



Basic Education

9B

Skills Book

# English

# for Me



2016

MINISTRY OF EDUCATION

SULTANATE OF OMAN





His Majesty Qaboos Bin Said, Sultan of Oman

# Welcome!

Dear Students,

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

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

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

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

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

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

Good luck and work hard!

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# What's

## Topic

## Language focus

## Vocabulary

1

### Tourism

Adverbial clauses of place  
Time signposts  
Stress patterns in two and three syllable words  
Sounds /Δ/, /ʊ/, /æ/, /eɪ/ and /aɪ/

Types of tourism  
Places  
Jobs  
Travel words  
Adjectives

2

### Life and Culture

The infinitive with 'to'  
Prefixes  
Discourse markers  
Language of negotiation  
Stress patterns in two syllable words  
Sounds /dʒ/ and /g/

Nouns  
Prefixes  
Adjectives

3

### It's Showtime!

Adverbial clauses of manner using 'as if' and 'as though'  
Reported speech  
Identify sentence stress  
Sounds /ɔː/ and /ɑː/

Technical words for plays and performance  
Adverbs of manner

4

### Jobs

Compound nouns  
Suffixes  
Identify stress patterns in two syllable words  
Sounds /ʊ/ and /aʊ/

Jobs  
Job application words

## Club Corner

Relative clauses  
Compound nouns  
Prefixes and suffixes  
Adverbial clauses of place and manner  
Infinitive with 'to'  
Adverbs of manner

Adverbs  
Jobs  
Tourism





# in 9B?

## Main activities

Complete an itinerary  
Listen and complete a table  
Write a letter of application  
Take part in a debate  
Do an information gap  
Sequence reading cards

## Project and portfolio work

Design a poster or a leaflet on an aspect of tourism  
Write a postcard  
Write about sustainable tourism  
Make and write a postcard

## Learning Journal

The Language Focus Quiz

Do a jigsaw reading  
Take part in a debate on child labour  
Do cultural quizzes  
Write and make suggestions  
Discuss photographs  
Write a poem

Write about Omani culture  
Make and present a culture capsule  
Make a poster about culture shock

World Words

Write a review  
Read and understand stories  
Do an interview  
Fill in a registration form  
Listen to and mark sentence stress

Write a play in a group  
Perform a play  
Make a programme for a play

Read and use a glossary

Take part in a debate on teens and work  
Read a CV  
Complete an application form  
Do an information transfer  
Listen and infer a job

Write a report and do a presentation about a job  
Research different jobs  
Write a letter of application or do an interview  
Write a story

Reading for research  
Word-building

Draw a graph  
Do an interview role-play  
Complete a radio script  
Write and solve puzzles  
Answer focus questions  
Write a formal letter

Design a poster  
Write a play script

Review the semester  
Complete the Learning Journal

# Unit 1

## Tourism

### 1 Which postcard or photo?

Read the postcards and look at the photographs on page 1 of the Classbook and match them with the following speech bubbles. Write the correct number or letter in the space provided. Then listen and check your answers.

1 I think the person in postcard  likes Oman, because she uses adjectives like beautiful and fantastic.

2 Look at all those people in photo  going on holiday at the same time. I think that the photo shows what mass tourism is all about.

3 I think in postcard , Alia didn't have a good holiday, because she uses words like disaster, trouble and terrible.

4 Being an ecotourist is better, because you see nature and places that haven't been spoilt by humans. Look at how beautiful the scenery in photo  is.

5 I think postcard  is all about this unit, because nouns like tourist, holidays and travel are used.

### 2 Your view.

Look through Unit 1 of the Classbook and the examples provided in the speech bubbles. Use what you know about giving opinions and reasons to talk to a partner about the unit. Then write two sentences about Unit 1 in the space provided.

*In my view, the pages on Tourism in Oman are useful as they may help with the project.*

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

*In my opinion, the questions in 'Are you a good tourist?' are difficult, so I'll have to think really hard to get the answers right.*



### 3 Words and meanings.

Read the following meanings and match them with the words on the 'Useful words' post-it at the bottom of page 1 of the Classbook. Write only the number in the space provided. Be careful, there are four more words than meanings.

- a to go on a journey to a different place
- b a short holiday
- c the business of providing services for tourists to go on a holiday

- d a person who visits places on a holiday
- e a short journey organised by a tour company for tourists to visit a place
- f when a person goes to different places as part of a holiday

# learning strategy

## syllables and word stress

- Some words in English can be broken into smaller parts called **syllables**.

**Sun·day** has 2 syllables.

- If a word has more than one syllable, we usually stress one of the syllables.
- We stress a syllable by making it **longer** **louder** **high<sup>er</sup>**.
- Saying the words out loud can help you decide where to put the stress in a syllable.
- Look at the word list at the back of your Skills Book. The syllable **after** the / ' / mark in the phonetic part of the list also shows where the stress is.

## 1 Syllables and word stress.

Maha wants to pronounce the following words carefully in a class debate. Sort the words into the table and then mark the stress on the correct syllable of each word. Then, listen and check your answers.



tourism	pollution	busy
rainforest	holiday	
travel	create	journey
relax	cultural	

### two syllables

re·'lax

### three syllables

'cul·tu·ral

## 2 True or false?

Read the following sentences and the information on the 'Tourism Fact File' cut-out page from the back of the Skills Book and decide if the sentences are **true** or **false**. Circle your answer.

- |   |  |      |       |
|---|--|------|-------|
| 1 | Tourism has grown a lot recently.                            | True | False |
| 2 | People work less, so they travel more.                       | True | False |
| 3 | In 1997, the world spent less than \$400 billion on tourism. | True | False |
| 4 | Old planes make travel less dangerous.                       | True | False |
| 5 | Tourism has good and bad points about it.                    | True | False |
| 6 | We find out less about the world when we travel.             | True | False |

## 3 Debate of the day.

Work with a partner to prepare a debate similar to the one you heard between Dr. Amal and Mustafa Ali.

