exercise books.

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

some

- Some means a little or a few and is used in positive sentences.
I've got some soup for starters.
- We use some in questions to request something when we think the answer will be yes.
Can I have some spring rolls please?
- We use some in questions when we make an offer.
Would you like some garlic bread?

any

- We often replace some with any in questions when we are not sure of the answer.
Have you got any spring rolls then?
- We usually use any in negatives.
I'm sorry madam, we haven't got any soup.

2 Some and any.

Sally is talking to a waiter in a restaurant. Decide whether to use **some** or **any** in the dialogue. Underline the correct word.

Sally: I don't like the desserts on the menu.
Have you got some/any ice-cream?

Waiter: Yes, we've got some/any ice-cream.

Sally: Please can I have some/any tea?

Waiter: Yes. Would you like some/any milk in your tea?

Sally: No thank you, but I'd like some/any cake.

Waiter: Sorry we haven't got some/any cake.

3 Club Talk.

Write **True** or **False** next to these statements.

1. The manager is not sorry about the complaints.
2. Abdul Kareem thinks the food is tasty.
3. Mark and Zaki are really happy about the opening of the restaurant.
4. George Gregory thinks the potatoes are crispy.
5. Mark and Zaki have already learned how to use the coffee machine.
6. Abdul Kareem didn't get any of the food he wanted.

1 Describing food and drink.

Look at the dialogues on page 12 of the Classbook and Club Talk on page 14 of the Classbook to find adjectives describing food and drink. Decide which are positive and which are negative and write them in the chart below.

| POSITIVE +ve | NEGATIVE -ve |
|---|---|
| | |

Design a menu and write a dialogue.

- In pairs, design a menu.
- Brainstorm your ideas.
- Use the models provided to help you but try not to copy.
- Exchange your menu with another pair.
- Imagine you are in a restaurant and want to order something from the menu.
- Write a simple dialogue.
- Try to use **some** and **any** with the help of the examples you found previously.
- Now practise your dialogue.

2 Find the sentences.


Read the text from *What's the history of ... ?* on pages 14 and 15 of the Classbook. Find a complete sentence for the clues and write it in the space provided.

| Clue | Sentence |
|---|----------|
| The name of a coffee town. | |
| A food to play with. | |
| The Arabian traders showed others how to do this. | |
| Not food for the rich. | |

1 Jamila's recipe scrapbook.

Jamila is making a scrapbook full of different recipes from around the world. Find the instructions for Pumpkin Pie on page 16 of the Classbook and list them in the space below.

PUMPKIN PIE



Instructions

PROJECT










Choose one of the following projects.

1 Find out about a celebration and the food eaten in the celebration. Look at the models on page 16 and 17 of the Classbook to help you. Write about the celebration and describe how to make the food. Think about the main ideas of your paragraphs and follow the writing route.

2 Find out about the history of a food. Use the models on page 14 and 15 of the Classbook to help you. Think about the main ideas of your paragraphs and follow the writing route.

2 Ramadhan kareem.

People in Oman are buying food for Ramadhan. Listen to the following three dialogues and tick the picture which shows what they buy. You will hear each dialogue twice.

| | | | |
|---|---|--|--|
| 1 |  A <input type="checkbox"/> |  B <input type="checkbox"/> |  C <input type="checkbox"/> |
| 2 |  A <input type="checkbox"/> |  B <input type="checkbox"/> |  C <input type="checkbox"/> |
| 3 |  A <input type="checkbox"/> |  B <input type="checkbox"/> |  C <input type="checkbox"/> |

1 Have you got everything?

Ali's wife, Fatma, is phoning her husband to find out if he has bought everything on the shopping list. Look at the list and complete the missing words in the dialogue with **yet**, **already**, **some** or **any**.



- flour ✓
- eggs ✓
- milk ✓
- ~~grapes~~
- fruit juice
- 4 cans tomatoes
- 3 packets biscuits ✓
- ~~strawberries~~
- 2 kg oranges ✓
- bread

Fatma: Hi, it's me. Have you been to the supermarket _____ ?

Ali: Yes, I've _____ been there.

Fatma: Did you get everything on the list?

Ali: Well, most of it. I've got _____ flour, eggs, milk, biscuits and oranges ...

Fatma: Were there _____ grapes?

Ali: No. They didn't have _____ grapes or strawberries.

Fatma: What about the other things?

Ali: I didn't see _____ tomatoes, fruit juice or bread.

Fatma: Well, have you tried the shop on the corner?

Ali: Not _____. I'm on my way there now.

Fatma: Well, mum's _____ here to help me start cooking. Be as quick as you can! See you soon!

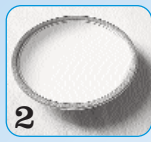
Ali: See you!

2 Laying the table.

What things do you use to eat? Match the photographs with the descriptions. Write the letter of the description next to the correct picture.



1 chopsticks



2 plate



3 soup bowl



4 knife



5 fork



6 dessert spoon



7 napkin



8 cup and saucer



9 glass



10 mug

- a. It's got a long handle and a long sharp edge for cutting.
- b. It's for drinking hot drinks and it's quite informal.
- c. It's a piece of material or paper for protecting clothes and wiping mouths.
- d. It's a round, flat surface to hold a meal.
- e. It's deep and round and used for soups and liquids.
- f. They're two long sticks used for eating.
- g. They're for drinking tea from and catching the spills.
- h. It's for drinking and you can see through it.
- i. It's got a long handle and a curved bowl at the end.
- j. It's got a long handle and it's got some sharp points at the end.

1 Sunday dinner.

In England, many families have a traditional meal of roast meat, roast potatoes and vegetables at the weekend. Listen to a family having their Sunday lunch and circle the correct answer below. You will hear their conversation twice.

- 1 A group name for knives, forks and spoons is:
 - a. Laid the table.
 - b. Cutlery.
 - c. Cutting.
- 2 Forks go:
 - a. at the top.
 - b. on the right.
 - c. on the left.
- 3 What did John's mother say about dessert?
 - a. Dessert is after the meal.
 - b. They need more spoons.
 - c. There isn't any dessert.
- 4 The mother's name is:
 - a. Mary.
 - b. Gravy.
 - c. Lucy.
- 5 Which statement is true?
 - a. John and his sister have washed their hands.
 - b. John and his sister haven't washed their hands.
 - c. John and his sister are going to wash their hands.
- 6 John and his sister have an argument about:
 - a. the forks.
 - b. the dessert.
 - c. the gravy.
- 7 Which statement is true?
 - a. There is enough gravy.
 - b. There is not enough gravy.
 - c. There isn't any gravy.
- 8 When you want something, it is polite to say:
 - a. You must give me the salt, please.
 - b. Please pass the salt.
 - c. I want the salt.

2 Being polite at the table.

In pairs, take turns to ask for an item on the table and let your partner reply using the language below. If there is a cross next to the item, it has finished. If there is a tick, it should be passed.

Please pass the potatoes.

Here you are.

Sorry, there isn't/aren't any.

salt pepper ketchup gravy
 potatoes peas meat carrots

3 Sounds – /f/ and /v/.

First listen and repeat the examples. Then listen to more words and write down the number of the word under /f/ or /v/ depending on the sound you hear.

| /f/ | /v/ |
|-------|------------|
| fork | vegetables |
| knife | starving |

Now try saying the tongue twister!

On Fridays we fry five very wet fat fish with fresh veg for friends and visitors for free.

Make a list of words containing the /f/ and /v/ sounds in your portfolio.

Being polite in Oman.

Imagine your friend from England is visiting Oman for the first time. What advice will you give them to be polite when eating at your home? You may want to include some of the following ideas and anything else you can think of:

- What should they do if they want more coffee?
- Where should they point their feet?
- Can they use their hands to eat?
- Do they have to eat everything?
- When is the meal finished?

Write your ideas in your exercise book. Try to use modals of advice – **must**, **should** and **have to**. Remember to follow the Writing Route. Copy your final draft on to a piece of paper and put it in your portfolio.

2 Diet interview.

You are going to listen to Salim interviewing James about the special diet he is following. Before you listen, write down three questions below which you think Salim might ask James.

- 1 _____
- 2 _____
- 3 _____

Now listen to the interview and write down two more questions which are in the interview but which you have not written above.

- 1 _____
- 2 _____

1 What can they eat?

Read about the special diets on pages 18 and 19 of the Classbook. Look at the food packet labels and decide which foods can be eaten by each person. Complete the table below and then use the information to write three sentences. Look at the example to help you.

| Packet | Mr Popolis | Brittany | James Farley |
|--------|------------|----------|--------------|
| A | x | | |
| B | | | |
| C | | | |
| D | | | |
| E | | | |
| F | | | |

Mr Popolis can't eat Choco Rolls because they contain sugar and glucose syrup.

- 1 _____
- 2 _____
- 3 _____

Write about a special diet.

Use the questions you have written to interview someone about a special diet they are following. After you have collected your information, write about the diet on a piece of paper for your portfolio. Look at the models on page 18 and 19 to help you and remember to follow the Writing Route.

language focus

similes

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

Similes compare two things.

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

It smells **like** rubbish.

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

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

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

1 Similes.

Use the words provided to complete the similes below.

like the wind as rock
as a cheetah as a rose
like a fish like black smoke

- 1 He ran _____
- 2 Her smile was as beautiful _____
- 3 The cake was as hard _____
- 4 The clouds looked _____
- 5 He ran as fast _____
- 6 She swam _____

2 Write your own similes.

Use your imagination to complete these similes with some exciting and unusual descriptions.

- 1 The meat tasted like _____

- 2 The cake looked like _____

- 3 The room was as cold as _____

- 4 They danced like _____

- 5 The garden was as beautiful as _____

- 6 The rocket went as fast as _____

3 Complete a report.

Work in groups of four to complete the report below. Your teacher is going to give you a numbered text containing some sentences from the report. Do not show it to anyone in your group! Take turns to read sentences from the numbered texts aloud to your group. Listen and write the missing words in the spaces below.

Diet Disaster

People are getting 1. _____. The number of people who are overweight has tripled over the past 2. _____ years. About 15% of children in the UK are 3. _____. In fact, one-third of overweight 4. _____ are so heavy they will have serious health problems later in life.

Most children are overweight because their parents are 5. _____. This is because families share 6. _____ eating and activity habits.



Parents lead busy lives and fast food provides cheap, quick and tasty 7. _____. However, 8. _____ is high in calories and fat. A soft drink contains about 6 teaspoons of 9. _____ and makes people overweight. Recent studies by the US Agriculture Department now show soft drinks 10. _____ people fat.

Many people do not take 11. _____ exercise. Some people spend 12. _____ in front of a television or computer and do not walk or cycle enough. The National Diet and Nutrition Survey (2000) found that about 69% of children spend 13. _____ than one hour a day doing physical activity.

We need to help young people become a 14. _____ weight. This means we must 15. _____ fast food advertisements. We must also get students to increase their physical activity and eat a healthy, well-balanced 16. _____.

Unit 3

Transport and Travel

1 Types of transport.

Look at the transport words and pictures on page 21 of the Classbook and sort them into the table below. Then use the information to ask and answer questions in your groups.

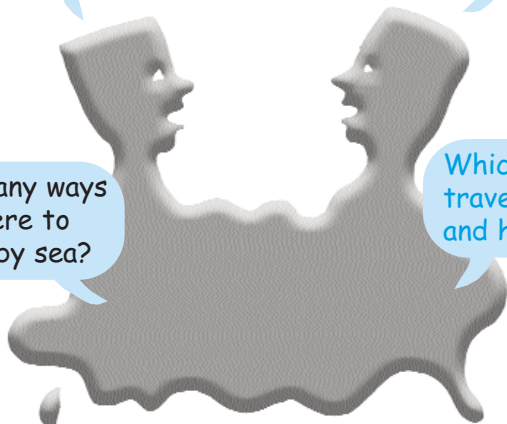
| Travel on land | Travel by sea | Travel in the air | Have wheels |
|----------------|---------------|-------------------|-------------|
| | | | |

Does a ship travel in the air?

Which transport has wheels?

How many ways are there to travel by sea?

Which transport travels in the air and has wheels?



3 Transport around the world.

Work on your own to match the text and pictures on page 22 of the Classbook and write the answers below. Look at the example to help you.

| Text | Picture | Transport |
|------|---------|-------------------|
| 1 | e | double decker bus |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

2 People.

First, read the sentences below. Then, listen to the tape and decide who is talking by writing the letter in the space provided. Finally, decide which person is missing.

- Someone who rides a bicycle is called a cyclist.
- Someone who rides a motorbike is called a motorcyclist.
- A commuter is someone who travels a long distance to get to work.
- A pedestrian is someone who travels on foot.
- Someone who drives a lorry is called a lorry driver.
- A pilot is someone who flies a plane.

language focus

multiword verbs

Many verbs in English have two or more parts. These are called **multiword verbs**. We make multiword verbs with:

verb + adverb/preposition

get around cut down fix on cut out look at

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

I got on **the bus**. I got off **the bus**

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

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

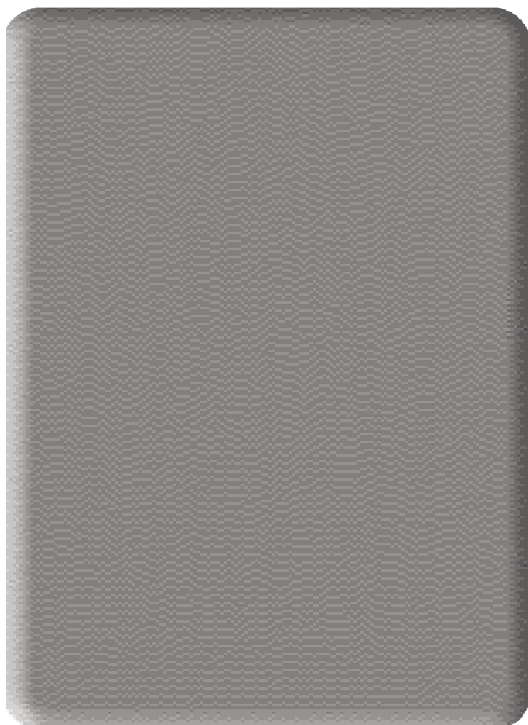
It is important to check the meaning of multiword verbs in a dictionary or work them out from the context.

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

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

1 Multiword verbs.

Look at the speech bubbles at the bottom of page 22 of the Classbook. Find the multiword verbs and write them in the space below.



2 Formal and informal.

Multiword verbs are often used in informal English. Find the multiword verbs in the sentences below and match them with their more formal partners. Look at the example to help you.



| | | | |
|-----------|--------------------------|-----------|--------------------------|
| left | <input type="checkbox"/> | removed | 1 |
| completed | <input type="checkbox"/> | collected | <input type="checkbox"/> |
| increased | <input type="checkbox"/> | travelled | <input type="checkbox"/> |
| entered | <input type="checkbox"/> | discussed | <input type="checkbox"/> |

1. He took off his cap.
2. She picked up the letters.
3. The temperature went up to 40 °C.
4. He filled in the form.
5. She went to Salalah by plane.
6. They went into the police station.
7. He went away a month ago.
8. We talked about the weather.

1 Helicopters.

Hamood has been preparing a draft of his work on helicopters. However, he is not sure about some verbs and he has left spaces in his work. Complete the text with the correct tense of the verb. Use the grammar reference at the back of the Skills Book to help you.

Write about a type of transport. Collect information and pictures, organise your writing into paragraphs and follow the Writing Route. Remember not to copy!

HELICOPTERS

I really 1. _____ (like) helicopters. I've been collecting helicopter models since I was 5 years old and I have also been reading about helicopters for several years.

In the 16th century, the great Italian inventor Leonardo Da Vinci 2. _____ (make) drawings of a helicopter. However, many early helicopter designs 3. _____ (be) too heavy and too big to leave the ground. At the end of the 19th century, the internal combustion engine 4. _____ (invent). In 1907, the first

helicopter with two rotor blades 5. _____ (take off) into the air for a few seconds. Then, in 1924, a Frenchman 6. _____ (fly) a helicopter one kilometre. It took 7 minutes and 40 seconds.

We now 7. _____ (have) amazing machines like the Chinook and the Sikorsky.



PROJECT

Oral presentation

- You are going to do an oral presentation on transport with a partner.
- In your exercise book brainstorm what makes a good presentation. Choose a type of transport you are interested in. For example, skateboards, taxis, buses, aeroplanes or any others you can think of.
- Plan the project and collect the materials together.
- Support your presentation with a poster, pictures, models or the computer.
- Present it together by taking turns to speak.
- The presentation should last a maximum of 3 minutes.

2 Alia and Maryam's presentation.

Alia and Maryam have decided to do a presentation using PowerPoint. Below are the notes before they organised them. Read and predict the order of the notes.



- a. *what we talked about.*
- b. *How subs go up.*
- c. *quiz on sub facts.*
- d. *How subs go down.*
- e. *Propeller - going forwards and backwards.*
- f. *introduce the talk.*

Then listen to their final presentation and number the notes so they are in the right order. The first one has been done to help you.

1

1 Present perfect continuous.

Look at these sentences from your Classbook and Skills Book, and answer the questions on the right.

- | | |
|---|--|
| 1. I have been skating since last year. | a. How long has Sheila been skating? _____ |
| | b. Does she go skating now? _____ |
| 2. They have been ice-skating in the Netherlands for hundreds of years. | c. How long have people been ice-skating in the Netherlands? _____ |
| | d. Do they skate now? _____ |
| 3. I've been collecting helicopter models since I was 5 years old. | e. How long has Hamood been collecting helicopter models? _____ |
| | f. Does he collect them now? _____ |

language focus

present perfect continuous

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



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

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

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

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

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

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

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

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

2 More present perfect continuous.

Read the situations and complete the sentences. Use the example to help you.

I started waiting for a bus 20 minutes ago. I am still waiting now.
I **have been waiting** for 20 minutes.

1 We started writing after break. We are still writing now.
We _____ since break.

2 Ali started working in the restaurant 6 months ago.
He is still working there. He _____ for 6 months.

3 I started playing football 2 hours ago.
I am still playing football. I _____ for 2 hours.

1 The Jones family.

It's the end of a long day for the Jones family. Make sentences with the present perfect continuous.