- Try to remember what you heard in the interview and the reasons people gave for and against tourism.
- Use the information from the 'Tourism Fact File' cut-out page to help you think of reasons for and against tourism.
- Use your own ideas on what you think is good and bad about tourism.
- Remember to use phrases of opinion, reason conjunctions and contrasting conjunctions, **however**, **although** and **but** to help you.
- Plan your work in your exercise book.





# 1 Focus Questions

Read Club Talk on page 3 of the Classbook and answer the focus questions in your exercise book with complete sentences.

What kind of hotels does the tourist in text 1 not like? 1

Why does the tourist in text 2 like visiting cities? 2

Where should the hotels be located for the tourist in text 3? 3

What kind of hotels does the tourist in text 4 not like? 4

# language focus

## adverbial clauses of place

Read the texts in activity 1 on page 3 of the Classbook and use the highlighted words to help you complete the following rules.

- Adverbial clauses of place use the **place conjunctions** \_\_\_\_\_ and \_\_\_\_\_.
- When we want to talk about the location or position of something we use the place conjunction \_\_\_\_\_.
- When we want to talk about something that happens or will happen in every place or any place we use the place conjunction \_\_\_\_\_.
- Adverbial clauses of place can go **before** or **after** the main clause.
- When an adverbial clause comes before a main clause, it is usually separated from the main clause by a comma.

## 3 Multiple choice.

Read the text for activity 1 on page 4 of the Classbook and then tick the correct answers in the space provided.

1. What is the article about?

- a. The kind of tourism Oman wants.
- b. The good things about tourism.
- c. The history of tourism.

2. What is paragraph 1 about?

- a. How good Oman is at building hotels.
- b. How good Oman is at tourism.
- c. How good Oman is at holding meetings.

3. What is paragraph 3 about?

- a. The good things in Oman.
- b. The things people don't like.
- c. The things Mohammed Hussein likes.

4. What is paragraph 4 about?

- a. The things tourism will help bring to Oman.
- b. The things that tourism spoils.
- c. The things that make Oman the Pearl of Arabia.

5. What is sustainable tourism?

- a. Getting lots of people to visit Oman.
- b. Getting lots of people to visit and not look after the things in Oman.
- c. Getting people to visit while developing Oman and preserving Omani culture for the future.

## 2 Where and wherever.

Rewrite the sentences with the place conjunctions in the correct place. The first one has been done to help you.



1. a lot of money I places I have to like visiting pay where don't

*I like visiting places where I don't have to pay a lot of money.*

2. I think I where can left my book remember I

\_\_\_\_\_

3. In Salalah, like staying where I hear the sea I can

\_\_\_\_\_

4. in Sri Lanka, you go ceremonies of Wherever you'll lots find

\_\_\_\_\_

5. trees you want to wherever those You can plant

\_\_\_\_\_

## 1 News headlines.

Read the article in activity 1 on page 4 of the Classbook to decide which of the following headlines are about sustainable tourism. Circle your answers.

1 Eco-friendly hotel recycles rubbish

5 Forest cleared for hotel project

2 Turtles caught in rubbish tourists leave behind

6 Villagers stop farming to sell soft drinks

3 Perfect views kept as new car park hidden underground

7 Prices rise as tourist numbers increase

4 More local jobs as tourist arrivals go up

8 Villagers get 50% of all fees from visitors



In your groups, brainstorm the things that make tourism sustainable and the things that do not make tourism sustainable. Write them on a piece of paper and put them in your portfolio.

## 2 Adjectives.

Read the following definitions and match them with the highlighted adjectives in the leaflet in activity 2 on page 4 and 5 of the Classbook. Write the adjective in the space provided.

1 completely clean, not dirty

2 very steep and covered in rough rocks

3 doing something with lots of energy in order to succeed

4 strong, green and healthy looking

5 big, grand or beautiful

6 having a strong, pleasant taste

7 very beautiful or attractive

8 not the same all the time; always changing

## 3 Sort the adjectives.

Match the adjectives to the pictures. Use the examples to help you and write in the space provided.



hot      magnificent      savoury      wild  
spicy      majestic      green      impressive  
lush      grand      overgrown      flavoursome

awesome



tangy



flourishing



# 1 A dialogue.

Use words from the leaflet in activity 2 on page 4 and 5 of the Classbook and complete the dialogue. Then listen to the tape to check if your answers were correct.

**Jack:** Hi Sue, what have you got there?  
**Sue:** Oh, it's a travel brochure that just came through the post.  
**Jack:** What's it about?  
**Sue:** It's about a country called \_\_\_\_\_ .  
**Jack:** Oh yes, I've heard of it. People call it the \_\_\_\_\_ .  
**Sue:** How clever of you. How did you know that?  
**Jack:** I looked at the title. Anyway, what does it say?  
**Sue:** Well, lots of things. First, they talk about its \_\_\_\_\_ , that it's thousands of years



old. Then, it tells you about Arabic traditions and the dynamic \_\_\_\_\_ of Oman.

**Jack:** I can see that. Those photographs are fantastic. Look at the colour of the sea, it's so \_\_\_\_\_ .  
**Sue:** Yes, and those craggy \_\_\_\_\_ . I'd like to climb those.  
**Jack:** Looks like an exciting place. Let's go to the travel agent and find out more.

## PROJECT

Work with a partner to design a leaflet or a poster about one or all of the following:

1. the different kinds of tourism
2. the good and bad things about tourism
3. sustainable tourism
4. what tourists want
5. a local tourist destination in Oman

- Think about the information you are going to include.
- Use adjectives to help describe places.
- Think about the pictures you will include.
- Think about a layout and design that will make people interested in visiting.
- You will need to have your work completed before the final lesson on this topic.

# 2 Focus Questions

Read Talib's letter on page 5 of the Classbook and answer the focus questions in your exercise book with short answers.

**1** What experience does Talib have?

**2** Which language is he learning from tourists?

**3** How does Talib start the letter?

**4** What does Talib want to be?

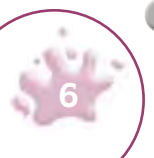
**5** When did Talib write the letter?

**6** How does Talib end the letter?

# 3 Correct the statements.

Read Talib's letter on page 5 of the Classbook. Tick the statements that are true and correct the false ones by writing them in your exercise book. Then decide if Talib's letter is formal or informal.

- 1 The date has been written in full.
- 2 The writer uses **Sir** at the beginning.
- 3 There are contracted forms for words.
- 4 The name and address of the receiver have not been written.
- 5 The letter ends with the word **from**.



## 1 Proverbs and sayings.

Proverbs and sayings are well-known, short statements that give advice or say something which people think is wise or true.

Read the proverbs and sayings in activity 1 on page 6 of the Classbook and match them to the meanings below.

- 1 You should enjoy the process of travelling, not just your destination.  b
- 2 We must all work hard to look after the world.
- 3 You should look at everything very carefully.
- 4 You should not take lots of luggage.
- 5 You should leave places exactly as you found them.
- 6 Time passes quickly if you travel with friends.
- 7 Seeing the world is better than studying.

## 2 Are you a good tourist?

Look at your quiz answers. Give yourself 1 point for every answer **a**, 2 points for every **b** and 3 points for every **c**. Add up your total score and read the information below.

**6–9 points:** You are not a good tourist. You should prepare for your trip more carefully and you should be more sensitive to the local environment. You should learn to enjoy tasting new foods and observing the new plants and creatures around you. You should stay in hotels which are managed by local people so that the money stays in the local community.

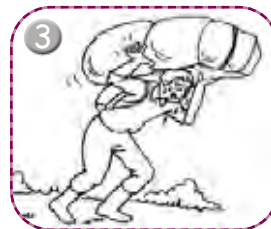
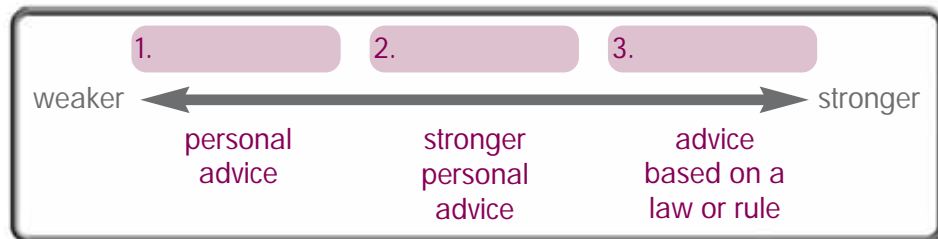
**10–13 points:** Although you have some good ideas, you could be a better tourist! You should use camp sites which have facilities and employ local people. Perhaps you should learn to relax and enjoy the journey and not just the destination. Remember that you should stay on paths and you should never remove objects from ancient places.

**14–18 points:** You are a really good tourist. You think carefully about the effect you have on the place you visit and you respect local people and their environment. People will welcome you wherever you travel.

## 3 Giving advice.

First, put the modals of obligation in the diagram.

Then, in pairs, take turns to give the tourists in the pictures some advice.






You mustn't drop litter on the ground.



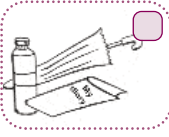








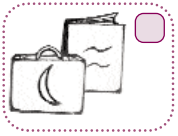

# 1 What do they pack?


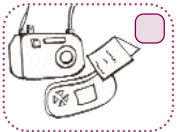
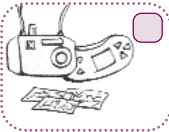
Listen to some tourists talk about what they take on holiday. Tick the picture which shows what the tourists pack.

1 a  b  c 

2 a  b  c 

3 a  b  c 

4 a  b  c 

5 a  b  c 

## Make a small poster.

Choose **one** of the following tasks.

- 1
  - Make an A4-sized poster about how to be a good tourist and how tourists should behave.
  - Make it look attractive and give advice using modals of obligation.
  - Look at page 6 of the Classbook and activities 2 and 3 on page 7 of the Skills Book to help you.
  - When you have finished, put the poster in your portfolio.
- 2
  - Make an A4-sized poster showing what you would take on holiday and why.
  - Look at page 7 of the Classbook and activity 1 on page 8 of the Skills Book to help you.
  - Write about what you would pack and why.
  - Use pictures to make the poster attractive.
  - When you have finished, put the poster in your portfolio.

## learning strategy

### deciding when to use will and going to

We use **will** and **going to**:

#### for actions and decisions

- a. We use **going to** when we have **already decided** something.
- b. We use **will** when we are **deciding** something at the moment of speaking.

#### to predict future events

- c. We use **going to** when we can **see** that something is about to happen.
- d. We use **will** for something we **think** is about to happen.

## 2 Using will and going to.

First, read the following sentences about the future. Then, use the learning strategy above to help you identify why **will** or **going to** has been used. Write the letter **a**, **b**, **c** or **d** in the space provided.

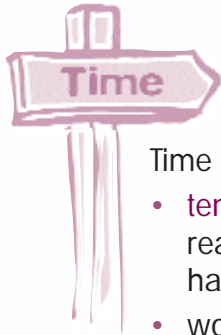


1. I'm going to pack lots of socks.
2. It's cold. I'll shut the window.
3. I think I'll take some sunglasses.
4. One day, people will travel to Jupiter.
5. It's cloudy. It's going to rain.
6. I'm going to visit Maha on Monday.
7. He's going to be very tall when he is older.
8. The journey will take about 14 hours.



# learning strategy

## time signposts



Time signposts sequence what we say.

Time signposts include:

- **tenses** to show the reader when things happen.
- words to show the **order of events**

this morning/afternoon/evening  
 tomorrow yesterday later  
 first second third finally  
 after before after that  
 then next while until

### 1 Ahmed's itinerary.

Ahmed has sent six postcards from New Zealand. In your group, read the postcards and work out where Ahmed was on each day of his holiday.

Day 1	<b>Arrival Auckland</b>
Day 2	
Day 3	Rotorua
Day 4	
Day 5	
Day 6	
Day 7	Nelson
Day 8	
Day 9	
Day 10	
Day 11	
Day 12	
Day 13	
Day 14	<b>Depart Christchurch</b>

### 2 Tour itineraries.

time signposts  
 the future tense  
 place names  
 directions



- Look at the map on page 8 of the Classbook and write your own imaginary 6-day tour itinerary in table A.
- Then, imagine you are a tour guide and describe your itinerary to your partner, who can write it in table B.