Mrs Jones is very tired. (work hard/all day)
She has been working all day.

1 Mr Jones is very tired. (drive/since this morning)

2 Sally has got no money left. (buy/clothes)

3 Brian is very hot. (play/football)

4 Lucy has got a headache. (watch TV/all day)

5 They are all miserable. (rain/all day)

3 Sounds – /p/ and /b/.

First, listen to the tapescript and practise the sounds. Then, listen to the transport words and write down in the table below whether you hear a /p/ or a /b/ sound.

/p/

/b/

| | | | | |
|---|--|--|--|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

Road safety information.

Collect some information about road safety and put it in your portfolio.

2 Road safety.

Here is part of a magazine article about road safety. Some of the words are missing. Read the article and find the missing words by reading the leaflet on page 24 and 25 of the Classbook. Write your answers in your exercise book.

Road Safety Week is celebrated this month and a new leaflet gives important information to help everyone stay safe. Here's something to think about when you are next on the road:

- Did you know that if a car travelling at 1. _____ suddenly stops and you are not wearing a 2. _____, you will travel through the 3. _____ at 120km per hour?
- Many students have accidents on school buses because they walk 4. _____ the bus where drivers cannot see them.
- Crossing roads is safer when you 5. _____ and 6. _____ before you cross.
- 7. _____ colours get cyclists seen and 8. _____ protect their heads.

4 Look and answer.

Look at the ITC web page on page 26 of the Classbook and answer the following questions. Write only the number or letter in the space provided.

- Which picture is the odd one out?
- Which letter shows you the web address?
- Which letter shows you the cursor?
- Where do you find out more about the holidays mentioned?
- Where are there stories from other travellers?
- Where do you find out about other holidays?

1 Read and answer.

Read the following questions and find the answers in texts A to E on page 26 of the Classbook. Write short answers below.

- 1 Which three ways of travelling are mentioned in text A?

- 2 Where is the holiday in text B?

- 3 When is the holiday in text C?

- 4 What means of transport is mentioned in text D?

- 5 What is the challenge in text E?

3 Some holiday questions.

Answer the following questions with the information given in [More details](#) in activity 2 on page 27 of the Classbook. Only write short answers in the space provided. Look at the example to help you.

- 1 Where do you go from?
- 2 Where do you stay?
- 3 Is there anything else you should know?
- 4 Where is the holiday?
- 5 How do you get there?
- 6 Are meals provided?
- 7 How much does it cost?
- 8 When is the holiday?

CLICK HERE
for
more
details

2 Your writing.

- a Complete the following table by reading the web page texts on page 26 of the Classbook. The first one has been done as an example for you.

| Text | Place | Time (duration) | Means of transport |
|------|----------|-----------------|--------------------|
| B | New York | three days | roller skates |
| C | | | |
| D | | | |
| E | | | |

- b Now write simple sentences in your exercise books using the information from the table. Use this example to help you.
- This holiday is in New York. It is for three days. You use roller skates.*

4 Focus questions.

Read the two texts on the adventure holidays that Ahmed downloaded in activity 3 on page 27 of the Classbook and answer the following questions. Write complete sentences.

1. Which means of transport is by water?

2. Which means of transport is by land?

3. Where do you go for rally driving?

4. Where do you go for canoeing?

5. How much does rally driving cost?

6. Who can only do the canoeing?

Travel adventure holidays.

Choose a way of travelling like motorcycling, bus driving, train driving, horse riding, flying jet planes, flying helicopter, or any others you can think of and make a holiday fact file and write a few sentences for a web page. Use the models on pages 26 and 27 of the Classbook to help you.

– or –

Look at the holiday fact file below and make a web page. Write a holiday description similar to the models provided on pages 26 and 27 of the Classbook.

| | |
|----------|--|
| A | Location: Space |
| B | Dates: From 2010 |
| C | Accommodation: The Grand Space Station |
| D | Meals: All meals included |
| E | Departures to and from: Cape Canaveral Spaceport |
| F | Transfers: Space shuttle |
| G | Cost per person: Adults \$ 1,000,000, Children (under age of 16) \$500,000 |
| H | Additional information: Children must be accompanied by adults, must have a medical examination before lift off. |

1 True or false?

Read the following statements about Club Talk on page 28 of the Classbook and decide if they are true or false. Circle the correct answer.

- | | | |
|---|--|-------|
| 1 | Kate and Mustafa have written in to Club Talk | T / F |
| 2 | Kate thinks desert life is interesting. | T / F |
| 3 | Kate's family have not decided on a date for their holiday. | T / F |
| 4 | Kate's family have decided the location of their holiday. | T / F |
| 5 | Ali's family have not decided the location of their holiday. | T / F |
| 6 | Ali's family have not decided how to get to the islands. | T / F |

language focus

will and going to

- a) Look at this sentence, read the questions below and circle the best answers.
We're **going to drive** to Bidiya in a bus from Ruwi, but maybe **we'll go** to the camp by four wheel drive or horse once we get there.

- 1 a) There is a definite plan on how to go to Bidiya.
b) There is no definite plan on how to get to Bidiya.

- 2 a) There is a definite plan on how to go to the camp.
b) There is no definite plan on

- b) Now read the following about **will** and **going to**. Find three sentences with **will** and **going to** from the Club Talk.

In English, we use a number of different verbs to tell us about the future. **Will** and **going to** are just two of many ways to do this.

will

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

be + **going to** + verb

We're **going to** fly London next week.

We're **going to** catch a plane at Seeb airport.

going to

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

will + verb

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

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

1 Will or going to?

Look back at the language focus and answers you gave to questions 3 to 6 in activity 2 on page 28 of the Skills Book and decide whether will or going to are used. Write your answer in the space provided.

1. We're _____ catch the 9.50 bus to Sohar.
2. I don't know, bus or train? I _____ see when I get there.
3. No, I'm _____ fly on the 5th of May.
4. When I have my holiday dates, I _____ know if it's the 5th or 7th.
5. Maybe we _____ try the ferry or the speedboat. We _____ see what's cheapest.
6. He's _____ sail across the islands next month.

3 Write an informal letter.

Imagine you are writing an informal letter to Aunt Aysha asking her advice about going on a travel holiday. Write it in your exercise book. You will need to decide:

- ✗ What the topic of your letter is.
- ✗ Is it about which holiday to take?
- ✗ Is it about where to go and how to get there?
- ✗ Is it about where to find out about travel holidays?
- ✗ Is it about what to take with you?

Remember to include:

- ✗ Your address
- ✗ The date
- ✗ A greeting, e.g. hello.
- ✗ Your reason for writing.
- ✗ Saying something about yourself, e.g. your age, what you like, what you don't like, what you can or can not do.
- ✗ A way of finishing the letter, e.g. Can you help? Look forward to hearing from you, etc.
- ✗ A friendly way to end the letter, e.g. Best wishes, thanks, etc.
- ✗ Your name.

Look at the examples provided to help you. Good luck!!!

2 Aunt Aysha's advice.

Read Aunt Aysha's advice to the people who wrote letters to her on pages 28 and 29 of the Classbook. Decide who she is replying to and write their names in the space provided.

Dear _____ ,
What a trip! On long journeys it's always good to take something to read, or maybe some games to play or some puzzles to do. A diary may be a good way to write about what you see, where you go and how you get there. Finally take clothes that are right for your trip.
Enjoy your trip.

Dear _____ ,
What an exciting thing to do! However, you are a bit too young at the moment to do that. You may want to ask your parents to take you to a flying school to take some lessons with a trained pilot. If you like it, who knows – you may even become a pilot.
Best wishes.

Dear _____ ,
It is always good to know how to make your own plans. A travel agent is a great place to start. They have lots of useful information. Otherwise for bus services you can go to the bus station or look in the newspaper for timings. Whatever you decide to do, always check with an adult and take a friend along for your journey.
Hope this helps!

Dear _____ ,
I know that it can be very difficult for teenagers to find exactly what to do. Too old to be a kid and too young to be an adult. Anyway, you seem to like travelling fast and that can be dangerous at your age. You should be careful and maybe try something like roller skating, skateboarding, or mountain biking. Ask your parents for their advice.
Good luck!

1 Listen and choose.

Decide what the answers to the following are and then listen to Muna's father completing the booking form. Circle the correct answer.

- Muna's father first uses a _____ to fill in the form.
a. pen b. pencil c. marker pen
- Muna's father's name is _____.
a. Khaled b. Mohammed c. Khalfan
- Muna's father thinks he will fill in the form _____.
a. with no mistakes b. perfectly
c. with some mistakes
- Muna's father finds it _____ to read his handwriting.
a. difficult b. easy c. okay.
- Muna's father is going on holiday with _____.
a. Khamis and Khalfan b. Khalfan and Khaled
c. Khaled and Khamis
- Why does Muna's father write Omani with a capital letter?
a. It is a proper noun. b. It is a common noun.
c. It is his nationality.
- Khaled can only get leave for _____ week(s).
a. three b. two c. one
- Halal food is special food cooked for _____.
a. vegetarians b. Omanis c. Muslims

language focus

subject and object pronouns

Read the *Where's the bag?* dialogue on page 29 of the Classbook. Then read the following about subject and object pronouns and decide which are **A. subject pronouns** and **B. object pronouns**. Write them in the space provided at the bottom.

Subject and **object** pronouns are just two of many types of personal pronouns. They are very common in English.

Personal pronouns are used when we know who or what is being talked about and do not want to repeat the noun.

Simon is looking for his bag. He is very upset.

subject pronouns

A subject pronoun replaces the subject in a sentence. In statements, the subject usually goes **before** the verb. In questions, it goes **after** the verb. The subject does the action.

Simon **has found** the bag.
subject verb object

He **has found** the bag.
subject pronoun

Now write the subject pronouns from the text on page 29 of the Classbook here.

object pronouns

An object pronoun replaces the object of a sentence. The object is usually a noun phrase and **follows** a verb. The object receives the action. An object pronoun cannot be used in the position of a subject. An object pronoun can only be used **after** a verb or a preposition.

Sally is helping Simon **to find** the bag.
subject verb object

Sally is helping Simon to find **it**.
object pronoun

Now write the object pronouns from the text on page 29 of the Classbook here.

Be careful! **it** and **you** remain the same when used as a subject or an object pronoun.

1 Focus questions.

Look at the photos and text from activity 1 on page 30 of the Classbook and write the correct letter in the space provided.

- You catch the bus to the plane, because _____ .
 - it is dangerous to walk.
 - the plane is far a way
 - you get there faster.
- You know where your plane goes from by _____ .
 - looking at your watch.
 - looking for the gate number.
 - following the signs.
- The immigration officer checks your _____ .
 - passport
 - bags
 - fingers
- You need your _____ for the check in.
 - ticket
 - passport
 - ticket and passport.
- _____ is allowed into the departure hall.
 - No one
 - Everyone
 - Only passengers and staff

2 Questions, questions.

Amal is Ali's sister. She has never travelled by plane before so she is asking her mother lots of questions. Match the questions with the answers in the space provided.

- Why are we waiting?
- What do you do at the check in?
- How long are we going to wait?
- Can I play with my computer game on the plane?
- Are there toilets on the plane?
- Where will we get our bags back?

- Yes, there are.
- No, your computer can make the plane's computer go wrong.
- Because we have to check in.
- When we reach our destination.
- Until our turn.
- You show your passport and ticket, hand over your bags and collect your boarding card.

T
H
I
N
K
B
A
C
K

3 Unit review.

Sort the following key words about the unit into the table below. Then write three sentences each about what you did well in the unit, and what you want to work on. Write your sentences in your Learning Journal diary.

spellings reading writing speaking multiword verbs
present perfect continuous pronouns learning strategies
skills project portfolio

What I did well in

What I want to work on

Unit 4

It's a Mystery!

1 What's the question?

Read and match the following descriptions with the correct question words from the cover page of the unit on page 31 of the Classbook. Write them in the space provided.

- We use this word to ask about **people**.
- We use this word to ask about **place**.
- We use this word to ask about **time**.
- We use this word to ask about **something and not a person**.
- We use this to ask about **the way in which something happens**.
- We use this to ask about **a reason or cause**.
- We use this when we have **a few things or people to choose from**.

2 A general idea.

Read the following questions and then quickly look at the **What is a mystery?** text at the bottom of page 31 of the Classbook. Write the letter of each answer in the space provided.

- The photo shows people _____ .
a. at home
b. at the cinema
c. at work
- The title tells us that we will find out the meaning of _____ .
a. stories
b. machines
c. mysteries
- There are _____ paragraphs.
a. two
b. three
c. four
- The first paragraph tells us about _____ .
a. using a DVD
b. the difference between fiction and non-fiction
c. how to read
- The second paragraph tells us about _____ .
a. things to do with mysteries
b. how to tell a joke
c. detectives

3 Mystery questions and answers.

First choose the best question words from the box and write them in the blank space provided. Then match the question with the best answer by writing the letter of the answer in the box. Use the example to help you.

which who where what ~~when~~ how why

- | | | |
|---|---------------------------------------|---|
| ① <u>When</u> do people read and watch films? | <input checked="" type="checkbox"/> d | a. They are strange stories with secrets, puzzles and clues to help you solve them. |
| ② _____ can people go to watch a film? | <input type="checkbox"/> | b. Because we do not know enough about them. |
| ③ _____ solves mysteries? | <input type="checkbox"/> | c. By thinking about evidence and clues. |
| ④ _____ is a mystery? | <input type="checkbox"/> | d. In their free time. |
| ⑤ _____ are mysteries solved? | <input type="checkbox"/> | e. Detectives. |
| ⑥ _____ can't some mysteries be solved?] | <input type="checkbox"/> | f. At the cinema. |
| ⑦ _____ type of story or film do you enjoy? | <input type="checkbox"/> | g. _____ |

1 Which chapter?

The following sentences are parts of the story from *The Riddle Mystery*. Match them with the chapter titles from page 31 of the Classbook. Write only the number of the chapter in the space provided. The first one has been done to help you.

- a It hissed and made him step back. 6
- b Talib felt nervous, he didn't like the dark.
- c Some sat by the riverbank with their smiling mouths wide open and their sharp teeth shining white.
- d The envelope was empty.
- e They decided to go inside a small shop, which was full of beautiful jewellery, carpets and boxes.
- f Eight long legs stretched across the passage and were joined to a huge fat body.
- g Together, they set off down the street.

2 Chapter 1 questions.

Read Chapter 1 of *The Riddle Mystery* and answer the questions. Write short answers only in the space provided.

1. What are the main characters called?

2. Which country are they in?

3. What did the shop sell?

4. What did the man look like?

5. What was inside the box?

6. Who found a small piece of paper inside the box?

7. What do you think will happen next?

3 Key facts.

Read the texts in the scrapbook on pages 32 and 33 of the Classbook and then complete the table. Look back at what the question words mean from activity 1 on page 32 of the Skills Book and the example provided to help you.

| | what | when | where | who |
|---------------|--------------|-----------------|--------------------------|----------------------------|
| Stonehenge | stone circle | 4,000 years ago | Salisbury Plain, England | Dr Atkins Ronnie Barker |
| Yeti | | | | |
| Marie Celeste | | | | |

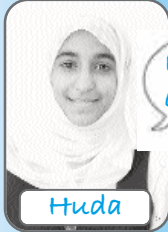
1 Imagine: "If you saw a Yeti, what would you do?"

Imagine Yasser, Huda and Siham saw a Yeti. What would they do? Before listening, discuss with other members of your group what you think they will say. Then listen to the tapescript and tick their reply to the question.



If I saw a Yeti ...

Yasser



If I saw a Yeti ...

Huda



If I saw a Yeti ...

Siham

a 


I'd take a photo.

b 


I'd run away.

c 


I'd climb a tree.

a 

I'd sing.

b 

I'd play a game.

c 

I'd scare it.

a 

I'd fight it.

b 

I'd teach it to paint.

c 

I'd ask it home for dinner.

language focus

second conditional

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

We make the second conditional using **if + past simple + would**

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

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

2 Second conditional.

Write the correct form of the verb in the space provided. Use the example to help you.

If I saw (see) a Yeti I would scream.

- If she _____ (see) the Marie Celeste, she _____ look around it.
- If they _____ (win) 5,000 rials, they _____ go on holiday.
- If I (find) _____ some gold, I _____ put it in my bank.
- If we _____ (meet) a wild bear, we _____ run away.
- If I (catch) _____ a snake, I _____ take it to the zoo.

1 The Yeti – fact or fiction?

Use the notes on the Yeti from the Mystery Scrapbook on page 32 of the Classbook to help you write the missing words in the spaces.

The 1. _____ was first seen in the 2. _____ mountains in 1925. These mountains are the highest in the world and can be found in 3. Nepal, _____ and _____. The 4. _____ of the creature were first photographed by N.A. Tombazi, a 5. _____ explorer who was on an expedition to the mountains. He saw the marks in the snow at 6. _____ m.

The word Yeti means 7. “_____” in the Tibetan Language. Only the skin, 8. _____ and 9. _____ of what people think is the Yeti have been found. Some people think it might be an animal, possibly a bear or a 10. _____. Whatever the truth is, fact or fiction, the mystery of what the Yeti is still remains just that ... A MYSTERY!

learning strategy

missing words

- Read the whole passage straight through.
- Are the missing words nouns, verbs, adjectives or adverbs?
- Now predict the words.

PROJECT

You are going to make a Mystery Scrapbook like the one the Mystery Man has made. You will need to ask family members or friends who know a mysterious story, and interview them. Brainstorm your ideas in your exercise book with a partner and then start to collect as much information as you can. You might also find ideas in newspapers, the LRC or the internet. You will have to show your scrapbook collection to the rest of the class at the end of this unit, so make it look neat and interesting. GOOD LUCK!

2 Key words.

On your own, guess the best meaning of the words. Tick the answer in the space provided. Then check your answers by looking at the [Do you see everything?](#) text on page 34 of the Classbook.

1. Our senses

- a. What we think about something.
- b. About touch, taste, smell, hearing, and sight.
- c. How we feel about something.

2. Optical illusions

- a. Something to do with our senses.
- b. Things that help our eyes to see.
- c. Seeing something that is not there.