<b>A</b>	Day 1	
	Day 2	
	Day 3	
	Day 4	
	Day 5	
	Day 6	

<b>B</b>	Day 1	
	Day 2	
	Day 3	
	Day 4	
	Day 5	
	Day 6	

### 3 Postcards.

Read the following sentences about postcards and delete some words to make each sentence correct. The first one has been done as an example.

- 1 We usually send postcards when we are on holiday/~~at work~~.
- 2 We write the address on the left/right.
- 3 Postcards are informal/formal.
- 4 We often write postcards very slowly/quickly.
- 5 We usually write postcards to family and friends/new people we meet.
- 6 We usually write short/long sentences on postcards.
- 7 We often use contractions/full forms.
- 8 We sometimes miss words out/add extra words.
- 9 We usually write about where we are/who we are.



## Write a postcard.

Think of a place where you are on holiday. It can be:

- somewhere you have really visited.
- somewhere on the Oman map.
- somewhere you imagine going on holiday.

### Make a postcard

- Fold a piece of A4 paper in half.
- Draw a line down the middle of one side of the postcard.
- Write the address of the person you are sending the card to on the right.
- Write your message on the left.
- Use the Writing Route and look at activity 3 on page 9 of the Skills Book and the reading card postcards to help you.
- Remember to sign the card and add a stamp.
- Put a picture of the place you are sending it from on the other side of the postcard. This can be a drawing, a real photo or a picture from a magazine.

## 1 Where are they?

Some tourists are booking in to their hotels. Read the dialogues below and identify which hotel on page 9 of the Classbook they are staying at.



### Dialogue 1

- A: Good afternoon, can I help you?  
 B: Yes, I would like to book a single room please.  
 A: Certainly. How long will you be staying?  
 B: Two nights, please. How much will that be?  
 A: That will cost 16 rials including taxes.  
 B: That's fine, and could I hire a car for tomorrow please?  
 A: Of course.

Hotel

### Dialogue 2

- A: Good morning, can I help you?  
 B: Yes, I'd like to stay for one night, please.  
 A: Certainly, sir. Would you like to go on the nature walk tonight?  
 B: No, thank you, but I would like to go camel riding this afternoon.  
 A: That's fine, that will be 25 rials, including taxes, for the room. Would you fill in this form please?

Hotel

### Dialogue 3

- A: Good morning, can I help you?  
 B: Yes, I'd like to book a room please.  
 A: Single or double?  
 B: Single please. Could you tell me how much it is?  
 A: 56 rials per night including taxes. Would you like a room with a sea view or a garden view?  
 B: A sea view please, that would be lovely.  
 A: That's fine, thank you. Here's your key – room number 105.

Hotel

### Dialogue 4

- A: Good morning, can I help you?  
 B: I want a room.  
 A: Certainly. Anything else, madam?  
 B: Yes. I want to go diving tomorrow.  
 A: Of course, I'll ask the dive instructor to contact you. Is that all?  
 B: No. I want a taxi to take me to the Khareef festival tonight.  
 A: Certainly, would 7 o'clock be all right?

Hotel

## learning strategy

### making polite requests



Please can go at the beginning or end of a request.

## 1 Making polite requests.

Choose a hotel from page 9 of the Classbook. Imagine a tourist has arrived at the hotel and write a dialogue using polite requests. Look at the dialogues on the opposite page to help you.



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## 2 Your project.

Read the sentences below, think about your project and tick a box. Then choose two things you can improve next time and complete the sentence below the table.

I used interesting adjectives.

I used my knowledge of different types of tourism.

I used my knowledge of good and bad things about tourism.

I used my knowledge of what tourists want.

The pictures help the reader understand the text.

The layout helps readers understand what they are reading.

a lot ← → not much

	a lot				not much
I used interesting adjectives.					
I used my knowledge of different types of tourism.					
I used my knowledge of good and bad things about tourism.					
I used my knowledge of what tourists want.					
The pictures help the reader understand the text.					
The layout helps readers understand what they are reading.					

Next time, I will try to \_\_\_\_\_

## 3 Reflect on the unit.

Look back through the unit in your Classbook and Skills Book, think about the work you did and write a paragraph in the space provided.

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### 1 Revision.

Choose the correct words from the box and write them in the blank spaces. Be careful – there are two more words than you need for the number of blank spaces provided.

stopped herself had rained  
scoring my while who  
it has scored himself

- The men \_\_\_\_\_ helped me carry the bags were from Norway.
- Ali is a wonderful footballer. He \_\_\_\_\_ many goals.
- She was all alone in the world and only had \_\_\_\_\_ to rely on.
- I had a really bad dream \_\_\_\_\_ I was sleeping.
- He \_\_\_\_\_ working at the office three years ago.
- That's \_\_\_\_\_ pencil. I left \_\_\_\_\_ here yesterday.
- The wadis were full. It \_\_\_\_\_ in the Hajar mountains.

### 3 Sentence writing.

Write two sentences with **where** and two sentences with **wherever**. Use your own ideas, the examples from the texts in activity 1 on page 3 of the Classbook, the Language Focus and activity 2 on page 4 of the Skills Book to help you.

1 \_\_\_\_\_  
 \_\_\_\_\_

2 \_\_\_\_\_  
 \_\_\_\_\_

3 \_\_\_\_\_  
 \_\_\_\_\_

4 \_\_\_\_\_  
 \_\_\_\_\_

### 2 Syllables and word stress.

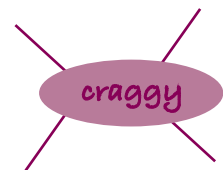
Find six words with two syllables and six words with three syllables from Unit 1 of the Classbook and write them in the table below. Then mark the stress on the correct syllable of each word. Check your answers with the phonetic part of the word list at the back of the Skills Book or in a dictionary.

two syllables	three syllables

### 4 More adjectives.

Use what you know about the words in the spidergrams to match each of the adjectives in the box to one of the words. Write the adjectives in the spaces provided.

beautiful jagged impressive clean  
rocky spectacular rough shining  
stony pure dramatic sparkling



## 5 Modals of obligation.

Read the following pairs of sentences and complete the second sentence with **should** or **have to**. Look at the example to help you.

The sign says 'Passengers must show their tickets.'  
Passengers **have to** show their tickets.

- 1 It can get very cold in England during January.  
I think you \_\_\_\_\_ take lots of sweaters.
- 2 The flight is very long.  
You \_\_\_\_\_ take a good book to read.
- 3 The visa costs 25 rials.  
You \_\_\_\_\_ pay 25 rials for a visa.
- 4 You cannot leave the country without a passport.  
You \_\_\_\_\_ show your passport when you leave the country.
- 5 My mum told me to clean the suitcase.  
I \_\_\_\_\_ clean the suitcase.
- 6 When you travel, remember to drink bottled water.  
When you travel, you \_\_\_\_\_ drink bottled water.

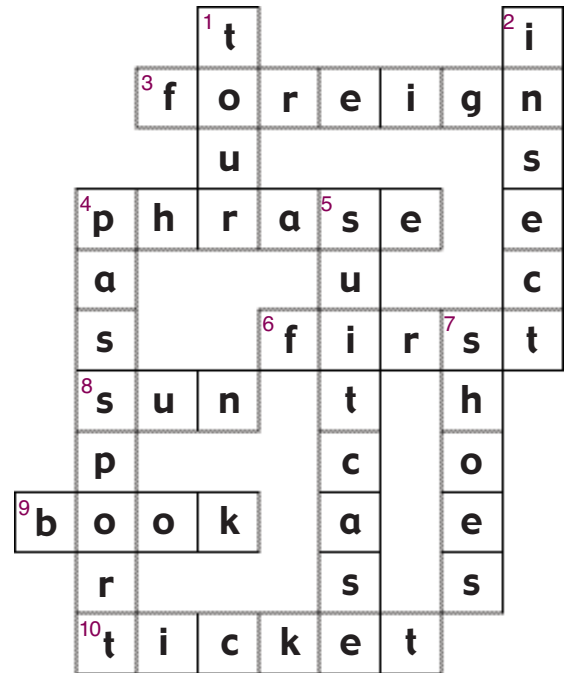
## 7 Using will and going to.

Complete the dialogues below using **will** or **going to** and the verb in brackets.

- 1 A: Look! He's running really fast.  
B: Yes, I'm sure he \_\_\_\_\_ the race. (win)
- 2 A: Have you decided how to spend the prize money?  
B: Well, I think we \_\_\_\_\_ a new car, but we haven't really decided yet. (buy)
- 3 A: Have you decided how to spend the prize money?  
B: Yes. We \_\_\_\_\_ a new car. (buy)
- 4 A: Did you know Maha was in hospital?  
B: Yes I know. This afternoon I \_\_\_\_\_ her. (visit)

## 6 Packing.

Look at the completed crossword and number the **Down** and **Across** clues.



### Across

- My \_\_\_\_\_ glasses protect my eyes.
- My \_\_\_\_\_ book helps me ask for things.
- I always take some \_\_\_\_\_ currency.
- My return \_\_\_\_\_ is very important.
- I never go anywhere without a \_\_\_\_\_ aid kit.
- A \_\_\_\_\_ will stop you getting bored.

### Down

- \_\_\_\_\_ repellent keeps the bugs away.
- I never fill my \_\_\_\_\_ too much.
- I take some really comfy \_\_\_\_\_ because I walk a lot.
- My \_\_\_\_\_ is my international identity document.
- I take the \_\_\_\_\_ itinerary so I know what's happening.

## 8 Polite requests.

Write polite requests for the following in your exercise book.

1. You want some tea and cake in your room.
2. You want to hire a car tomorrow.
3. You can't get the television to work.
4. You want someone to help you carry your bags.



# Unit 2

## Life and Culture

### 1 What is culture?

Some students were trying to define the word **culture** and they made the following statements. Decide how much you agree or disagree with the statements and put a tick in the column.

	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
1. It is more visible in rich countries.					
2. Culture is learned.					
3. Language is part of your culture.					
4. Art is an important part of culture.					
5. It doesn't change.					
6. It's made by men.					
7. It's where you live.					
8. It's what you look like.					
9. It's more visible if there's a king or queen.					
10. It's when people behave in the same way.					

I think culture definitely is \_\_\_\_\_  
 I think culture definitely isn't \_\_\_\_\_  
 I'm not sure if culture is \_\_\_\_\_

### 2 Omani culture.

Brainstorm things which are part of Omani culture and write them in the space below.



### 3 Is it right?

Number the following topics in the same order as they appear in this unit of the Classbook.

- Museums and culture
- Culture shock
- Respect and responsibility
- Language and culture
- Different behaviour in different cultures
- What is important in my culture

# 1 Words.

The following words are an important part of culture. In pairs, complete the table by matching the words to the definitions and give some examples from Oman.

- symbol
- tradition
- celebration

Word	Definition	Examples
	a party or joyful occasion which shows that an event is important	
	a picture, shape, object or person which has a special meaning	
	a belief or way of doing something which has existed for a long time	

# 2 Jigsaw reading.

Work in groups of four. You should each choose a different text from activity 1 on pages 12 and 13 of the Classbook. Answer the **two** questions below about **your text**. Write complete sentences. Then, close your Classbook and ask your group questions to find out the remaining six answers.

a. Give two reasons why Umm Khalthoum became famous.

**1** \_\_\_\_\_

b. How do we know that she was famous?

\_\_\_\_\_

a. What is well dressing?

**2** \_\_\_\_\_

b. What do you need to dress a well?

\_\_\_\_\_

a. Why does Khalsa think halwa is part of Omani culture?

**3** \_\_\_\_\_

b. Name five ingredients of halwa.


\_\_\_\_\_

a. Why is the Statue of Liberty important to Americans?

**4** \_\_\_\_\_

b. Where did the Statue of Liberty come from?