3. Mirage

- a. Hot air in the desert that makes you see something that is not there.
- b. Something we can touch.
- c. The name of one of our senses.

4. Experiment

- a. A test that helps us decide how good something is.
- b. We try this out when we see something.
- c. What our senses do.

1 True or false.

Read the "Do you see everything?" text on page 34 of the Classbook. Then read the following sentences and decide if they are true or false. Circle the correct answer.

- 1 Our senses do not help us to learn about the world. T / F
- 2 Our eyes can sometimes trick our brain. T / F
- 3 A mirage is an optical illusion. T / F
- 4 Our brain only has one side to it. T / F
- 5 The left side of the brain thinks of colour. T / F
- 6 We guess when we look at things. T / F

2 Missing modals.



Write the sentences again with the missing modal written in the correct place. Use the information in the language focus box on this page to help you. Then decide which sentences talk about possibility in the present and which ones are in the past.

- 1 [may] The large furry body have been a monkey.

- 2 [could] It have been the young woman who stole the diamond.

- 3 [might] The creature in the lake be a dinosaur.

- 4 [could] Stonehenge have been used like a clock.

- 5 [may] They solve the mystery.



You can choose from one of the following portfolio activities. You can either make a collection of:

- a. Different optical illusions similar to the ones we have been looking at on page 34 and 35 of the Classbook.
- b. Different riddles similar to the ones we have been looking at in the "Riddle Mystery" and "Riddle" photocopyable activity.
- c. Different adjectives that can be used with the sense of sight, e.g. colourful, bright, silver, etc.

language focus

modals of possibility

- May, might and could are modals.
- We can use may, might and could + verb to talk about how possible something is in the present or the future.
- Example: It may be the Yeti, but it could be a bear.
- We can use may have, might have and could have + past participle to talk about how possible something is in the past.
- Example: The lake might have been a mirage.
- May, might and could go before the main verb in any sentence.
- Example: It may have four or five legs.

3 The Moebius strip.

Read the following and answer the questions with short answers in your exercise books.

Moebius was a scientist in the 1800s. He used to do many experiments and invented the Moebius strip. The strip is quite strange, because it only has one side. This is why it is used a lot in machines as belts. However, strange things happen when the strip is cut along its length. When you do this, you end up with a bigger Moebius strip than you started off with. Cut it again and you end up with two strips and not one. How strange. Can you explain this mystery?

- 1. What job did Moebius do?
- 2. Why is the strip strange?
- 3. What is the strip used in?
- 4. What happens when you cut the strip lengthways?



1 What's he like?



Read about the three great fictional detectives on page 37 of the Classbook and complete the following table.

| | What does he look like? | What does he like doing? | What is he like? |
|-----------------|-------------------------|--------------------------|------------------|
| Sherlock Holmes | | | |
| Philip Marlowe | | | |
| Hercule Poirot | | | |

2 Invent a detective.

Copy the table into your exercise book. Think of a name for your detective and write it in the space provided. Then write words and phrases in the table that describe your detective.

Name: _____

| What does s/he look like? | What does s/he like doing? | What is s/he like? |
|---------------------------|----------------------------|--------------------|
| | | |

My Detective

Write a description of your detective. Use the models on page 37 of the Classbook and the ideas you wrote down in activity 2 to help you.

Organise your writing in to three paragraphs:

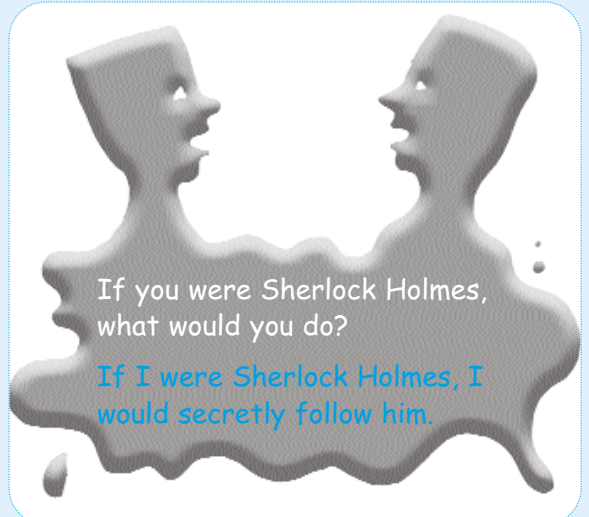
- Paragraph 1: describe what your detective looks like.
- Paragraph 2: describe what your detective likes doing.
- Paragraph 3: describe the character of your detective.

Write the first draft in your exercise book. Write it in the present tense. Write your final description on a piece of paper for your portfolio. Draw a picture of your detective to illustrate your description.

3 What would you do?

Imagine you are a detective! First read about the situation. Then use the second conditional to talk about what you would do if you were a famous detective. Work in pairs and take turns to ask and answer questions.

1. You are trapped in a dark room.
2. Someone is chasing you.
3. Someone put a poisonous snake in your bed.
4. A fast car tries to hit you.
5. You are lost in a maze.
6. You think you know who stole the diamonds!



If you were Sherlock Holmes, what would you do?

If I were Sherlock Holmes, I would secretly follow him.

1 Sounds detective.

There are three parts to this activity – parts a, b and c.

- a** Listen to the phonetic sound and the example word. Then choose a word with the same sound from the box and write it in the space provided.

here her hair

1. /ɜ:/
were

2. /eə/
wear

3. /ɪə/
we're

- b** Read the following words and write them under the correct sound.

fur dirt near there care
pair work dear here

| /ɜ:/ | /eə/ | /ɪə/ |
|------|------|------|
| | | |

- c** Find out what has been stolen! Listen to the words and find your way through the maze.

2 The stolen bicycle!

Someone has stolen John's bicycle. You are going to listen to John reporting the crime to the police. First, read the questions below and look at the pictures. Then, listen and circle the correct answer. You are going to hear the tape twice.

- 1** When did John notice his bicycle was missing?



a

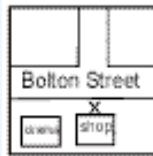


b



c

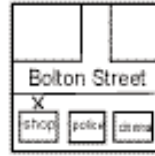
- 2** Where did John leave his bicycle?



a



b



c

- 3** Who did John see outside the shop?



a

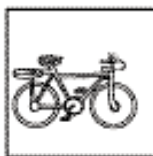


b



c

- 4** Which bicycle belongs to John?



a

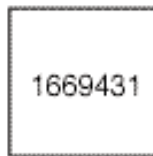


b

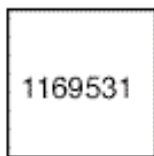


c

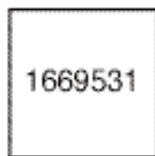
- 5** What is John's telephone number?



a



b



c

1 Solving the mystery.

Look at the evidence Detective Clueless has collected in activity 1 on page 38 of the Classbook. Use the evidence to complete the police report below and help you find out who has the money.



Crime Incident Report for Smallville Police Department

Date: _____

Weather conditions: _____

Incident time: _____

Incident location: (where the crime happened) _____

Incident address: (include the road and town) _____

Number of suspects: _____

Description of suspects: (include name if it is known)

Future Action/ Interviews:

2 Chapter 5.

Listen to the sounds and sequence the story. Write the numbers 1–6 next to the six sentences describing what you think is happening as you listen.

- A He pulled a small mirror out of his pocket.
- B They talked to each other.
- C They opened a door.
- D They looked at the map.
- E There were huge crocodiles in the water.
- F They walked towards the end of the tunnel.
- G They saw a wide river.
- H The spider ran down the tunnel.
- I They walked across a bridge.

1 Sherlock School.

Skim the advertisement on page 39 of the Classbook and write the paragraph number next to the correct main idea.

- a Detectives think logically.
- b How you can join a course at Sherlock School.
- c Detectives have to collect and examine things.
- d Detectives change their appearance.
- e How Sherlock School can help you.
- f Detectives do research.
- g Detectives have good observation skills.

learning strategy

topic sentences and supporting sentences

- The first sentence of a paragraph is often called a **topic sentence**.
- A topic sentence tells the reader what the paragraph is going to be about.
- We often use topic sentences when we are writing about facts, giving information or expressing opinions.
- Other sentences in the paragraph are called **supporting sentences**.
- Supporting sentences add information to the topic sentence.

3 Find the topic sentence.

Look at the following paragraph. Underline the topic sentence.

Everyone's fingerprints are different. There are three types of fingerprint. There is the horseshoe, arch shape and the spiral pattern.

2 Missing sentences.

There was not enough space on the advertisement, so Sherlock School took a sentence out of each paragraph. Look at the advertisement on page 39 of the Classbook, decide which paragraph the sentence belongs to and write the number next in the space provided.

- a They notice how people dress and behave.
- b Good detectives solve crimes step by step using logical deduction.
- c For more information, contact the address below.
- d They take fingerprints and collect hair, skin or fabric from the crime scene.
- e A successful detective has very special skills.
- f They follow people without being noticed and they can disappear in a crowd.
- g You have to read and ask the right questions to get the background story.

4 Write a paragraph.

Look at the notes in activity 1 on page 40 of the Classbook. Think of a topic sentence to start your paragraph and use the notes to write supporting sentences.

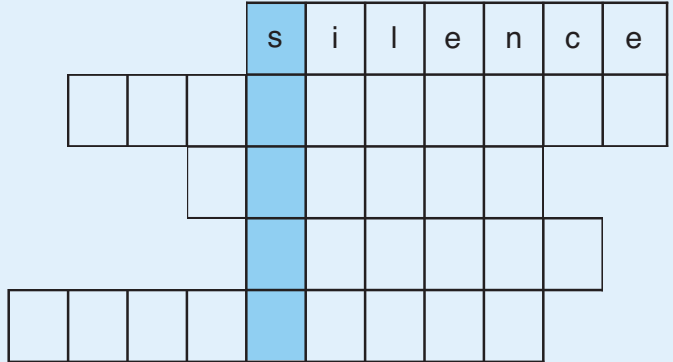
1 What do you remember?

Remember the picture from activity 2 on page 40 of the Classbook. Write the answers to the following questions in your exercise book.

1. What time is it?
2. What does the painting show?
3. What is on the table?
4. Are there more than 5 books on the bookcase?
5. What is on the bottom shelf of the bookcase?
6. How many animals are there?
7. How many newspapers are in the room?
8. Was the chest open or closed?
9. Is there a rubbish bin in the room?
10. What is next to the chair?

2 Find the money!

In your groups, remember the answers to the five riddles in The Riddle Mystery story and write the words in the grid below. The first one has been done to help you. Then, read the word in the coloured squares and find out where the money is!



3 Test yourself.

Do the activities below.

- a Write the adjectives under the correct heading.

quiet clever thin fat nice
short pretty big noisy good

| Character | Appearance |
|-----------|------------|
| clever | |
| | |
| | |
| | |
| | |

- b Complete the second conditional sentences.

e.g. If they (have) had \$8000, they would put it in the bank.

1. If I (see) _____ a yeti, I _____ hide.
2. If Maryam (be) _____ taller, she _____ reach it.
3. If he (go) _____ to the moon, he _____ be happy.
4. If we (buy) _____ it, we _____ be poor.

- c Put the following words in a correct sentence. Remember to put in full stops and capital letters.

e.g. sick/she/may/later.

She may be sick later.

1. rain/might/tomorrow/it

2. may/buy/she/the dress

3. Ali/pass/test/might/his

- d Remember other work you did in the unit. Tell your friend what you liked, what you didn't like, what you were good at and what you need to practise more.

2 Letter from the Editor.

Read the letter from the Editor on page 41 of the Classbook and find the multiword verbs. Look at the language focus on page 23 of your Skills Book to help you. Write the correct multiword verb next to the meanings below.

| | Meaning | Multiword Verb |
|---|--|----------------|
| 1 | to consider something carefully | |
| 2 | to post something to a place | |
| 3 | to think about a problem and solve it | |
| 4 | to make sure that you notice something | |
| 5 | to write something on a piece of paper | |

1 What's in Club Corner magazine?

Look at the Club Corner magazine cover on page 41 of the Classbook. Match the descriptions in the "Read All About It" section with the titles and pictures on the magazine cover and write the letter of the picture in the table below. Then look through the magazine and find the matching page number. Look at the example to help you.

| Read All About It | Pictures | Page number |
|-------------------|----------|-------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |

A Write a paragraph.

Write a paragraph about the contents of Club Corner. Start with a topic sentence and complete the paragraph with supporting sentences. You can look at page 40 of your Skills Book to remind yourself about topic sentences and supporting sentences. Write your paragraph in the present tense and get some ideas by looking at the information on page 41 of the Classbook and by looking through the unit.

B Multiword verbs.

Look at the multiword verbs in the box below and find them in "Read All About It" on page 41 of the Classbook. Read the sentence around the multiword verb, guess the meaning and write it down in your exercise book. Check the meaning you guessed in a dictionary and find out if the multiword verb has different meanings.

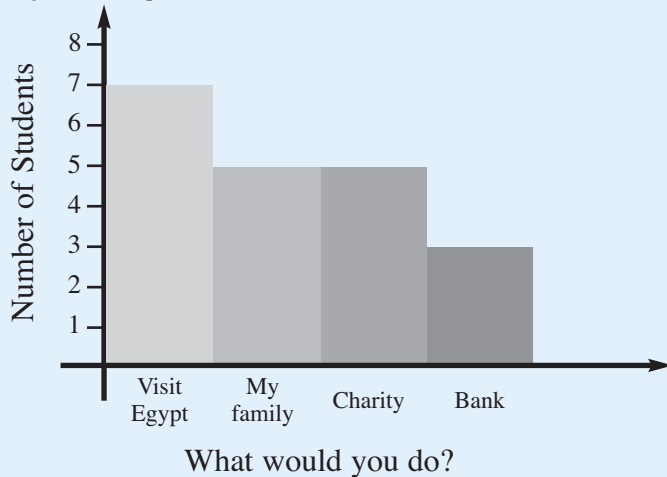
check out sit back
write off take down
try out go over

C Design a magazine

Look at the cover of Club Corner on page 41 of the Classbook. Think about magazines you have read. In your exercise book, make a list of everything you want to include on the cover of your own class magazine such as stories, letters, puzzles, quizzes, riddles etc. Brainstorm ideas about the contents, the title, the size of your writing and how you will make the design attractive. Get some paper and design your magazine cover page.

1 Competition Survey.

Read the ITC competition on page 42 of the Classbook. Hamed did a survey to find out what students would do if they won 10,000 Euros in the competition. He gave the students a choice of 4 different things to do with the money and he put the results on a graph. Write 3 sentences about the graph, using the second conditional.



Five students said if they won 10,000 Euros, they would give it to their family.

- _____
- _____
- _____

2 Letters.

First, look at the two letters on page 42 of the Classbook and tick the features of each letter in the table below. Then, look at your completed table and decide which letter is more formal. Complete the sentence below, giving reasons for your decision.

| | A | B |
|----------------------------------|---|---|
| writer's address is on the right | | |
| date on the right | | |
| yours faithfully/sincerely | | |
| paragraphs | | |
| multiword verbs | | |
| contractions | | |

Letter _____ is more formal because it's got _____

A Do your own survey.

Design your own survey to find out what students in your school would do if they won 10,000 Euros. First, imagine 4 different things that students might do with 10,000 Euros such as go around the world, buy a football team, buy new clothes or anything else you can think of and write them in your exercise book. Next, ask 20 students to decide which of the four things they would do. Try to use this time to practise the second conditional by asking questions such as, "If you won 10,000 Euros, would you put it in the bank?" Record your results in your exercise book. When you have finished collecting your information, draw a graph to show your results. Look at Hamed's graph in activity 1 to help you. Finally, write a few sentences to describe your graph.

B Write a formal letter.

Write a formal letter to the Editor describing what you like and don't like in this edition of Club Corner. Look at the letter on the right on page 42 of the Classbook and the learning strategy on page 14 of the Skills Book to help you remember how to write formal letters. Brainstorm your ideas, organise them in to paragraphs and follow the Writing Route.

C Subject and object pronouns.

Find the pronouns below in the letter on the left on page 42 of the Classbook and write down what the pronouns refer to. Look back at the language focus on page 30 of the Skills Book and look at the example to help you.

line 1: I Ting Hamshee line 7: them _____
 line 3: it _____ line 11: they _____
 line 5: It _____ line 14: it _____
 line 5: us _____ line 17: them _____

1 True or false?

First, look at the sentences below and guess the answers. Then, read Hilal's e-mail on page 43 of the Classbook, decide if the sentences are true or false and circle the correct answer.

1. Groundwater is water on top of the ground. T / F
2. Too many wells make the groundwater level go down. T / F
3. There are rules to control who can dig wells. T / F
4. You can dump some oil in wadis, but not too much. T / F
5. A recharge dam makes electricity. T / F
6. Desalination is the process of changing seawater into drinking water. T / F
7. You shouldn't drink recycled water. T / F
8. Hilal describes 6 different ways that groundwater is protected in Oman. T / F

2 Stop Air Pollution Month.

The following ITC members have written in and told us how they have been getting to school during "Stop Air Pollution Month". In pairs, look at the notes and say how they have been travelling to school using the present perfect continuous. Look at the example to help you.



A Design a poster.

You are going to design and write a poster to give people advice about how to look after groundwater supplies. First, read Hilal's e-mail on page 43 of the Classbook again and write notes on the main ideas. The language focus on page 6 of the Skills Book will help you decide which modals you are going to use in your poster. Then, look in the Classbook to help you think about the design of your poster so that it looks interesting and attractive. Plan your poster in your exercise book and write the final draft on a piece of A4 paper.

B Write your own true/false questions.

Look at the true/false sentences in activity 1. Now, look at the leaflet about the Damaniyat islands on page 5 of the Classbook and write your own true/false questions. Make sure you don't copy sentences from the text. Give your true/false questions to a friend to try and work out.

C Write some sentences.

Choose three pictures from activity 2 and write a present perfect continuous sentence to describe each one in your exercise book. When you have finished, draw two pictures of your own showing ITC members getting to school. Be as imaginative as you can! Write a present perfect continuous sentence to describe each of your pictures.