\_\_\_\_\_

 **Write.** Write a paragraph about a piece of your culture. Look at the examples on pages 12 and 13 of the Classbook to help you and remember to use the Writing Route.

# language focus

## the infinitive

The infinitives are:

- to + infinitive  
He went to visit the Statue of Liberty.
- bare infinitive (the infinitive without 'to')  
Sorry, I can't help him today.

We use to + infinitive:

- a. after it + be + adjective  
It is nice to see you.
- b. after a noun or a pronoun  
I must take a book to read.  
I want you to buy some vegetables.
- c. in some phrases such as going to, have to, used to  
I have to go to school.
- d. after some verbs such as hope, decide, write, agree  
I hope to see you soon.
- e. after question words  
We don't know where to go.

## 2 London languages.

Below is a table of some of the most common languages spoken by children in London. First, predict the order of languages and then listen and complete the table.

Turkish    Yoruba    Hindi and Urdu  
Arabic    Bengali

Language	Number of children who speak it
1 English	608,500
2	40,400
3 Punjabi	29,800
4	26,000
5	15,600
6	11,000
7	10,400

Source: [www.literacytrust.org.uk](http://www.literacytrust.org.uk)

## 1 To + infinitive.

Join the two sentences with to + infinitive.

For example:

I don't eat chocolate. I'm not allowed.  
I'm not allowed to eat chocolate.

1 Sarah is coming to lunch. I asked her.

---

---

2 We're having a holiday. We've decided.

---

---

3 I want to eat something. I must have a biscuit.

---

---

4 I want to go somewhere. I don't know where.

---

---

5 I can see it. It's wonderful!

---

---

# 1 Writing plan.

Use the plan below to order the paragraphs from activity 1 on page 14 of the Classbook. Write the letter of the paragraph in the space provided.

## Plan:

- 1 Introduction
- 2 An example of a dying language
- 3 Why languages are dying
- 4 Why it is important to keep languages alive
- 5 How to stop languages from dying out

# learning strategy

## prefixes

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

**un** + **fair** = **unfair**  
prefix

There are three main types of prefix:

1. Whole word prefixes such as:  
 out- over- under- up-  
**outside** **underwater** **upstairs**
2. Negative prefixes such as:  
 in- un- dis- mis- im-  
**incorrect** **invisible** **untie**
3. Number prefixes such as:  
 uni- bi- tri- deca- centi- milli- multi-  
**bicycle** **triangle** **centimetre**

# 2 Prefixes.

In groups, look at the texts in activity 1 on page 14 of the Classbook and find examples of words with prefixes. Write them in the table below.

Whole word	Negative	Number
overlooked	inescapable	decades
_____	_____	_____
_____	_____	_____
_____	_____	_____

# 3 Where shall we go?

Maha and Jamila are deciding where to go. First, look at activity 2 on pages 14 and 15 in the Classbook and complete the speech bubbles. Then, write two more for your friend to solve.

**a** Shall we go and see the Al Razha dance? It's going to start at \_\_\_\_\_.

**b** Let's go to the \_\_\_\_\_.  
I'd like to try and weave a basket!

**c** Why don't we go to the talk about 'Animals in Oman'? It only costs \_\_\_\_\_.

**d** We could go to the \_\_\_\_\_.  
It's got a traditional farm and bee keeping.

**e** \_\_\_\_\_

**f** \_\_\_\_\_

# 1 Decision time!

Imagine you are going to the Living Museum with a friend and you only have 1 rial each to spend. Together, you must use the phrases in the speech bubbles to decide which attractions you are going to visit and when you are going to see them. Finally write the places you decide to visit in the space provided.



**Make a suggestion**  
 Shall we go/visit/see ... ?  
 Why don't we ... ?  
 Let's go to ... ?  
 We could go ... ?  
 What about going to ... ?

**Agree**  
 OK.  
 All right, let's go to ...  
 That sounds good.



**Disagree**  
 I'd prefer to go to ...  
 No, that's boring ...  
 It's too expensive ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 2 Sound sort: /dʒ/ and /g/.

First listen and repeat the sounds /dʒ/ and /g/. Then read the words and write the correct sound symbol in the space provided.

- heritage
- guest
- organise
- original
- village
- forget
- suggest
- object
- jebel
- magnificent

# 3 Culture check.

Tick the statements about cultural behaviour which are true for your culture.

- 1 People always shake hands when they meet.
- 2 It is all right to ask people how much money they earn.
- 3 It is usually OK to arrive a little bit late.
- 4 It is acceptable to visit a friend without telling them.
- 5 The bride's family pays for the wedding celebration.
- 6 When someone moves into a new house, people give him or her presents.
- 7 People bargain for things in shops.
- 8 Students always stand up when a teacher enters the room.
- 9 In secondary school, it is polite for students to call their teacher by their first name only.
- 10 It is acceptable to blow your nose in public.
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_



## 1 Complete the sentences.

1. The poem is written by someone who is in their own country.   
 who is visiting another country.
2. The writer uses words like **strange**, **different** and **new** to tell us he is in another country.   
**neighbours**, **excited** and **already** to tell us he is in his own country.
3. The writer finds a newspaper on his doorstep.   
 milk on his doorstep.
4. The writer thinks that he doesn't have to go to shops, because   
 there are no shops to go to.   
 food will be left on his doorstep.
5. The writer does not feel happy because he uses words like **lonely**, **alone**, and **frightened**.   
 he uses words like **smile**, **silly** and **laugh**.
6. At the end of the poem the writer still feels scared, because he does not know how to get food.   
 the writer does not feel scared, because he knows he can get food in the same way as his own country.

## 2 Culture shock.

First match each of the three questions with the statements from an interview below. Write only the number of the question in the space provided. Then listen to the interview and tick the items you hear.

1. How do I know if I have culture shock?
2. What are the stages of culture shock?
3. What you can do about culture shock?

- a. in the first stage you feel great and excited
- b. they're not sure what is the right or wrong way to do things
- c. in the shock stage you find you can't cope with the differences
- d. you may feel sad and lonely
- e. you may feel that you can't solve any problems
- f. miss your family
- g. find a hobby
- h. in the final stage, you start to realise that there are good and bad things
- i. make local friends
- j. learn to be patient

Question  
number

Listen and  
tick

## Write a paragraph.

Use the information you have from the poem, the work you did in activity 2 on this page and your own ideas to help you write a short factual paragraph about culture shock. Brainstorm your ideas and write your first draft in your exercise book. Write your final draft and put it in your portfolio.

### Remember:

- to write a topic sentence.
- to write supporting sentences.
- to use the Writing Route.
- to check your spelling and punctuation.

# 1 Focus Questions

Read the texts for activity 2 on page 17 of the Classbook. Then answer the focus questions with short answers in your exercise book.

**Why will knowing about other countries help you get over culture shock?** 1

**How should a man behave if a woman enters a room in Canada?** 2

**Which part of the body do you pinch if you want to show you like something in Brazil?** 3

**In which country do you take off your shoes before going into a house?** 4

**How do people greet each other in Thailand?** 5

## Make a poster.

Imagine that someone is coming to live in Oman and you want to help them get over **culture shock**. Work with a partner to brainstorm ideas on the things they will need to know in your exercise book. Think of the things that will help them:

- to be polite.
- not to be impolite or rude.
- to do or say things correctly.

Use the models and adjectives provided in the texts on page 17 of the Classbook to help you and make a small A4 poster to put in your portfolio. Remember to provide photos or illustrations to help show what you are talking about.

# 2 Adjectives.

Read the following information about the adjectives **polite** and **impolite** below. Then sort the highlighted adjectives in texts 1–4 on page 17 of the Classbook that have similar meanings and write them below in the appropriate box.

**polite** is an adjective that means speaking or doing things in a way that is right for the situation you are in. This shows you are thinking about the feelings of others.

**impolite** is also an adjective. It means the opposite of polite and shows that you do not care about others or the situation you are in.

# 3 Two syllable word stress.

**A** First read the information about stress in two syllable nouns, adjectives and verbs.

Two syllable nouns and adjectives usually have the main stress on the first syllable of the word.

'body (n)      'happy (adj)

Two syllable verbs usually have the main stress on the second syllable of the word.

pre'pare (v)      de'cide (v)

**B** Now mark the stress on the words in the box below. Then listen to check if your answers are correct.

culture	grateful	enjoy
finger	careful	behave
woman	friendly	become
decide	famous	country

## 1 to + infinitive.

Look at the following sentences and decide the use of **to + infinitive**. Tick the correct answer in the space provided.

1. You will need your cash card to take money out of the bank.  
 a. after a noun     b. after a verb
2. If you take a trip to Japan you must learn to speak some Japanese.  
 a. after a noun     b. after a verb
3. Please can you help me? I don't know how to get to the history museum.  
 a. after a phrase     b. after a question word
4. He used to visit his parents every day.  
 a. after a phrase     b. after a question word
5. I want him to go to the shops.  
 a. after an object     b. after it + be + adjective
6. It's nice to buy a present when someone is leaving.  
 a. after an object     b. after it + be + adjective

## 3 Which paragraph?

Read the article in activity 2 on page 18 of the Classbook and circle the appropriate paragraph number.

- 1 Which paragraph tells us the things *Shabab Oman* is famous for?  
1    2    3    4    5
- 2 Which paragraph gives the reason for the visit of *Shabab Oman*?  
1    2    3    4    5
- 3 Which paragraph gives us the times and venues of the dances and songs?  
1    2    3    4    5
- 4 Which paragraph tells us what Omani youth learn on *Shabab Oman*?  
1    2    3    4    5
- 5 Which paragraph gives information on the types of dances and songs?  
1    2    3    4    5

## 2 Focus Questions

Read the text in activity 1 on page 18 of the Classbook and answer the questions with complete sentences in your exercise book.

1 What is UN an abbreviation for?

2 When was the UN formed?

3 Why do the countries of the UN make rules?

4 What is CRC an abbreviation for?

5 How many articles does the CRC have?

6 What things does the CRC help us think about?

## 4 Complete the interview.

Use words from the article in activity 2 on page 18 of the Classbook to help fill in the missing words below. Check your answers by listening to the tape.

- Interviewer:** Good morning listeners. Today we're talking to Tariq Saleem. Tariq is a member of the \_\_\_\_\_ from *Shabab Oman* that's visiting us here in \_\_\_\_\_. Good morning Tariq, or should I say 'sabah al-khayr'.
- Tariq:** 'Sabah al-noor', good morning.
- Interviewer:** Tariq, tell me about your visit.
- Tariq:** *Shabab Oman* is here as part of the \_\_\_\_\_ celebrations for the CRC.
- Interviewer:** That sounds great. We've all heard about the \_\_\_\_\_ of Omanis. Tell me, what makes the crew of *Shabab Oman* so special?
- Tariq:** You're too kind. I think what makes us special is the way we \_\_\_\_\_ together as a team.
- Interviewer:** Yes, that's very important. What are you doing as part of the celebrations?
- Tariq:** We'll be performing \_\_\_\_\_ Omani dances and \_\_\_\_\_.
- Interviewer:** That sounds exciting. Tell me more about the dances ...



# learning strategy

## positive and negative ideas

To help decide if an idea is positive or negative in writing:

- Read through all of the text to get the meaning.
- Read through all of the text and find the **main ideas** and **underline** them.
- Read through the text sentence by sentence looking for vocabulary that shows that a **positive** or **negative** idea is being talked about. For example, the words **help** and **unfair**.
- Look for contrasting conjunctions, such as **however**, **although** and **but**.

1

## Positive and negative.

Read the learning strategy about positive and negative ideas and then read the following e-mail. Decide which of the ideas are positive, which are negative and which you are not sure of or could be both. Mark the positive ideas with [+ve], mark the negative ideas with [-ve] and the ones you are not sure of or could be both with [?]. Use the examples to help you.

Dear ITC,

Buying rugs helps to keep a tradition or culture alive [+ve]. However, many of the rugs we have in our homes are made by small children [-ve].