1 Topic sentences.

Look at the newspaper report about the Loch Ness monster on page 44 of the Classbook and find the paragraphs. Roger forgot to write in the topic sentences. Match the 5 topic sentences below with the 5 paragraphs in the newspaper report and write the number of the paragraph in the space provided.

- 1 People have reported seeing Nessie since the 6th century.
- 2 If Nessie doesn't exist, why do people keep seeing monsters?
- 3 Photos cannot always be believed.
- 4 The mystery of the Loch Ness monster will soon be solved.
- 5 The modern legend of Nessie began with a photo.

2 Complete the description.

After Roger saw the Loch Ness monster, he had to write a description of what he saw for a scientist. First, read his description and guess the missing words. Then, read it again and write the correct words from the box in the spaces provided.

lorry
boat

mud
like

dinosaur
dark

The shape was as long as a lorry. I think it was grey, but it was 1. _____ and the water was as brown as 2. _____ . I think it had a small head and it might have had horns. The body was round and looked 3. _____ the bottom of a 4. _____ . I think it may have had flippers. It looked like a 5. _____ .

A Write a mystery newspaper report.

First, find out some information about a mystery. You can make up a mystery, ask family and friends about a mystery, look in the LRC or use the Internet. When you have found a mystery, remind yourself of the features of newspaper reports. You can look at newspaper reports in the Classbook such as those on page 2 and 44 and the true/false questions on page 4 of the Skills Book. Think of a headline for your report and write in paragraphs with topic sentences and supporting sentences. Write the first draft in your exercise book, edit and revise your work and rewrite it on a piece of A4 paper.

C Act.

Read Roger's letter on page 44 of the Classbook again. With two friends, act out what happened to Roger and his brother on the night they saw the Loch Ness monster. Think carefully about what they might have said to each other and what they might have said to the shopkeeper.

B Write a description.

First, read Roger's description of the Loch Ness monster in activity 2. Now, imagine that on one dark evening, you thought you saw a monster! Write a description of the monster. Write about

- where you saw it
- who was with you
- what it looked like
- what it was like

When you write your description, use modals of possibility from page 36 of the Skills Book and similes from page 20 of the Skills Book. Look at the grammar reference pages at the back of the Skills Book to help you.

1 Logical deduction!

Look at the logical deduction Brain Buster on page 45 of the Classbook. Look at the information and read the clues. Put ticks in the table below to show the names and heights of the boys. Then, complete the sentences.

| | Smith | Green | Jones | Edwards | 1.2m | 1.4m | 1.7m | 1.8m |
|--------|-------|-------|-------|---------|------|------|------|------|
| Simon | | | | | | | | |
| Victor | | | | | | | | |
| Kevin | | | | | | | | |
| John | | | | | | | | |

Simon _____ is _____ m tall.

Victor _____ is _____ m tall.

Kevin _____ is _____ m tall.

John _____ is _____ m tall.

2 What's on?

Look at the "What's On?" section on page 45 of the Classbook and circle True or False.

- There is a talk on food at the Town Hall. True / False
- The Wheels on Fire band starts at 9pm. True / False
- Road Safety Week is open every day. True / False
- You can go to "You are what you eat" on 31st March. True / False
- The Wheels on Fire band are playing at the Queen's Hotel. True / False
- You can visit Road Safety Week at 9.30pm. True / False

A Brain Busters.

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

B Timetables.

Look in newspapers and magazines and find a real timetable. Cut out the timetable and stick it on a piece of A4 paper. Then, write some questions about the timetable for a friend to answer. Look at the work you have done on timetables in Unit 3 to help you.

C Make a road safety leaflet.

Look at the Scary Transport facts on page 45 of the Classbook. Try to find out some more information about car travel by looking on the Internet or in the LRC. Think about what message you want your leaflet to say to the reader and support your message with the facts you have collected. Think about the leaflets you have made before and look at the leaflets on pages 5 and 24 of your Classbook to help you. Plan the leaflet in your exercise book. Then, get a piece of A4 paper and fold it in half or thirds. Copy your plan on to the A4 paper.

1 Match the headings.

The following headings were missed out from the ITC Special Food Feature about Ramadhan. Match the headings with the texts on pages 46 and 47 of the Classbook by writing the letter of the text in the space provided.

- 1. Iftar: Omani and Pakistani
- 2. Tasty Tastebuds
- 3. Healthy Food in Ramadhan
- 4. Fasting and Feasting
- 5. Saudi Arabian Cooking

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

2 Order the headings.

Read paragraph a on page 46 of the Classbook – the Introduction to the ITC Special Food Feature about Ramadhan. Then look at the headings in activity 1 on page 47 of the Skills Book and write them in the correct order in the space provided.

- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

A Match the photos.

Look at the following photos on page 47 of the Classbook and write the letter of the text they belong to and the number of the paragraph where necessary. Check your answers with your teacher when you have completed the task.

- 1. Cardamom text _____
- 2. Spring Onion text _____ and paragraph _____
- 3. Cinnamon text _____
- 4. Al Mathbi text _____ and paragraph _____
- 5. Aysh abu Laham text _____ and paragraph _____
- 6. Kubbat Maraq text _____ and paragraph _____

Read about the other foods in the texts from page 46 and 47 of the Classbook and find photos for them. Put the photos in your exercise book and label them OR collect the photos and get a partner to decide what the name of the food item is and which text or paragraph it belongs to.

B Language Lunch.

Look at text a on page 46 of the Classbook and find three multiword verbs. Look at text f on page 47 of the Classbook and find three predicative and attributive adjectives. Write your answers in the table below. Look back at the language focus boxes in Unit 3 and Unit 1 and the grammar reference in the Skills Book to help you. When you have finished, check your answers with your teacher.

| Multiword verbs | Predicative Adjectives | Attributive Adjectives |
|-----------------|------------------------|------------------------|
| | | |
| | | |
| | | |

Now find three more multiword verbs, predicative and attributive adjectives from the Classbook and write a sentence for each of these in your exercise book. Work with a partner.

1 Focus questions.

Answer the following questions by reading the texts on the ITC Special Food Feature about Ramadhan on page 46 and 47 of the Classbook. Write in the space provided using complete sentences.

1. What is Hamed Ali's job?

2. Who is from Ibri?

3. Which spices mentioned are used a lot in Saudi Arabian cooking?

4. When does Hamed eat salad and rice?

5. How many food dishes are named in text f?

Now think of three more questions to ask a partner in the class about the texts on page 46 and 47 of the Classbook. Write your questions down in your exercise book, and make sure you have the answer.

A Questions and answers.

With a partner, brainstorm as many questions you can think of about Ramadhan. Use the models provided in activity 2 on page 48 of the Skills Book, the language focus work in Unit 4 and the grammar reference in the Skills Book to help you. Write your questions in your exercise book. Then on your own, interview someone from your class or someone from another class about Ramadhan using the questions you have thought of. Write the answers you get in your exercise book and compare them with the answers your partner got. Underline any answers that are the same and write down any new answers that were different from yours.

2 Match the questions.

Match the following questions with the answers given in text e on page 46 of the Classbook. Write the number of the answer in the space provided.

1. How many hours do you fast?

2. What do you think about in Ramadhan?

3. What can't you do between sunrise and sunset?

4. When is Ramadhan?

5. Why is Ramadhan a holy month?

6. Who do you spend time with in Ramadhan?

B Iftar time.

Read text b about the Omani and Pakistani Iftar meals on page 47 of the Classbook. You can choose from one of the following tasks, or do all of the tasks:

1. Interview three different people from your class or another class and ask them about their favourite Iftar foods. Then make a poster with the information you have gathered and add pictures of the food to the poster.
2. Draw a simple table in your exercise book. Write the names of 10 different students from your class along the side and write the names of the five different foods named for Omani Iftar along the top. Now do a survey and find out which of these foods is the most and least popular amongst the students you interview. When you have your answers, write two sentences about your findings in your exercise book.
3. Find out about Iftar meals from other countries and write a small paragraph in your exercise book similar to the information about Omani and Pakistani Iftar meals on page 47 of the Classbook. Interview teachers from your school, people from your village or town, or look on the Internet to help you.

1 Focus questions.

Read the following questions and find the answers by reading the story about Rip Van Winkle on pages 48 and 49 of the Classbook. Write short answers in your exercise book.

1. How old is the story?
2. Which country is the story set in?
3. Where is the story set?
4. Who are the main characters in the story?
5. What is Rip like?
6. Why did Rip's wife get angry with him?
7. Where did Rip go?
8. Who did Rip meet?
9. Why was carrying the boxes hard work?
10. What did Rip look like when he woke up?

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

2 Pictures and sentences.

Look at the pictures about the Rip Van Winkle story on page 48 of the Classbook. Match them with the correct part of the story by writing the paragraph number in the space provided.

Picture a



Picture b



Picture c



Picture d



Picture e



Now write a simple sentence for each of the pictures from the Rip Van Winkle story on page 48 of the Classbook in your exercise book. Use the example and the words in the story to help you.

Example: In picture e, Rip has got long white hair and a beard.

A Order the events.

Put the events from the story in the correct order by writing a number in the space provided. Check your answers with your teacher.

- The box was the heaviest he had ever carried.
- He ran home as fast as he could.
- He also noticed that he had a long beard.
- They spent hours under the shade of the small oak tree.
- The old man offered Rip a drink of water.
- Rip would stay in bed until late.
- Rip offered to help the man.
- This time he went for a longer walk.

Choose any text from the Classbook you enjoyed reading from this semester or any story you have read in the LRC. Then make your own 'Order the events' activity in your exercise book or on a piece of paper. Use the model in part 1 of this task to help you. When you have finished, give the activity and a copy of the story to your friend to try out.

B Write your own story.

In Unit 4 you looked at Mysteries, you have read the "Riddle Mystery" and "The Mystery of Rip Van Winkle". Now is your chance to write and publish a mystery story for the ITC Club Corner magazine. Remember to:

- Look back at Unit 4 in the Classbook, Skills Book and reading cards to brainstorm ideas.
 - Use the Writing Route to help brainstorm and draft your ideas.
 - Use the nouns, verbs, adjectives and adverbs that are useful.
 - Use the Super Sentence Maker to write interesting sentences.
 - Use modals of speculation.
 - Draft and re-draft your story and then write a final neat copy for publishing in the magazine.
 - Check your spellings and punctuation.
- Good luck!

1 Clues and answers.

Read the story of Rip Van Winkle on pages 48 and 49 of the Classbook. Find the answer for the clues and write it in the space provided.

| Paragraph number | Clues | Answer |
|------------------|---------------------------------|--------|
| 1 | The person and their age | |
| 2 | Two times of day | |
| 3 | Not the town | |
| 4 | The superlative for 'not light' | |
| 5 | A body part | |
| 6 | A cold noun | |

2 The end of the story.

Maha should have been more careful. She was reading the ITC Club Corner magazine and spilt some water onto the pages. Now the end of the Rip Van Winkle story is missing. Here is the start of three different endings. Decide which one is correct and complete the ending in your exercise book.

1. There was a large supermarket and lots of shops. The car park was full of people carrying shopping to their cars or going to the shops to buy things.
.....
2. The oak tree he had planted wasn't small anymore. It was huge and cast a shadow over his house. Under the tree, two small children were playing a game, but they were not his daughter and son.
.....
3. The small oak tree he had planted was still there and his young daughter and baby son were sitting under the tree. His wife was reading a story to them.

A Write clues.

Write five different clues for the Rip Van Winkle story on pages 48 and 49 of the Classbook in your exercise book. Use the clues from activity 1 on page 50 of the Skills Book to help you. When you have written your clues, ask someone in the class to find the answers in the story. Remember to have your answers ready!

B Make a poster.

Maha spilt water onto the pages of the ITC Club Corner magazine. She should have been more careful. Make a poster for the LRC giving advice on how to look after magazines and books. Use modals of obligation – **should**, **must** and **have to**. Look at the work you did in Unit 1, the grammar reference at the back of the Skills Book, and the following examples to help you.

Examples:

1. You have to return books after using them.
2. You must keep books clean.
3. You should not drink when you are reading.

Remember to add drawings to your poster and display them when you have finished.

1 Learning Journal.

Over the semester, you should have been completing the Learning Journal pages from the back of your Skills Book. Look back at the Learning Journal pages and write about the work you have been doing over this semester in your exercise book. Think about these things when you write:

- 1. What have you done well?
- 2. What have you enjoyed?
- 3. What haven't you enjoyed?
- 4. What new language have you learned?
- 5. What language do you want to improve?
- 6. What new strategies have you learned?
- 7. What strategies do you want to improve?
- 8. What do you want to do more work on in the future?

A Write a letter.

This semester you have been writing formal and informal letters. Look back at Unit 1 in the Skills Book and remind yourself about how to write informal letters. Use this to help you write the first draft of an informal letter to the writers about the 8B books. Brainstorm your ideas and think about the topics and activities you did. Try to include the things you liked and the things you did not like. Use the space below for your first draft. Good Luck!

B Your turn!

Over the past semester, you have done many quizzes and games. It is now your turn to write a quiz about the Skills Book for this semester. Look back over the activities you have done in your Skills Book to decide what you are going to ask the questions about. Look at the quizzes you have done to help you write the questions you are going to ask. Write about 10 questions and work with other members of your group. When you have finished, give your quiz to friends from another group to answer. You may decide to add pictures to your quiz to make it look more interesting. Good Luck!



1 Anagrams.

Sort the letters and write a word from the unit.

Example:

hlewa whale

- | | | | |
|----------|-------|--------------|-------|
| a. lio | _____ | d. eccly | _____ |
| b. rtwea | _____ | e. leysjlhif | _____ |
| c. vderi | _____ | f. lroca | _____ |

2 Modal muddle.

Sort the words below and write complete modal sentences.

Example:

have on Britain drive you to in left the You have to drive on the left in Britain.

- | | |
|------------------------------------|-------|
| a. go school have I to to | _____ |
| b. that must see film we | _____ |
| c. you watch must the tonight news | _____ |
| d. phone mother my must I | _____ |
| e. to tomorrow London go he has to | _____ |
| f. slowly more drive must you | _____ |

3 Must or have to?

Read the sentences and write **must** or **have to** in the spaces provided.

Example:

- I **must** go to Salalah some time, I think it would be really nice.
- I **have to** go to Salalah next week because it's part of my job.

- We _____ stay in the boat, it's the law.
 - We _____ stay in the boat, I'm scared of sharks.
- I feel very thirsty, I _____ drink more water.
 - The doctor said that I _____ drink more water.
- You **must** swim to the island, you'll enjoy the exercise.
 - You **have to** swim 50 metres to get a diving license.
- I'm feeling sick, I _____ go and see the doctor.
 - I _____ go and see the doctor, I made an appointment for 3 o'clock.
- She _____ get a permit before she goes to the Damaniyat islands.
 - She _____ do a diving course before she goes to the Damaniyat islands.

4 Adjectives.

Sort the adjectives in to the table below.

- happy
- new
- surprised
- brave
- sharp
- blue
- frozen
- friendly

| Attributive adjectives | Predicative adjectives |
|------------------------|------------------------|
| | |

5 Question words.

Write a question word in the space provided so that all of the questions make sense. You should use each question word once.

- a. _____ do you breathe underwater?
- b. _____ should I take to the Damaniyat islands?
- c. _____ is your favourite place to dive?
- d. _____ do you like diving?
- e. _____ shark is the most scary?
- f. _____ did you start diving?

6 Sounds.

Sort the following words in to the table.

- question
- rubbish
- float
- go
- slow
- great
- pollute
- day
- ocean
- blue
- whale
- you

| /ʃ/ | /eɪ/ | /uː/ | /əʊ/ |
|-------|------|-------|------|
| shark | play | tooth | boat |

Unit 1 Now check your answers.

1 a. have to
b. must
2. a. must
b. have to
3. a. must
b. have to
4. a. must
b. have to
5. a. has to
b. have to

2 a. I have to go to school.
b. We must see that film.
c. You must watch the news tonight.
d. I must phone my mother.
e. He has to go to London tomorrow.
f. You must drive more slowly.

3 /uː/ /eɪ/ /ʃ/ /əʊ/ /uː/ /eɪ/ /ʃ/ /əʊ/

float blue you slow
pollute whale great

4 Attributive adjectives
blue sharp
new friendly
Predicative adjectives
happy frozen
surprised brave

5 a. How
b. What
c. Where
d. Why
e. Which
f. When

6 /ʃ/ /eɪ/ /uː/ /əʊ/

question day ocean whale
rubbish great
float blue you slow
pollute



1 Yet or already?

Read the following sentences and write **yet** or **already** in the space provided. Look at the language focus on page 13 of the Skills Book to help you.

Example:

We've already seen that film.

- a. I haven't had any lunch _____.
- b. I've _____ had my lunch.
- c. She has _____ bought a new dress.
- d. Is it time to go _____?
- e. Talib has _____ eaten at that restaurant.
- f. They've _____ been to Muscat, but they haven't been to Salalah _____.

2 Formal letters.

Tick only the sentences which are true when you write formal letters.

- a. Use abbreviations.
- b. Write in pen.
- c. Write the letter in paragraphs.
- d. Use contracted forms, eg. I'm
- e. Put your address on the left.
- f. Put the date on the right.
- g. End with "Best wishes" if you know the name of the person.
- h. End with "Yours faithfully" if you don't know the name of the person.

3 Some or any?

Complete the sentences using **some** or **any**.

- a. Please can I have _____ carrots?
- b. We haven't got _____ dessert.
- c. Would you like _____ bread and butter?
- d. Please don't give me _____ gravy!
- e. I really don't want _____ fish, thank you.
- f. I've got _____ biscuits, but I haven't got _____ cheese.

4 Vocabulary crossword.

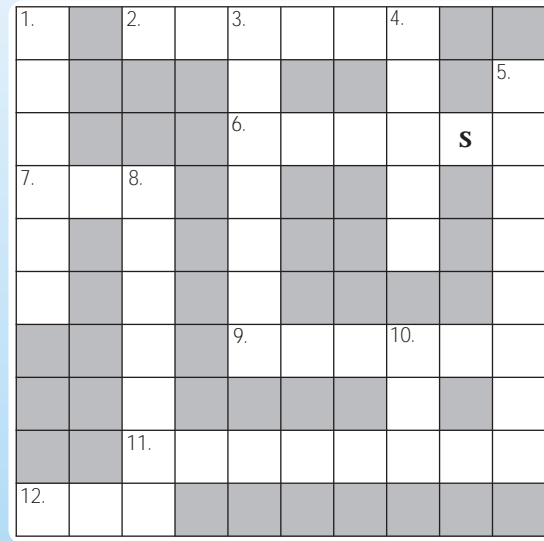
Read the clues and work out the answers. Write the answers on the crossword grid. Start writing the word in the numbered square and continue writing the word down or across.

Across

- 2. The name of a meal (6)
- 6. A word that makes your request polite (6)
- 7. A hot drink (3)
- 9. This goes under a cup to catch the drips (6)
- 11. A person with this sugary problem needs a special diet (8)
- 12. This quantifier replaces 'some' in negatives (3)

Down

- 1. The person who brings you food in a restaurant (6)
- 3. Pieces of paper or material to catch spills (6)
- 4. A way to cook meat and vegetables in the oven (5)
- 5. Sweet things to end the meal (8)
- 8. It tells us something has taken place (7)
- 10. A knife does this (3)



5 Verbs, nouns and adjectives.

Write the following words in the correct place on the table.

- | | | |
|-----------|-------|---------|
| delicious | mix | crunchy |
| fresh | add | melt |
| egg | tasty | nice |
| fried | milk | chicken |
| boil | sugar | pie |
| wheat | wash | pour |

| verbs | nouns | adjectives |
|-------|-------|------------|
| | | delicious |

5 Verbs: wash, boil, mix, add, melt, chicken, crunchy, fresh, tasty, sugar, pie, wheat, fried

5 Nouns: egg, milk, wheat

4 Across: 1. water, 2. dinner, 3. napkin, 4. roast, 5. desserts, 6. please, 7. tea, 8. already, 9. saucer, 10. cut, 11. diabetes, 12. any

3 a. some, b. any, c. some, d. any, e. any, f. some, any

2 The following should be ticked: a. yet, b. already, c. already, d. yet, e. already, f. already, yet

1 a. yet, b. already, c. already, d. yet, e. already, f. already, yet

Unit 2 Now check your answers.



1 Multiword verbs.

Underline the multiword verbs in the sentences below.

Example:

I want you to cut out the picture.

- We got off the bus at Ruwi.
- He went out this morning.
- They talked about the football game.
- The temperature went down 5 degrees.
- She filled in the application form.
- He's gone to the cinema to check out the films.

2 More multiword verbs.

Choose the best multiword verb to complete the sentence. Write it in the space provided in the correct tense.

throw away

fall down

pick up

take off

listen to

wash up

look up

grow up

turn on

Example:

He threw away his old sandals last week.

- I want to _____ that radio programme.
- I want to be a policeman when I _____.
- I went shopping yesterday and _____ some tomatoes.
- He came in and _____ his coat.
- I want to _____ the bus times on the timetable.
- The tree _____ in the storm last night.
- Please _____ the lights.
- I don't like _____ the dishes!

3 Since or for?

Look at the examples and then complete the sentences with *since* or *for*.

Examples: I've been driving for 2 hours.

I've been driving since 3 o'clock.

- She's been waiting _____ 30 minutes.
- They've been walking _____ 7 o'clock this morning.
- Khalid's been working _____ 5 hours.
- I've been walking _____ this morning.
- We've been travelling _____ last week.
- You've been cycling _____ five hours!

4

Present perfect continuous.

Read the situations and complete the sentences using the present perfect continuous.

Example:

I started waiting for the bus 20 minutes ago. I am waiting now.

I have been waiting for the bus for 20 minutes.

a. We started looking at the timetable 10 minutes ago and we are still looking.

b. I started driving to Salalah at 3 o'clock. I am still driving.

c. She bought a new car on Saturday. She drives to work now.

d. They started building dhows in Sur hundreds of years ago. They are building them now.

5

Holiday questions.

Use the question words below to write questions for the answers provided. Use the words in the answers to help you write the questions.

When

Example:

Where are you going?

I'm going to Salalah.

What

a. _____

I'm going tomorrow morning.

b. _____

John, Paul and Simon are going with me.

How

c. _____

I'm taking clothes, books, games and sunscreen.

Which

d. _____

I'm travelling by train.

e. _____

The 2.45 from Castle Station.

6

Will or going to?

Complete the short dialogues below. Write **will** or **[be] going to** in the spaces provided.

Examples:

Ann: The phone's ringing!

Lisa: OK, I **will** answer it.

Ann: Where is Kate going?

Lisa: She **is going to** the bank.

a. Bob: Tea or coffee?

Rik: I think I _____ have tea, please.

d. Khalfan: How will you get home?

Marwan: I think _____ ring my brother.

b. Maryam: Can you meet me at 7?

Jamila: No, sorry, I _____ see a film at 6 o'clock.

e. Ronnie: Are we going to eat here?

Biff: No, we _____ eat in the new Eat-away restaurant.

c. Sarah: Where are you going?

Polly: I _____ visit my aunt.

f. Jim: What shall we do on my birthday?

Dan: I know. We _____ a party.

7 Subject and object pronouns.

Write in the object pronouns in the following sentences.

- I am going with Moza. I have to meet _____ at 4 o'clock.
- Cars pollute the environment, we shouldn't drive _____.
- We've got a problem. Can you help _____?
- I know I bought the tickets, but now I can't find _____.
- John can't do his homework, but I can help _____.
- Bob bought me a new bag, do you like _____?

Now check your answers.



- got off
 - went out
 - talked about
 - went down
 - filled in
 - gone to
- listen to
 - grow up
 - picked up
 - took off
 - look up
 - fell down
 - turn on
 - washing up
- for
 - since
 - for
 - since
 - since
 - for
- We have been looking at the timetable for 10 minutes.
 - I have been driving to Salalah since 3 o'clock.
 - She has been driving to work since Saturday.
 - They have been building dhows in Sur for hundreds of years.
- am going to
 - am going to
 - am going to
 - will
 - are going to
 - will
- her
 - them
 - us
 - them
 - him
 - it
- When are you going?
 - Who's going with you?
 - What are you taking?
 - How are you travelling?
 - Which train are you taking?



1 What would you do if you won OR 10,000?

Some ITC members are imagining what they would do if they won OR 10,000. Look at the example and complete the sentences.

Eg. If I won OR 10,000, I would learn to fly a plane.

- If I (have) _____ lots of money, I _____ give some to charity.
- If I (win) _____ some money, I _____ buy a boat.
- If I (win) _____ OR 10,000, I _____ fly to Paris.
- If I (be) _____ rich, I _____ buy my mum a car.
- If I (get) _____ OR 10,000, I _____ give it to my family.

2 First or second conditional?

Look at the grammar reference to remind you about the first and second conditional. Look at the sentences and decide whether to use the first or second conditional. Complete the

Eg. If we (go) go to England in winter, it will be very cold.

- If I (be) _____ king, I _____ give everyone a car.
- If people (can) _____ fly, they _____ never buy cars.
- If we (pick up) _____ rubbish, our country _____ be more beautiful.
- If it (rain) _____, we _____ get wet.
- If they (build) _____ a rocket, they _____ go to the moon.
- If she (see) _____ a yeti, she _____ sing it to sleep.

3 Modals of possibility.

Change the sentences in to possibilities. Use **might**, **may** or **could** and look at the example to help you.

Example:

It is a yeti! (might)

It might be a yeti.

- They travel by bus. (may) _____
- She likes carrots. (might) _____
- He caught the bus home. (could) _____
- They went to the supermarket. (may) _____
- I ate an ant in my sandwich. (might) _____
- She will like the birthday present. (might) _____

4 What's she like?

Sort the words in the table. Look at the examples to help you.

beautiful
mean
unhappy
tall
thin
brave
short
bald

quiet
scruffy
sad
scared
small
kind
lazy
big

| What does she look like? | What's she like? |
|--------------------------|------------------|
| beautiful | |

5 Mysterious questions.

Sort the jumbled questions and write them correctly in the space below.

Example: **did it Who**

Who did it?

- was What it?
- crime saw Who the?
- happen When it did?
- book detective reading you are Which?
- yeti did Where you the see?
- cupboard long you in hiding the How were?

6 Sort the words.

Look at the words in the box and write them in the correct place in the table.

slowly
swung
slimy
feel
falling
quietly

mysterious
riddle
darkness
carefully
scared
mystery

| noun | verb | adjective | adverb |
|------|------|-----------|---------|
| | | | quietly |

1. had, would
2. won, would
3. won, would
4. were, would
5. got, would
1. If I were king, I would give everyone a car.
2. If people could fly, they would never buy cars.
3. If we pick up rubbish, our country will be more beautiful.
4. If it rains, we will get wet.
5. If they built a rocket, they would go to the moon.
6. If she saw a yeti, she would sing it to sleep.
1. What was it?
2. Who saw the crime?
3. When did it happen?
4. Which detective book are you reading?
5. Where did you see the yeti?
6. How long were you hiding in the cupboard?
1. What does she look like?
2. Who saw the crime?
3. When did it happen?
4. Which detective book are you reading?
5. Where did you see the yeti?
6. How long were you hiding in the cupboard?
- What's she like?
mean, unhappy, sad, scared, brave,
kind, lazy
1. bald
2. big, scruffy, tall, thin, small, short,
3. won, would
4. were, would
5. got, would
1. They may travel by bus.
2. She might like carrots.
3. He could have caught the bus home.
4. They may have gone to the supermarket.
5. I might have eaten an ant in my sandwich.
6. She might like her birthday present.
1. noun: darkness, mystery, riddle
2. verb: swung, feel, falling
3. adjective: mysterious, scared, slimy
4. adverb: quietly, slowly, carefully

Now check your answers.



Grammar reference

present simple

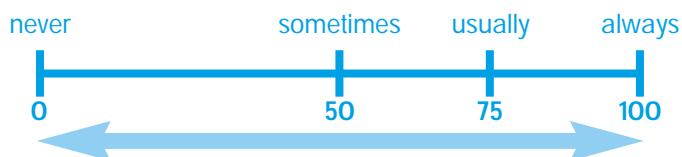
We use the present simple to talk about things that are true.

| | | |
|------|-------|-----------|
| I | walk | to school |
| you | | |
| we | | |
| they | walks | |
| he | | |
| she | | |
| it | | |

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

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

We often use adverbs of frequency with the present simple.



He never washes the dishes.

She always helps her mother.

present continuous

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

Ali is reading a book.

They are watching television.

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

| | | | |
|------|-----|--------|--------|
| I | am | eating | dinner |
| you | are | | |
| we | | | |
| they | is | | |
| he | | | |
| she | | | |
| it | | | |

present perfect

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



He has visited Cairo.

They have written a book about the Jiddat Al Harasees.

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

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

yet and already

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

yet

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

already

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

present perfect continuous

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



I have been waiting for two hours.

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

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

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

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

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

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

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

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

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

the passive

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

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

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

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

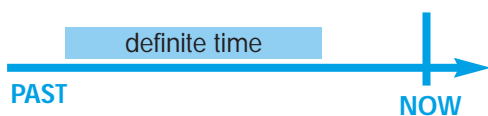
| | | |
|------|-------------|----------|
| it | is was | invented |
| they | are were | |

past simple positive/negative

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

He went to Australia last summer.

I visited my uncle yesterday.



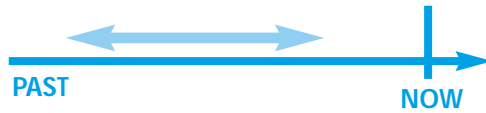
| | | |
|---|---------|----------------|
| I you we they he she it | arrived | in the morning |
|---|---------|----------------|

past continuous

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

They were having a barbecue.

He was playing football.



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

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

used to

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

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

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

That building used to be a cinema.

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

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

the future

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

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

We're going to fly London next week.

We're going to catch a plane at Seeb airport.

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

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

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

Scientists will make robots to help us in the home.

We will travel in flying cars to Mars.

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

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

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

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

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

first conditional

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

If you study hard, you will pass your exams.

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

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

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

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

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

second conditional

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

We make the second conditional using:

If + **past simple** + **would**

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

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

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

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

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

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

modals of obligation

The words **should**, **must** and **have to** are modals of obligation. We use them to give advice and tell people what to do.

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

Must is stronger than **should**.

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

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

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

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

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

modals of possibility

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

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

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

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

The lake might have been a mirage.

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

It may have four or five legs.

quantifiers: some and any

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

some

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

I've got **some soup** for starters.

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

Can I have **some chicken spring rolls** please?

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

Would you like **some garlic bread**?

any

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

Have you got **any spring rolls** then?

We usually use **any** in negatives.

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

adjectives

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

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

The **small fish**.

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

the **beautiful** **beaches** of Hawaii
adjective noun

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

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

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

comparatives and superlatives

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

bigger, more beautiful

We make the comparative with **adjective + than + noun** or **more/less + than + adjective**.

An elephant is bigger than a cat.

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

biggest, most beautiful

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

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

similes

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

Similes compare two things.

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

It smells **like** rubbish.

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

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

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

too and very

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

very makes the adjective stronger.

It's hot. – It's very hot.

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

It's very hot. – It's too hot.

question words

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

Who is it?

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

Where is the post office?

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

When does the bus leave?

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

Why is Makkah a great city?

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

How heavy is it?

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

What is it?

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

Which story do you prefer?

multiword verbs

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

We make multiword verbs with

verb + adverb/preposition

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

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

I got on the bus. I got off the bus

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

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

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

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

take off (informal) and remove (formal)

pronouns

Subject and object pronouns are just two of many types of personal pronouns. They are very common in English.

Personal pronouns are used when we know who or what is being talked about and do not want to repeat the noun.

Simon is looking for his bag. He is very upset.

subject pronouns

A subject pronoun replaces the subject in a sentence. In statements, the subject usually goes **before** the verb. In questions, it goes **after** the verb. The subject does the action.

Simon has found the bag.
subject verb object

He has found the bag.
subject pronoun

The subject pronouns are:

I, he, she, we, you, it, they

object pronouns

An object pronoun replaces the object of a sentence. The object is usually a noun phrase and **follows** a verb. The object receives the action. An object pronoun cannot be used in the position of a subject. An object pronoun can only be used **after** a verb or a preposition.

Sally is helping Simon to find the bag.
subject verb object

Sally is helping Simon to find it.
object pronoun

The object pronouns are:

me, him, her, us, you, it, them

Be careful! **it** and **you** remain the same when used as a subject or an object pronoun.

List of irregular verbs

infinitive

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

past simple

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

past participle

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

List of irregular verbs

infinitive

sing
sit
sleep
speak
spend
stand
steal
swim
take
teach
tell
think
throw
understand
wake
wear
win
write

past simple

sang
sat
slept
spoke
spent
stood
stole
swam
took
taught
told
thought
threw
understood
woke
wore
won
wrote

past participle

sung
sat
slept
spoken
spent
stood
stolen
swum
taken
taught
told
thought
thrown
understood
woken
worn
won
written

Word list

Unit 1

| | | |
|------------|-------------------|---------------|
| bleach | <i>n [U], v</i> | /bli:tʃ/ |
| brave | <i>adj</i> | /breiv/ |
| bright | <i>adj</i> | /braɪt/ |
| brilliant | <i>adj</i> | /'brɪljənt/ |
| buddy | <i>n [C]</i> | /'bʌdi/ |
| bullet | <i>n [C]</i> | /'bʊlɪt/ |
| calm | <i>adj</i> | /kɑ:m/ |
| chemical | <i>n [C]</i> | /'kemɪkəl/ |
| cloud | <i>n [C]</i> | /klaʊd/ |
| collection | <i>n [C]</i> | /'kɒlekʃən/ |
| colourful | <i>adj</i> | /'kɒləfəl/ |
| condense | <i>v</i> | /kən'dens/ |
| coral reef | <i>n [C]</i> | /'kɒrəl ri:f/ |
| coral | <i>n [U]</i> | /'kɒrəl/ |
| detergent | <i>n [C]</i> | /dɪ'tɜ:dʒənt/ |
| diver | <i>n [C]</i> | /'daɪvə/ |
| evaporate | <i>v</i> | /ɪ'væpəreɪt/ |
| explore | <i>v</i> | /ɪk'splɔ:/ |
| fashion | <i>n [U/C], v</i> | /'fæʃən/ |
| fertiliser | <i>n [C]</i> | /'fɜ:təlaɪzə/ |
| fill | <i>v</i> | /fɪl/ |
| fish | <i>n [U/C], v</i> | /fɪʃ/ |
| float | <i>v</i> | /fləʊt/ |
| freezing | <i>adj</i> | /'fri:zɪŋ/ |
| friendly | <i>adj</i> | /'frendli/ |
| frighten | <i>v</i> | /'fraɪtən/ |
| frightened | <i>adj</i> | /'fraɪtənd/ |
| giant | <i>adj</i> | /'dʒaɪənt/ |
| guide | <i>n [C], v</i> | /gaɪd/ |
| huge | <i>adj</i> | /hju:dʒ/ |
| incredible | <i>adj</i> | /ɪn'kredəbəl/ |
| kill | <i>v</i> | /kɪl/ |
| land | <i>n [U]</i> | /lənd/ |
| litter | <i>n [U/C], v</i> | /'lɪtə/ |
| million | <i>n [C]</i> | /'mɪljən/ |

| | | |
|-------------|-----------------|------------------|
| ocean | <i>n [C]</i> | /'əʊʃən/ |
| oil | <i>n [U]</i> | /ɔɪl/ |
| panic | <i>v</i> | /'pænik/ |
| permit | <i>n [C]</i> | /'pɜ:mɪt/ |
| plant | <i>n [C]</i> | /plɑ:nt/ |
| poison | <i>n [U/C]</i> | /'pɔɪzən/ |
| pollution | <i>n [U]</i> | /pə'lju:ʃən/ |
| population | <i>n [C]</i> | /'pɒpjʊ'leɪʃən/ |
| predator | <i>n [C]</i> | /'predətə/ |
| prevent | <i>v</i> | /'prɪ'vent/ |
| rise | <i>v</i> | /raɪz/ |
| rough | <i>adj</i> | /rʌf/ |
| sad | <i>adj</i> | /sæd/ |
| scared | <i>adj</i> | /skeəd/ |
| sea bed | <i>n [U/C]</i> | /si:/ |
| sea | <i>n [U/C]</i> | /si: bed/ |
| seafood | <i>n [C]</i> | /'si:fu:d/ |
| shark | <i>n [C]</i> | /ʃɑ:k/ |
| sharp | <i>adj</i> | /ʃɑ:p/ |
| shell | <i>n [C]</i> | /ʃel/ |
| shortage | <i>adj</i> | /'ʃɔ:tɪdʒ/ |
| skill | <i>n [C]</i> | /skɪl/ |
| smash | <i>v</i> | /smæʃ/ |
| spill | <i>n [C], v</i> | /spɪl/ |
| statue | <i>n [C]</i> | /'stætʃu:/ |
| storm | <i>n [C]</i> | /stɔ:m/ |
| straw | <i>n [C]</i> | /strɔ:/ |
| strong | <i>adj</i> | /strɒŋ/ |
| stunning | <i>adj</i> | /'stʌnɪŋ/ |
| surprised | <i>adj</i> | /sə'praɪzd/ |
| swallow | <i>v</i> | /'swɒləʊ/ |
| water cycle | <i>n [C]</i> | /'wɔ:tə 'saɪkəl/ |
| whale | <i>n [C]</i> | /weɪl/ |
| wise | <i>adj</i> | /waɪz/ |

Unit 2

| | | |
|-------------|----------|----------------|
| add | v | /æd/ |
| additive | n [C] | /'ædətɪv/ |
| bake | v | /beɪk/ |
| beat | v | /bi:t/ |
| biscuit | n [C] | /'bɪskɪt/ |
| boil | v | /bɔɪl/ |
| boiling | adj | /'bɔɪlɪŋ/ |
| bowl | n [C] | /bəʊl/ |
| breakfast | n [U] | /'brekfəst/ |
| cake | n [C] | /keɪk/ |
| carefully | adv | /'keəfəli/ |
| celebrate | v | /'seləbreɪt/ |
| celebration | adj | /'seləbreɪʃən/ |
| cheap | adj | /tʃi:p/ |
| chewy | adj | /tʃu:i/ |
| chopstick | n [C] | /'tʃɒpstɪk/ |
| coffee | n [U/C] | /kɒfi/ |
| cold | adj | /kəʊld/ |
| cook | v | /kʊk/ |
| creamy | adj | /'kri:mi/ |
| crispy | adj | /'krɪspi/ |
| crunchy | adj | /'krʌntʃi/ |
| crusty | adj | /'krʌsti/ |
| cup | n [C] | /kʌp/ |
| cutlery | n [U] | /'kʌtləri/ |
| delicious | adj | /dɪ'liʃəs/ |
| diet | n [C], v | /di'eɪt/ |
| dinner | n [U] | /'dɪnə/ |
| disease | n [C] | /'di:zəz/ |
| dessert | n [U] | /'desət/ |
| expensive | adj | /ɪk'spensɪv/ |
| fantastic | adj | /'fæntəstɪk/ |
| flavourless | adj | /'fleɪvələs/ |
| food | n [C] | /fu:d/ |
| fork | n [C] | /fɔ:k/ |
| fresh | adj | /fref/ |
| gently | adv | /'dʒentli/ |
| glass | n [C] | /glɑ:s/ |
| gravy | n [U] | /'grævi/ |
| guest | n [C] | /gest/ |
| handle | n [C] | /'hændl/ |
| hot | adj | /hɒt/ |
| horrible | adj | /'hɒrəbəl/ |

| | | |
|----------------|------------|-------------------|
| ice-cream | n [C] | /aɪskri:m/ |
| ingredient | n [C] | /'ɪŋɡrɪdɪənt/ |
| juice | n [U] | /dʒu:s/ |
| knife | n [C] | /naɪf/ |
| lovely | adj | /'lʌvli/ |
| lunch | n [U] | /lʌntʃ/ |
| melt | v | /melt/ |
| menu | n [C] | /'menju:/ |
| mix | v | /mɪks/ |
| mouth-watering | adj | /'maʊθ 'wɔ:tərɪŋ/ |
| mug | n [C] | /mʌɡ/ |
| napkin | n [C] | /'næpkɪn/ |
| nice | adj | /naɪs/ |
| overweight | adj | /əʊnvə'weɪt/ |
| pie | n [C] | /paɪ/ |
| pizza | n [C] | /'pɪtsə/ |
| plate | n [C] | /pleɪt/ |
| polite | adj | /pə'laɪt/ |
| popcorn | n [U] | /'pɒpkɔ:n/ |
| pour | v | /pɔ:/ |
| recipe | n [C] | /'resəpi/ |
| restaurant | n [C] | /'restrɒnt/ |
| roast | v | /rəʊst/ |
| saucer | n [C] | /'sɔ:sə/ |
| snack | n [C] | /snæk/ |
| soggy | adj | /sɒɡi/ |
| spoon | n [C] | /spu:n/ |
| starve | v | /'stɑ:v/ |
| starving | adj | /'stɑ:vɪŋ/ |
| stir | v | /stɜ:/ |
| sweet | n [C], adj | /swi:t/ |
| tasteless | adj | /'teɪsləs/ |
| tasty | adj | /'teɪsti/ |
| teaspoon | n [C] | /'ti:spu:n/ |
| tiny | adj | /'taɪni/ |
| tough | adj | /tʌf/ |
| vegetable | n [C] | /'vedʒtəbəl/ |
| waiter | n [C] | /'weɪtə/ |
| yummy | adj | /jʌmi/ |

Unit 3

| | | |
|-----------------|--------------|------------------|
| aeroplane | <i>n [C]</i> | /ˈeərəpleɪn/ |
| airport | <i>n [C]</i> | /ˈeəpɔ:t/ |
| badge | <i>n [C]</i> | /bædʒ/ |
| bright | <i>adj</i> | /'baɪsɪkəl/ |
| bicycle | <i>n [C]</i> | /bɪsɪkl/ |
| boat | <i>n [C]</i> | /bəʊt/ |
| bus | <i>n [C]</i> | /bʌs/ |
| cable car | <i>n [C]</i> | /'keɪbəl kɑ:/ |
| canoe | <i>n [C]</i> | /kə'nu:/ |
| car | <i>n [C]</i> | /kɑ:/ |
| check out | <i>v</i> | /tʃek aʊt/ |
| commuter | <i>n [C]</i> | /kə'mju:tə/ |
| cut down | <i>v</i> | /kʌt daʊn/ |
| cut out | <i>v</i> | /kʌt aʊt/ |
| cyclist | <i>n [C]</i> | /'saɪklɪst/ |
| driver | <i>n [C]</i> | /'draɪvə/ |
| fall off | <i>v</i> | /fɔ:l ɒf/ |
| fill in | <i>v</i> | /fɪl ɪn/ |
| fix on | <i>v</i> | /fɪks ɒn/ |
| get about | <i>v</i> | /get ə'baʊt/ |
| get around | <i>v</i> | /get ə'raʊnd/ |
| get over | <i>v</i> | /get 'əʊvə/ |
| get to | <i>v</i> | /get tu:/ |
| go along | <i>v</i> | /gəʊ ə'lɒŋ/ |
| go up | <i>v</i> | /gəʊ ʌp/ |
| gondola | <i>n [C]</i> | /'gɒndələ/ |
| helicopter | <i>n [C]</i> | /'helɪkɒptə/ |
| helmet | <i>n [C]</i> | /'helmɪt/ |
| hold on | <i>v</i> | /həʊld ɒn/ |
| hot air balloon | <i>n [C]</i> | /hɒt eə bə'lu:n/ |
| llama | <i>n [C]</i> | /'lɑ:mə/ |
| look at | <i>v</i> | /lʊk ət/ |

| | | |
|----------------|--------------|--------------------|
| lorry | <i>n [C]</i> | /'lɒri/ |
| make into | <i>v</i> | /meɪk 'ɪntə/ |
| miserable | <i>adj</i> | /'mɪzə'rəbəl/ |
| motorbike | <i>n [C]</i> | /'məʊtəbaɪk/ |
| motorcyclist | <i>n [C]</i> | /'məʊtəsaɪklɪst/ |
| pedestrian | <i>n [C]</i> | /pə'destrɪən/ |
| pick up | <i>v</i> | /pɪk ʌp/ |
| pilot | <i>n [C]</i> | /'paɪlət/ |
| ride on | <i>v</i> | /raɪd ɒn/ |
| rocket | <i>n [C]</i> | /'rɒkɪt/ |
| roller skate | <i>n [C]</i> | /'rəʊlə skeɪt/ |
| safe | <i>adj</i> | /seɪf/ |
| seat belt | <i>n [C]</i> | /seɪl/ |
| ship | <i>n [C]</i> | /ʃɪp/ |
| sail | <i>v</i> | /seɪl/ |
| skate | <i>v</i> | /skeɪt/ |
| skateboard | <i>n [C]</i> | /'skeɪtbɔ:d/ |
| snowmobile | <i>n [C]</i> | /snəʊ 'məʊbi:l/ |
| take off | <i>v</i> | /teɪk ɒf/ |
| ticket | <i>n</i> | /'tɪkɪt/ |
| transport | <i>n [U]</i> | /treɪn/ |
| train | <i>n [C]</i> | /'trænspɔ:t/ |
| travel | <i>v</i> | /'trævəl/ |
| travel agent | <i>n [C]</i> | /'trævəl 'eɪdʒənt/ |
| tuk tuk | <i>n [C]</i> | /'tʊk tʊk/ |
| wait | <i>v</i> | /weɪt/ |
| watch out | <i>v</i> | /wɒtʃ aʊt/ |
| write | <i>v</i> | /raɪt/ |
| yacht | <i>n [C]</i> | /jɒt/ |
| zebra crossing | <i>n [C]</i> | /'zebrə 'krɒsɪŋ/ |

Unit 4

| | | |
|-------------|--------------|-----------------|
| adventure | <i>n</i> [C] | /əd'ventʃə/ |
| ancient | <i>adj</i> | /'eɪnʃənt/ |
| author | <i>n</i> [C] | /'ɔːθə/ |
| believe | <i>v</i> | /bə'li:v/ |
| brain | <i>n</i> [C] | /breɪn/ |
| brave | <i>adj</i> | /breɪv/ |
| care | <i>v</i> | /keə/ |
| careful | <i>adj</i> | /'keəfəl/ |
| chase | <i>v</i> | /tʃeɪs/ |
| chemistry | <i>n</i> [C] | /'kemɪstri/ |
| clever | <i>adj</i> | /'klevə/ |
| clue | <i>n</i> [C] | /kluː/ |
| comedy | <i>n</i> [U] | /'kɒmədi/ |
| creature | <i>n</i> [C] | /'kri:tʃə/ |
| crime | <i>n</i> [C] | /kraɪm/ |
| dangerous | <i>adj</i> | /'deɪndʒərəs/ |
| dark | <i>adj</i> | /dɑ:k/ |
| detective | <i>n</i> [C] | /dɪ'tektɪv/ |
| diamond | <i>n</i> [C] | /'daɪəmənd/ |
| dirt | <i>n</i> [U] | /dɜ:t/ |
| evidence | <i>n</i> [U] | /'eɪvɪdəns/ |
| expedition | <i>n</i> [C] | /ekspe'dɪʃən/ |
| experiment | <i>n</i> [C] | /eks'perɪmənt/ |
| fact | <i>n</i> [C] | /fækt/ |
| fiction | <i>n</i> [U] | /'fɪkʃən/ |
| funny | <i>adj</i> | /'fʌni/ |
| fur | <i>n</i> [U] | /fɜː/ |
| fussy | <i>adj</i> | /'fʌsi/ |
| germ | <i>n</i> [C] | /dʒɜ:m/ |
| hair | <i>n</i> [C] | /heə/ |
| hear | <i>v</i> | /hɪə/ |
| illusion | <i>n</i> [C] | /'ɪluːzən/ |
| imagine | <i>v</i> | /'ɪmædʒɪn/ |
| impolite | <i>adj</i> | /'ɪmpə'laɪt/ |
| intelligent | <i>adj</i> | /'ɪntelədʒənt/ |
| investigate | <i>v</i> | /'ɪn'vestəgeɪt/ |
| logical | <i>adj</i> | /'lɒdʒɪkəl/ |
| maze | <i>n</i> [C] | /meɪz/ |
| mirage | <i>n</i> [C] | /'mɪrɑːʒ/ |
| miserable | <i>adj</i> | /'mɪzə'rəbəl/ |

| | | |
|-------------|------------------------|----------------|
| moustache | <i>n</i> [C] | /mə'sta:ʃ/ |
| mysterious | <i>adj</i> | /'mɪ'stɪəriəs/ |
| mystery | <i>n</i> [C] | /'mɪstəri/ |
| observation | <i>n</i> [C] | /'ɒbzə'veɪʃən/ |
| odd | <i>adj</i> | /ɒd/ |
| optical | <i>adj</i> | /'ɒptɪkəl/ |
| pale | <i>adj</i> | /'peɪl/ |
| poisonous | <i>adj</i> | /'pɔɪzənəs/ |
| popular | <i>adj</i> | /'pɒpjələ/ |
| puzzle | <i>n</i> [C] | /'pʌzəl/ |
| quiet | <i>adj</i> | /'kwaɪət/ |
| real | <i>adj</i> | /'riəl/ |
| riddle | <i>n</i> [C] | /'rɪdəl/ |
| round | <i>adj</i> | /'raʊnd/ |
| scared | <i>adj</i> | /'skeəd/ |
| scream | <i>n</i> [C], <i>v</i> | /'skri:m/ |
| scruffy | <i>adj</i> | /'skrʌfi/ |
| secret | <i>n</i> [C] | /'si:kret/ |
| short | <i>adj</i> | /'ʃɔ:t/ |
| sight | <i>n</i> [U] | /'saɪt/ |
| small | <i>adj</i> | /'smɔ:l/ |
| smell | <i>n</i> [U], <i>v</i> | /'smel/ |
| strange | <i>adj</i> | /'streɪndʒ/ |
| suspicious | <i>adj</i> | /'sʌ'spɪʃəs/ |
| tall | <i>adj</i> | /'tɔ:l/ |
| taste | <i>n</i> [U], <i>v</i> | /'teɪst/ |
| thin | <i>adj</i> | /'θɪn/ |
| tomb | <i>n</i> [C] | /'tu:m/ |
| touch | <i>n</i> [U], <i>v</i> | /'tʌtʃ/ |
| tough | <i>adj</i> | /'tʌf/ |
| tourist | <i>n</i> [C] | /'tɔːrɪst/ |
| trap | <i>n</i> [C], <i>v</i> | /'træp/ |
| trick | <i>n</i> [C], <i>v</i> | /'trɪk/ |
| unhealthy | <i>adj</i> | /'ʌn'helθi/ |
| witness | <i>n</i> [C] | /'wɪtnəs/ |
| work | <i>n</i> [U] | /'wɜ:k/ |

Memory

At school and at home your brain takes in much more information than you need. Your brain is full of information but how do you find the information when you need it? How do you remember things?

The more you know about how the brain and memory works, the more you can develop techniques to remember **what** you want to remember **when** you need it.

1. Remembering!

In pairs, tell your partner the answers to the following questions:

- What is your telephone number?
- How do you use a pencil sharpener?
- What was your first day at school like?
- What did you eat yesterday?
- Where are your toys now?
- How do you get to the nearest shop?

You might have used a different way of remembering your phone number from your first day at school. Think about how you remembered the answers to each question.

2. How do you remember?

1. Colour in 10 words from the chart below.
2. Read the chart for 2 minutes and then cover it.
3. Write down all of the words you can remember in your exercise book.

star

Fahad



RED

lunch

cake

teacher

Oman

happy

CUP

blue

rain

Ali

might

table



fight

detective

car

page

smell

sun

book

CLUE

egg

green

solve

funny

student

spider

April

Look at the words you remembered. Which of the following ways of remembering did you use? Tick the ones you think you used.

Recent words.

You remember the words you learned last.

First words.

You remember the words you learned first.

Sound.

You remembered rhyming words, strange sounding words or words that you put together in your head (e.g. star, car, might, fight)

Association.

You remembered words which went together (e.g. lunch, cake, chips)

Real names.

You have a good memory for names.

Location.

You remembered where the words were on the page. You may find it easy to remember information if you make diagrams, tables or word webs.

Appearance.

You noticed the look of a word (e.g. words with capitals, or with shapes around them).

Colour and activity.

You remembered the words you coloured in. You may like using colour or doing things with information you are learning.

Now you have some great clues about how you like to remember things.

3. Different ways to remember.

Below, are some different ways to remember information. Think about which ways are best for you.

Go back.

Go over information two or three times. Go back over your work often and look at it again.

Active listening.

Discuss what you are learning with a friend. Listen to your voice.

Write things down.

Without copying, write things out again and again.

Chanting.

Repeat key words as a rhythmic chant.

Highlight information.

Add colours and shapes to your notes to help you remember better.

Words.

Use the first letters of key words to make a new word.

Make diagrams.

Organise the information into a diagram or a series of pictures.

Making it yours.

Link what you want to learn to yourself. Does it remind you of a person you know, a place you have been?

Taking notes from published texts and books

1. Everyone who studies has to take notes at some time. Below are three important reasons to take notes. Tick the **one** reason you take notes.

- to have a permanent record of the speaker's or writer's main ideas
- to help my memory when getting ready for exams or tests
- to help me understand the speaker or writer

2. Look at the notes you made in activity 1 on page 36 of the Classbook and think about how you take notes for your projects. Then, look at some features of note-taking described in the table below and tick them if you see evidence in your notes.

- | | | | |
|-----------------------------|--------------------------|---------------------------|--------------------------|
| 1. Write in paragraphs | <input type="checkbox"/> | 9. Best handwriting | <input type="checkbox"/> |
| 2. Draw diagrams | <input type="checkbox"/> | 10. Good punctuation | <input type="checkbox"/> |
| 3. Draw pictures | <input type="checkbox"/> | 11. Complete sentences | <input type="checkbox"/> |
| 4. Photocopy pages of books | <input type="checkbox"/> | 12. Underline main points | <input type="checkbox"/> |
| 5. Copy sentences | <input type="checkbox"/> | 13. Lists | <input type="checkbox"/> |
| 6. Use colours | <input type="checkbox"/> | 14. Phrases | <input type="checkbox"/> |
| 7. Abbreviations | <input type="checkbox"/> | 15. Personal comments | <input type="checkbox"/> |
| 8. Number points | <input type="checkbox"/> | 16. Headings | <input type="checkbox"/> |

3. Making notes from written texts.

When you make notes try to do the following:

- First, skim the text for the writer's main points.
- Decide if the text is useful for you.
- Write down the title, the author, the date it was published and when it was published.
- Summarise what you read in 2 sentences.
- Read the text, writing down the main ideas.
- Write down only key words and phrases.
- Use your own words.
- Use English or your own language.
- Don't worry about grammar.
- Don't worry about full sentences.
- Use abbreviations.
- Put down your own thoughts and comments.

Where did you get your notes from?

When you write notes, it is very important to make a record of the books you use, because you may have to look in the books again to add to your notes.

Look at the book covers and inside pages and complete 1–4 on the chart below.


Then go to the Learning Resource centre, find two English books and add the information to the chart by numbers 5 and 6.

Finally, ask a friend to go to the LRC, find the books on your chart and check your references.

| | Title | Author | Date published | Publisher | Place published |
|-----|--------------------|------------|----------------|--------------|-----------------|
| eg. | The Riddle Mystery | Mohsen Ali | 2004 | MysteryBooks | UK |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

1

The Riddle Mystery



Mohsen Ali
Mystery Books

Mystery Books
Engly House,
23 Broton Street,
London, UK

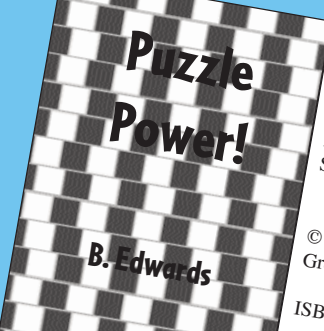
First published in hardback
by Mystery Books in 2004.

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Ltd
All rights reserved. No part
of this book can be copied
without permission of the
publisher.

ISBN 1 32 456 90 K

1

Puzzle Power!



B. Edwards


2001 edition published by Star
Publishing Company, Starfish
Street, New York

© Copyright Star Publishing
Group

ISBN 0-34-45456-X

All rights reserved.
Printed in China

2



Great Detectives

C D Boil

Text copyright © 1991 C D Boil
Illustrations © 1991 N Smith


Published in Great Britain in 1992
by Hopper Books.
ISBN 0 304 8700 J

The paper used in Hopper Books is
recycled paper.

Hopper Children's Books,
551 Victoria Road,
Brighton, UK

3

**Short Stories
from Oman**



Talib Mohammed

Published by Oryx Books,
PO Box 8888, Ruwi, Oman.

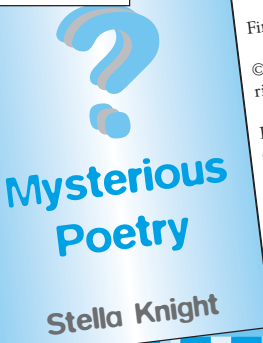
First published in 2002 by Oryx
Books in The Sultanate of Oman.

© Copyright Talib Mohammed 2002

Printed in the Sultanate of Oman.

4

**Mysterious
Poetry**



Stella Knight

Published by Secret Reads
Company, Melbourne, Australia.

First published 1998.

© Copyright Stella Knight. All
rights reserved.

People wanting to copy any part
of this book must first ask the
author, Mrs. S. Knight.

Printed in Singapore by Poems
Plus Printers Inc.
ISBN 55 77 9802 LK

THINK AND LINK

THINK

Think about activity 1 on page 30 of your Skills Book.

1. What kind of activity was this?

- a) a matching activity.
- b) a sorting activity.
- c) a multiple choice activity.

2. In this activity there was _____ .

- a) more than one answer for you to choose from.
- b) a yes/no answer for you to choose from.
- c) no answer for you to choose from.

3. How did you do the task?

- a) read the question, guessed the answer and then checked in the Classbook.
- b) read the question and then made a choice.

4. What do you do if you can't answer a question?

- a) leave it.
- b) guess it.
- c) come back to it later.

5. How much of the question did you read?

- a) all of it.
- b) none of it.
- c) just the key words.

LINK

Look at your answers to the above and decide what you will do different next time!

Presentations



After Alia and Maryam finished their presentation, they wanted some feedback to help them make their next presentation even better. They asked some of their classmates to tell them what they liked and what they didn't like about it. Then, they made a list of good points and asked their classmates to think about the presentation and complete it.

A Think about Maryam and Alia's presentation and tick the following if it was true.

Please help us make our presentation better. Tick the following if you think it was true.

- There was a clear introduction.
 - The presentation was well planned.
 - The presenters had clear aims.
 - The presenters did not read aloud.
 - The presenters were confident.
 - The presenters spoke clearly.
 - The presenters spoke loudly.
 - The presenters got the audience involved.
 - There was extra information on photocopied handouts.
 - The presenters had practised.
 - There were clear 'signposts' which told the audience what they had done and what was happening next.
 - The presenters shared the presentation well.
- Thank you for your help,
Alia and Maryam.

B Alia and Maryam made a list of things to consider when you do your presentation. With your partner, think about your presentation and rank them in order so that the most important is number 1 and the least important is number 14.

- The presentation should have a clear introduction.
- The presentation should be well planned.
- The presenters should have clear aims.
- The presenters should not read aloud.
- The presenters look confident.
- The presenters should speak clearly.
- The presenters should speak loudly.
- The presenters should get the audience involved.
- There should be extra information photocopied on handouts.
- The presenters should practise in front of a mirror, or friends, first.
- The presenters should give clear 'signposts' to tell the audience what they have done and what they will do next.
- The presenters should share the presentation equally.
- The audience should be able to see everything.
- The presenters should finish the presentation in 3 minutes.

Now, compare your ranking with the other pairs in your group and change your ranking if you want to. Use this list to help you make your presentation better.

Multiword Verbs

Some multiword verbs have more than one meaning. Sometimes the meaning is difficult to guess and you will need to use a dictionary to find the correct meaning. Read the sentences below and guess the meaning of the multiword verb. Then, look at the dictionary definitions and write the definition number next to the correct sentence.

take off

His reading was quite poor before, but in Grade 8 it st took off.
The bird took off and flew around the garden for seven l minutes.
He shouted at me, turned around and took off. I never aw him again!
When she came in, she took off her shoes and sat on the floor.

take off /teɪk ɒf/ *verb*, past tense /tʊk ɒf/

1. to remove a piece of clothing. opposite: to put on. *He sat on the bed to take off his boots.*
2. to rise into the air from the ground. opposite: to land. *I felt very scared when the plane took off.*
3. suddenly to do very well and become successful. *Her business really took off last year.*
4. to go away suddenly and unexpectedly. *He ran away and she took off after him.*

get on

How are you getting on with your story?
I ll be 55 next month. I m getting on, you know!
I haven't seen her for weeks. We don't get on very well anymore.
Hurry up! The bus has just arrived. We've got to get it.

get on /get ɒn/ *verb*, past tense /gɒt ɒn/

1. to move so your body is on something. *I tried to get on the wall but it was too high.*
2. when people get on they like each other and they are friendly. *Bob and Peter get on really well together.*
3. to make progress. *Let's finish eating so we can get on with our work.*
4. to become older. *Mrs Smith must be getting on for 90 by now.*

look up

Wait a minute, I ll just go and look up the train time on the timetable.
Now the winter's here, things are looking up.
I should look up John now that I m in New York.
Look up there! Can you see the plane?

look up /lʊk ʌp/ *verb*, past tense /lʊkt ʌp/

1. to raise your eyes up. *I suddenly looked up and saw Mary.*
2. if a situation looks up, it is getting better. **Things started to look up when he got that new job.**
3. to try and find information in a book or on a computer. *Look the word up in the dictionary.*
4. to visit someone you know when you are in the area they live in. *Don't forget to look me up whenever you are in London.*

Answers:

take off

3. His reading was quite poor before, but in Grade 8 it just took off.
2. The bird took off and flew around the garden for several minutes.
4. He shouted at me, turned around and took off. I never saw him again!
1. When she came in, she took off her shoes and sat on the floor.

get on

3. How are you getting on with your story?
4. I'll be 55 next month. I'm getting on, you know!
2. I haven't seen her for weeks. We don't get on very well anymore.
1. Hurry up! The bus has just arrived. We've got to get on it.

look up

3. Wait a minute, I'll just go and look up the train times on the timetable.
2. Now the winter's here, things are looking up.
4. I should look up John now that I'm in New York.
1. Look up there! Can you see the plane?

Summary Writing

Summary writing makes a long piece of text shorter by just including the most important information. You can do this by looking for key words in paragraphs. These can be nouns, verbs, numbers, or dates. Use the key words to make simple sentences in your own words. DO NOT COPY!

Paragraph

One story says that coffee has its origins in Ethiopia around the year 700 AD. Here, goats became very lively after eating the red berries from certain plants. The goat herders decided to eat the berries and found it helped keep them awake so they could protect their herds from any wild animals that might attack.

Key words

coffee Ethiopia 700AD berries goat herders awake

Summary sentences

Coffee came from Ethiopia in 700AD.
Goat herders ate berries to keep them awake.

Now complete the following chart using what you know from the above.

Paragraph

Corn is a type of grass and has been in existence for over 80,000 years. Pollen from corn has been found in archaeological sites near Mexico City and shows that it was originally grown in Mexico. Here, corn up to 5,600 years old has been found in the Bat Caves.

Key words

Summary sentences

Choose two other paragraphs from the 'What's the history of?' food text and write summaries for them in the space provided.

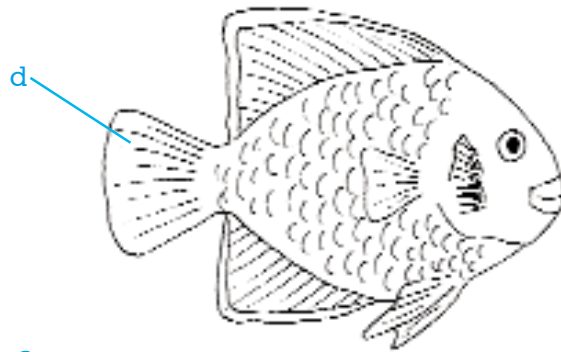
1 _____

2 _____

Using the Dictionary

Here is one word taken from a dictionary page. Match the descriptions by writing the letters in the space provided.

| Description | letter |
|--|--------|
| Tells you the meaning. | e |
| A picture to help you know what the word is. | |
| The type of word it is. | |
| The spelling of the word. | |
| An example of how to use the word. | |
| The pronunciation of the word. | |



fish 1 /fɪʃ/ **noun** **1** [c] a cold blooded vertebrate animal that lives in water and uses fins and a tail to swim. *The fish are really beautiful on the reef.* **2** [u] the meat of a fish which is used to eat or cooked with. *The grilled fish is tasty.*

fish 2 /fɪʃ/ **verb** trying to catch a fish. *I go fishing every weekend with my friends.*

f

e

c

Find out more

Look at the words you brainstormed for activity 1 on page 14 of the Skill Book. Choose five of them, write them in alphabetical order on a piece of paper and then find what they mean in your dictionary. Put your work into your portfolio when you have completed it.

Thinking about your reading

In lessons 8 and 9 you were asked to do different reading comprehension activities. Decide which strategies you followed in trying to complete the activities by ticking the strategy that matches what you did. If you used a different strategy from any of the answers provided, then try to write what you did.

Thinking about titles

In lesson 8 you were asked to write a sentence about what you think each of the following titles is about:

Some Sharp Shark Facts. - Pet hamster more likely to bite. - Shark attack.

How did you decide what to write?

- a) I looked at each word in the title and tried to work out the meaning of each word to help me decide what to write.
- b) I looked at some of the words in the title and tried to find them in the main text to help me decide what to write.
- c) I looked at the title and thought about any other similar titles I have read before to help me decide.
- d) All of the above.
- e) None of the above.

Thinking about key words

In Activity 1 on page 7 of the Skills Book you were asked to find the correct paragraph for some information.

How did you match the information with the correct paragraph?

- a) I first looked at key words like size, number, name and place in the information and tried to find them in the paragraphs.
- b) I first looked at the paragraphs to find out what they were about and then I looked at the key words like size, number, name and place in the information.
- c) I looked at the key words in the information, then I guessed what the answer might be, and finally checked my answer with the paragraphs.
- d) All of the above.
- e) None of the above.

Thinking about pictures and photos

In Activity 2 on page 6 of the Classbook you were asked to match pictures with the paragraphs.

Why were you asked to do this?

- a) Looking at pictures helps you decide what the text will be about.
- b) Pictures help remind you of what you may already know from previous lessons.
- c) Pictures can give clues to what the activity is about.
- d) All of the above.
- e) None of the above.

Thinking about order of paragraphs

In Activity 3 on page 7 of the Classbook you had to order the paragraphs.

How did you do this?

- a) I looked at the start of each paragraph for sequencers, like first, then, next and last.
- b) I looked at the start and the end of each paragraph to help order the paragraphs.
- c) I found the first and last paragraph and then looked for the middle paragraphs.
- d) All of the above.
- e) None of the above.

Verbs and Tenses

Did you have a good holiday? Did you read, write, listen or speak any English? It is important to remember to forget what you have learned if you don't use English. This quiz will help you find out which verbs and tenses you need to revise for this semester. Read the sentences and choose the missing language. The first one has been done for you. Good luck!

1. There _____ 5 main oceans.
a) is
b) were
c) are
2. She always _____ fish and chips.
a) eats
b) is eating
c) was eating
3. He _____ football after prayers.
a) play
b) playing
c) played
4. Last year, they _____ to Palestine.
a) go
b) went
c) going
5. I like _____ .
a) jog
b) jogging
c) am jog
6. They _____ a story.
a) is writing
b) are wrote
c) are writing
7. We _____ to the beach.
a) are gone
b) have going
c) are going
8. While he _____ , he saw a shark.
a) swam
b) was swimming
c) is swimming
9. When we were eating, the telephone _____ .
a) rang
b) was ringing
c) is ringing
10. I _____ Cairo.
a) am visited
b) have visiting
c) have visited
11. He _____ a book about oceans.
a) has written
b) have written
c) has wrote
12. The cake _____ in a hot oven.
a) is cooked
b) cooked
c) has cooked
13. The boat _____ by Ali.
a) was made
b) was make
c) was making

Check your answers by looking on the back of the page, then use the grammar reference to help you correct the ones you got wrong.

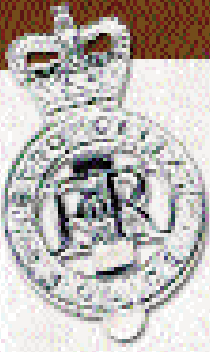


More verbs and tenses

Look at magazines, newspapers and food packets. Cut out examples of the verbs and tenses and stick them on to a piece of paper. Label the tense like the examples below.

Answers:

- | | | |
|-----|---|-----------------------------------|
| 1. | c | (present simple) |
| 2. | a | (present simple) |
| 3. | c | (past simple) |
| 4. | b | (past simple) |
| 5. | b | (like + ing) |
| 6. | c | (present continuous) |
| 7. | c | (present continuous) |
| 8. | b | (past continuous and past simple) |
| 9. | a | (past continuous and past simple) |
| 10. | c | (present perfect) |
| 11. | a | (present perfect) |
| 12. | a | (present simple passive) |
| 13. | a | (past simple passive) |



Bicycle Incident Report



Goodtown Police Department

Personal Details:

First Name: _____

Surname: Roberts

Age: _____

Nationality: British

Contact Information:

Address: _____

High Hill,
London,
WW3 24K

Telephone: 1669531

e-mail address: _____

Details of Incident:

Incident date: 24th April, 2004

Incident time: _____

Incident place:
Super Supper Shop,
39 Bolton Street,
London
WW4 38K

Type of incident: stolen bicycle

Description of stolen objects:

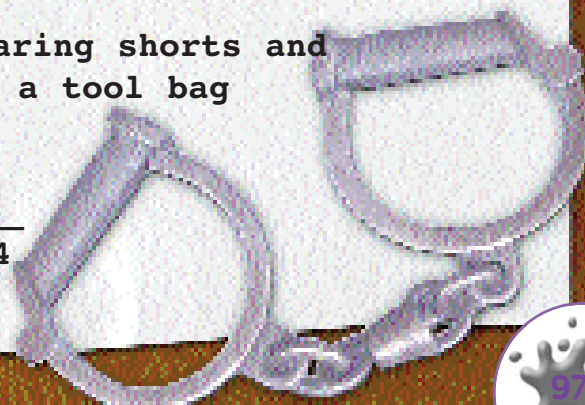
Identification number of stolen items: not known

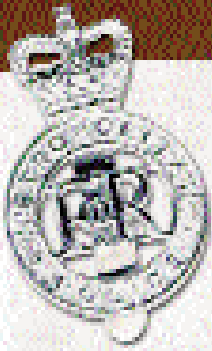
Number of suspect(s): 1

Description of suspect(s): Tall man wearing shorts and a t-shirt and holding a bag – possibly a tool bag

Police Officer: _____

Date report completed: 26th April, 2004





Bicycle Incident Report



Goodtown Police Department

Personal Details:

First Name: John

Surname: _____

Age: 16

Nationality: _____

Contact Information:

Address:

35 Shell Road,
High Hill,
London,
WW3 24K

Telephone: _____

e-mail address: JR@happyweb.net.uk

Details of Incident:

Incident date: _____

Incident time: 9.15am

Type of incident: stolen bicycle

Description of stolen objects: blue, hand-built bicycle with a striped seat and a silver rack at the back. Locked to fence outside supermarket.

Identification number of stolen items: not known

Number of suspect(s): 1

Description of suspect(s):

Police Officer: PC Paul Smith

Date report completed: _____



BOOKING YOUR TRIP

Muna's father has decided to book a trip with OTT travel. Listen to him in his booking form and help him complete it.

Personal details

Name: _____ Ali _____

Contact Address: P.O. Box _____

Post Code 321 _____

Phone number: _____

E-mail: ali2000@omantel.net.om _____

Nationality (Please specify): _____

Number of people

Adults: _____ Children: _____

Choice of holiday

(Please tick the appropriate box.)

- | | |
|--|---|
| <input type="checkbox"/> Ballooning in England | <input type="checkbox"/> Camel riding in Oman |
| <input type="checkbox"/> Rally driving in the Sahara | <input type="checkbox"/> Sailing in Greece |
| <input type="checkbox"/> Roller skating in New York | <input type="checkbox"/> Canoeing in Wales |

Number of days/weeks

(Please tick the appropriate box.)

- | | | |
|-----------------------------------|---|---------------------------------|
| <input type="checkbox"/> 3–4 days | <input type="checkbox"/> 5–6 days | <input type="checkbox"/> 1 week |
| <input type="checkbox"/> 2 weeks | <input type="checkbox"/> More than 2 weeks. (Please specify): _____ | |

Date of travel

(Please specify 3 preferred dates of travel.)

1. 2nd September, 2004 _____

2. _____

3. 23rd September, 2004 _____

Accommodation type

(Please tick the appropriate box.)

- | | | | |
|--------------------------------|--------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Hotel | <input type="checkbox"/> Guest house | <input type="checkbox"/> Camping | <input type="checkbox"/> Other. (Please specify): _____ |
|--------------------------------|--------------------------------------|----------------------------------|---|

Meal preferences

(Please tick the appropriate box.)

- | | | |
|--------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Halal | <input type="checkbox"/> Vegetarian | <input type="checkbox"/> Other (Please specify): _____ |
|--------------------------------|-------------------------------------|--|

Over The Top
Travel

Keeping you in motion,
keeping you on the go!



Holiday Back to Back

Complete the missing information by reading and listening to your partner. Write in the space provided, but do not worry about spellings. When you have finished, check your answer with your partner and correct your mistakes.

A



Location: _____

Dates: Depart 18th June and return _____

Accommodation: _____

Meals: _____ and dinner only.

Departures to and from: London Heathrow and JFK international airports.

Transfers: _____

Cost per person: _____, Children £150 (under age of 12)

Additional information: _____

Location: UK

Dates: Depart 6th August and return 8th August

Accommodation: Manor Park Inn

Meals: Breakfast, picnic lunch and evening dinner.

Departures to and from: Victoria Bus station and Manor Hill station

Transfers: By coach

Cost per person: Adults £200

Additional information: No children. Holidays only run in the summer from May to August. Plans may change because of the weather.



Holiday Back to Back

Complete the missing information by reading and listening to your partner. Write in the space provided, but do not worry about spellings. When you have finished, check your answer with your partner and correct your spellings.

B



Location: USA.

Dates: Depart 18th June and return 22nd June.

Accommodation: New York Central.

Meals: Breakfast and dinner only.

Departures to and from: London Heathrow and JFK international airports.

Transfers: By plane and bus.

Cost per person: Adults £250, Children £150 (under age of 12).

Additional information: None.

Location: _____

Dates: Depart _____ and return 8th August.

Accommodation: _____

Meals: Breakfast, _____ and evening dinner.

Departures to and from: Victoria Bus station and Manor Hill station.

Transfers: _____

Cost per person: _____

Additional information: _____. Holidays only run in the summer from May to August. Plans may change because of the weather.

TIMETABLES AND TICKETS

NATIONAL OMAN BUS COMPANY



FROM SEEB

Services from Seeb to Sohar

| No. | Dep. Time | To | Arrival Time | Operating Days |
|-----|-----------|-------|--------------|----------------|
| 25 | 10.15 | Sohar | 13.00 | Daily |
| 25 | 10.30 | Barka | 11.15 | Daily |
| 25 | 12.00 | Sohar | 14.30 | Weekends |

Services from Seeb to Sur

| | | | | |
|----|-------|------|-------|----------|
| 77 | 07.00 | Sur | 11.00 | Daily |
| 77 | 09.00 | Ibra | 11.00 | Daily |
| 77 | 11.00 | Sur | 16.00 | Weekends |

Services from Seeb to Nizwa

| | | | | |
|----|-------|-------|-------|----------|
| 36 | 07.30 | Nizwa | 09.00 | Daily |
| 36 | 11.00 | Izki | 12.15 | Daily |
| 36 | 13.00 | Nizwa | 14.45 | Weekends |

Services from Seeb to Salalah

| | | | | |
|----|-------|---------|-------|----------|
| 99 | 07.30 | Salalah | 18.30 | Daily |
| 99 | 13.00 | Salalah | 11.00 | Weekends |
| 99 | 16.00 | Salalah | 03.00 | Weekends |

TO SEEB

Services from Sohar to Seeb

| No. | Dep. Time | To | Arrival Time | Operating Days |
|-----|-----------|-------|--------------|----------------|
| 25 | 11.00 | Seeb | 13.45 | Daily |
| 25 | 14.00 | Barka | 14.45 | Daily |
| 25 | 15.30 | Seeb | 18.00 | Weekends |

Services from Sur to Seeb

| | | | | |
|----|-------|------|-------|----------|
| 77 | 08.00 | Seeb | 12.00 | Daily |
| 77 | 13.00 | Ibra | 15.30 | Daily |
| 77 | 16.00 | Seeb | 20.00 | Weekends |

Services from Nizwa to Seeb

| | | | | |
|----|-------|------|-------|----------|
| 36 | 08.00 | Seeb | 10.00 | Daily |
| 36 | 09.00 | Izki | 10.15 | Daily |
| 36 | 15.00 | Seeb | 17.00 | Weekends |

Services from Salalah to Seeb

| | | | | |
|----|-------|------|-------|----------|
| 99 | 08.00 | Seeb | 20.00 | Daily |
| 99 | 10.00 | Seeb | 22.00 | Weekends |
| 99 | 17.00 | Seeb | 04.30 | Weekends |

TICKET PRICES

Single

| | |
|----------------------|-------|
| Seeb to/from Sohar | OR 5 |
| Seeb to/from Sur | OR 7 |
| Seeb to/from Nizwa | OR 3 |
| Seeb to/from Salalah | OR 10 |

Return

| | |
|----------------------|-------|
| Seeb to/from Sohar | OR 9 |
| Seeb to/from Sur | OR 12 |
| Seeb to/from Nizwa | OR 4 |
| Seeb to/from Salalah | OR 18 |



A

You are going to Sohar. Read the following to your partner and fill in the missing information. Do not look at the timetable.

1. How much is a return to Sohar?

2. Then how much is a single?

3. What time does the first bus go to Sohar?

4. What time does it arrive?

5. Oh, that's too early, what time does the next bus leave?

6. What number bus is that?

7. Thanks, I'll have a single to Sohar please.

B

You are going to Nizwa. Read the following to your partner and fill in the missing information. Do not look at the timetable.

1. How much is a return to Nizwa?

2. Then how much is a single?

3. What time does the first bus go to Nizwa?

4. What time does it arrive?

5. Oh, that's too early, what time does the next bus leave?

6. What number bus is that?

7. Thanks, I'll have a single to Nizwa please.

Write a dialogue

Maha is going to the road safety exhibition in Ibra with her father. She is returning with a return ticket. Write a dialogue using the timetable and the models provided to you. Work with a partner and write the dialogue in your exercise book. When

How Polite Are You?



When you eat in a different country, do you know how to behave? Read the questions below and make a record of the answer you choose in your record book. When you have finished, look at the answer key on the back of this page.

1. After eating at a restaurant in England, you should usually
 - a) give the waiter some extra money.
 - b) shake hands with the waiter.
 - c) give the waiter some advice about how to improve the meal.

2. When you are using chopsticks in Japan, you should always
 - a) leave your chopsticks in your bowl of rice.
 - b) point your chopsticks at the person sitting opposite you.
 - c) put your chopsticks next to your bowl.

3. When you are eating in Nepal, you should never
 - a) eat from another person's plate or bowl.
 - b) sit on the floor to eat.
 - c) eat rice.

4. When you are eating in Germany, you should
 - a) keep both hands on the table.
 - b) keep your elbows on the table.
 - c) never put hands or elbows on the table.

5. When you are inviting people to dinner in the Philippines, you should
 - a) ask once only.
 - b) ask 3 times.
 - c) ask them to do the cooking.

6. When you are eating in Japan, it is polite to
 - a) make a noise when you eat noodles or tea.
 - b) eat silently.
 - c) sing before you eat.

7. In Germany, it is polite to
 - a) eat vegetables first.
 - b) finish everything on your plate.
 - c) leave some vegetables on your plate.

8. In Italy, you should
 - a) cut up your spaghetti with a knife.
 - b) eat your spaghetti with a spoon.
 - c) eat your spaghetti with a fork.

9. When you eat in Uganda, you should
 - a) drink water before the meal.
 - b) drink water during the meal.
 - c) drink water after the meal.

10. If you eat with a family in Zambia, you should
 - a) wash your hands before the family.
 - b) wash your hands at the same time as the family.
 - c) wash your hands after the family.



Answers:

Add up your total score by looking at the key below. Then, look at the Global Politeness Rating to find out how polite you



- | | | | | |
|------|------|------|------|------|
| 1. | 2. | 3. | 4. | 5. |
| a. 3 | a. 2 | a. 3 | a. 3 | a. 2 |
| b. 2 | b. 1 | b. 2 | b. 2 | b. 3 |
| c. 1 | c. 3 | c. 1 | c. 1 | c. 1 |

- | | | | | |
|------|------|------|------|------|
| 6. | 7. | 8. | 9. | 10. |
| a. 3 | a. 2 | a. 1 | a. 2 | a. 3 |
| b. 2 | b. 3 | b. 2 | b. 1 | b. 2 |
| c. 1 | c. 1 | c. 3 | c. 3 | c. 1 |

Your Global Politeness Rating:

24-30
Congratulations, you are very polite and your behaviour is excellent! You will be the favourite guest in every house and at every restaurant around the world.

17-23
Your behaviour is all right. You have quite a good idea about how to be polite in different countries and with a little bit more research you will be welcomed by every nationality.

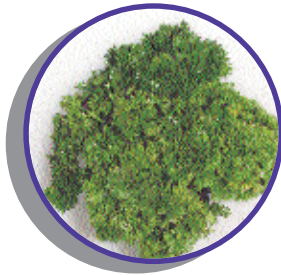
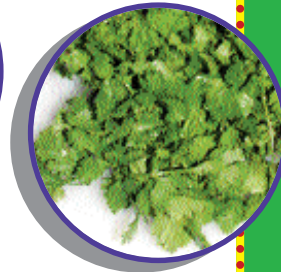
10-16
Your behaviour appears quite rude! You must stay at home or work harder to find out more about being polite in different countries around the world.



A

FALAFEL FUN

Work with a partner. Label yourselves A and B and sit back to back. Take turns to read your part of the recipe and write the missing words in the spaces provided by listening to

**chickpeas****ground coriander****coriander****white broad beans****parsley**

Falafel

(Spicy Chickpea Balls)

In Egypt, these spicy balls are usually made with broad beans, but in Syria, Lebanon and Jordan, falafel are made with chickpeas. They are great to eat for breakfast, lunch or as a snack rolled up in a piece of pitta bread.

Ingredients (serves 8-10 people)

- 225g dried chickpeas
- 225g _____
- salt and pepper
- 1 teaspoon coriander
- 1 _____ onion
- 5 cloves garlic, crushed
- 1 bunch fresh parsley, chopped
- 1 bunch _____ coriander, chopped

Method

1. Soak the chickpeas and beans for 24 hours.
2. Drain them, dry them and put them in blender.
3. _____ them until they become a fine paste.
4. Add the ground coriander, salt and pepper.
5. Blend again and then put the mixture in a bowl.
6. _____ the onion, fresh coriander and parsley.
7. Mix well with your hands.
8. Shape the mixture into _____ flat rounds, 5cm across and 2cm thick.
9. Fry the falafel in deep oil until _____ and brown.
10. _____ the falafel on kitchen paper.

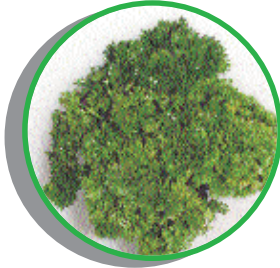
Work with a partner. Label yourselves A and B and sit back to back. Take turns to read your part of the recipe and write the missing words in the spaces provided by listening.



chickpeas



ground coriander

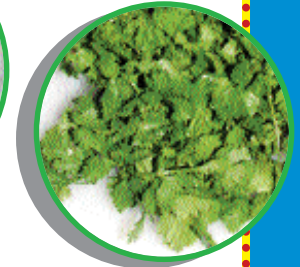


coriander



white broad beans

parsley



Falafel

(Spicy Chickpea Balls)

In Egypt, these spicy balls are usually made with broad beans, but in Syria, Lebanon and Jordan, falafel are made with chickpeas. They are great to eat for breakfast, lunch or as a snack rolled up in a piece of pitta bread.

Ingredients (serves 8-10 people)

225g dried _____

225g white broad beans

1 teaspoon coriander

1 large red onion

5 cloves garlic, crushed

1 bunch _____, chopped

1 bunch fresh coriander, chopped

Method

1. Soak the chickpeas and beans for 24 hours.
2. _____ them, dry them and put them in blender.
3. Blend them until they become a fine paste.
4. Add the ground coriander, salt and pepper.
5. _____ again and then put the mixture in a bowl.
6. Add the onion, fresh coriander and parsley.
7. _____ well with your hands.
8. Shape the mixture into small _____ rounds, 5cm across and 2cm thick.
9. Fry the falafel in deep oil until crisp and _____.
10. Drain the falafel on kitchen paper.

Menus

Listen to the tape and underline the food and drink items Latifa

THE EAT-AWAY RESTAURANT

MENU

STARTERS

| | |
|--------------|----------|
| SOUP | OR 0.500 |
| SPRING ROLL | OR 0.750 |
| FISH FINGERS | OR 1.000 |
| GARLIC BREAD | OR 0.250 |



MAIN COURSES

| | |
|---------------------------|----------|
| FRIED CHICKEN AND CHIPS | OR 1.750 |
| BEEFBURGER AND CHIPS | OR 2.250 |
| SPAGHETTI BOLOGNAISE | OR 1.250 |
| FISH AND CHIPS | OR 1.500 |
| MIXED VEGETABLES AND RICE | OR 0.500 |
| RICE AND CURRY | OR 1.000 |



SWEETS

| | |
|-------------|----------|
| MIXED FRUIT | OR 0.250 |
| ICE CREAM | OR 0.500 |



DRINKS

| | |
|-------------|----------|
| FRUIT JUICE | OR 1.000 |
| WATER | OR 0.100 |
| TEA | OR 0.250 |
| COFFEE | OR 0.250 |



WE'RE HERE TO PLEASE YOUR TASTEBUDS!



Dialogue

Find examples of sentences with **with** and **any** and underline them.

Sami: Excuse me waiter, we're ready to order now.

Waiter: Yes, what would you like?

Latifa: I'd like some soup for starters.

Waiter: I'm sorry madam, we haven't got any soup.
Would you like some garlic bread?

Latifa: No. Have you got any spring rolls then?

Waiter: Yes, chicken or vegetable?

Latifa: Can I have some chicken spring rolls please?

Waiter: Yes, one chicken spring rolls. How about your main course, madam?

Latifa: Can I have some spaghetti bolognese, please?

Waiter: I'm sorry madam, we haven't got any spaghetti bolognese left, but we do have some rice and curry or would you like some mixed vegetables and rice?

Latifa: I know, have you got some fish and chips?

Waiter: Yes madam, one fish and chips. And how about you, sir?

Sami: I think I'll have the same.

Waiter: Yes sir, chicken spring rolls and fish and chips for two. Do you want any drinks with your meal?

Latifa: I'd like some watermelon juice, please.

Waiter: We haven't got any juices today, sorry.

Latifa: Can I have some water, please?

Waiter: Yes madam, we have water. And you sir?

Sami: I'll have the same.

Waiter: Two waters. Would you like some dessert?

Sami: No thank you.



Plan and write

Formal letter of application

First paragraph

Reason for writing.
Where did you see the advertisement?
Ideas, vocabulary, useful language and phrases.

Second paragraph

What is your experience?
Why you are interested in the job?
Give examples.
Ideas, vocabulary, useful language and phrases.

Formal Application letter Job of waiter

Third paragraph

What skills do you have?
What are you good at?
What qualifications do you have?
Ideas, vocabulary, useful language and phrases.

Fourth paragraph

Ending and conclusion.
Ideas, vocabulary, useful language and phrases.

Job letter D

PO Box 335,
PC 114,
Ruwi

17th, July 2004

The Manager,
Better Bick Bakers,
PO Box 272,
PC 109
Rusayl

Dear Sir/Madam,

I recently saw your advertisement in the Rusayl Times for the job of part-time baker. I am writing to apply for a job as baker at your factory.

I would like to work for you because I am interested in cooking. Last summer I took a course at the local college in Seeb. I passed the course with a credit and I want to learn more about baking.

On the course, I learned how to bake Arabic and European bread and different types of sweet cakes. I have cooked for Eid celebrations and weddings. I also enjoy cooking for my family and friends. I have studied English for seven years at school and I can speak Arabic and English very well.

I have enclosed a copy of my baking certificate and I look forward to hearing from you soon.

Yours faithfully,

Abdul Kareem

Abdul Kareem

1

Sound Sort

Look at the following words and decide which words belong in the box. Remember to say the word before you decide if it belongs in the box. When finished, look through a dictionary and find more words with the same sound.

increased decreased should fish must
 shell shortage ocean sea collection
 miss pollution population shark
 mushroom sharp Muscat shore fashion

/s/

2

More Sound Sort. Can you remember?

Here are the sounds we looked at in the previous semester. Look at the words and find other words to complete the table.

/eɪ/

make

/ə/

China

/uː/

boot

/əʊ/

note

/ɔɪ/

boy