Small children are used to make rugs because they have small fingers to help with weaving the threads [?]. Many of the children work 16 hours a day with no rest or play and don't even get the chance to go to school [?].

I think this is really unfair. All children should get the chance to go to school and play [?]. However, if you stop children from making rugs, then many of their families get no money for food or clothes and a tradition ends up dying [?].

If you want to help children in other countries, then buy rugs that show a Rugmark [?]. This is one way of telling us that the children who helped make these rugs also are given the chance to go to school.

Buying a rug with the Rugmark is a responsible way to show that you respect others while helping them to keep their culture alive [?].

Best wishes,  
Laxmi Shresta



2

## Debate of the Day.

- Work with a partner to prepare a debate about children being used to make rugs.
- Try to remember the positive and negative comments you heard from the students about the photos on page 19 of the Classbook.
- Use the information from the e-mail to help you think of reasons for and against using children in rug making.
- Use your own ideas on what you think is good and bad and what shows respect and responsibility to others.
- Remember to use phrases of opinion, reason conjunctions and contrasting conjunctions however, although and but to help you.



- Plan your work in your exercise book.
- Take turns to practise your argument.

# 1 Focus Questions

Read the poems on page 19 of the Classbook. Write short answers in your exercise book.

Which poem has more rhyming words in it? **1**

Which words does share rhyme with in the 'Respect' poem? **2**

Which poem has pairs of lines that go together? **3**

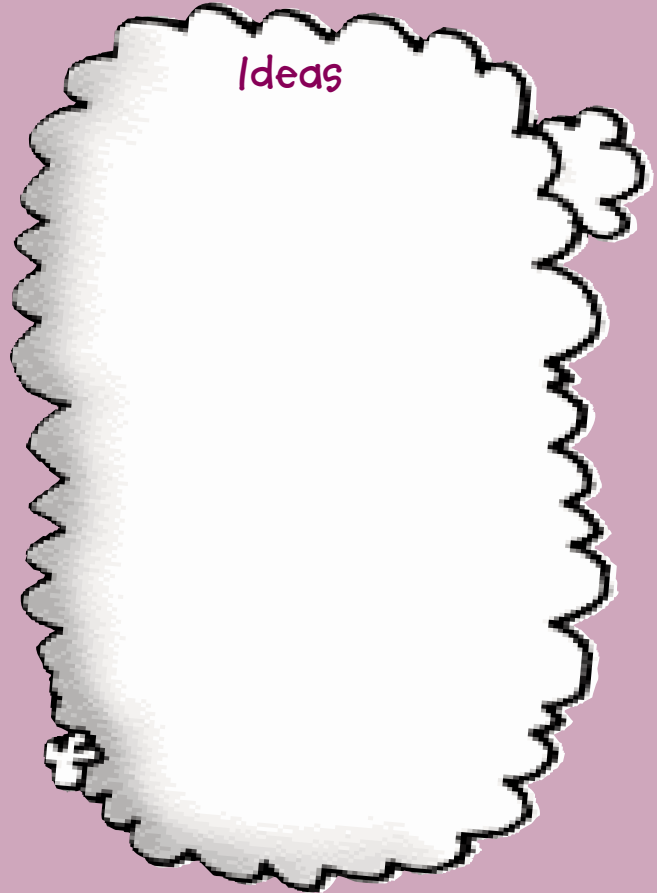
Which words in lines 3 and 4 of the 'Responsibility' poem show that the lines go together? **4**

Which words go with village in the 'Respect' poem? **5**

Who can work together in line 13 of the 'Responsibility' poem? **6**

# 2

Use what you know about poems to write your own poem about one of the topics in the unit. Use the models provided to help you. Brainstorm your ideas below and then work in your exercise book.



# 3 Teen Test.

**A** Decide which of these sentences are correct. Put a tick or cross in the box provided.

1. It would be nice win a prize.
2. Malik didn't understand how to fill in the form.
3. I can't think what to do next.
4. We're going buy a car.
5. She used to be a doctor.
6. I want do my homework before the weekend.
7. It's great see you.

**B** Use the prefixes in the box and write them next to the correct stem word. Be careful – there are two more prefixes than you need.

in-    mis-    un-    deca-  
dis-    under-    im-    multi-

1.  lead
2.  friendly
3.  cultural
4.  stand
5.  side
6.  appear





# Unit 2

## Self-study activities

### 1 'to' + infinitive.

Complete the interview using the following verbs. Be careful – there are two more verbs than you need for the number of words provided.

- |        |        |       |         |
|--------|--------|-------|---------|
| decide | finish | play  | fill in |
| become | hear   | go    | be      |
| do     | listen | study | work    |



*Interviewer:* Hello, Maha. Are you hoping (1) to go to university next year?

*Maha:* Yes. I had (2) \_\_\_\_\_ a lot of forms and now I am waiting (3) \_\_\_\_\_ if I've got a place on the course.

*Interviewer:* Why have you chosen (4) \_\_\_\_\_ English?

*Maha:* English happens (5) \_\_\_\_\_ my best subject.

*Interviewer:* What do you plan (6) \_\_\_\_\_ after university?

*Maha:* I haven't decided yet, but I think that three years at university will help me (7) \_\_\_\_\_ on a job. Maybe I'll train (8) \_\_\_\_\_ a teacher.

*Interviewer:* Do you think you will find it difficult?

*Maha:* Well, I hope (9) \_\_\_\_\_ hard and I'm sure I'll manage (10) \_\_\_\_\_ the course.

### 2 Which verb?

Put in the correct form of the verbs.

- Yesterday, she \_\_\_\_\_ a bicycle. (learn/ride)
- This book tells you how \_\_\_\_\_ exams. (pass)
- We \_\_\_\_\_ tomorrow. (decide/leave)
- He always \_\_\_\_\_ his money. (try/save)
- It's nice \_\_\_\_\_ you again. (see)
- We don't know where \_\_\_\_\_ our shoes. (put)

### 3 Prefixes.

Add a prefix from the box to make words with the following meanings. Be careful – there is one more prefix than you need.

- |        |     |        |        |
|--------|-----|--------|--------|
| multi- | un- | extra- | over-  |
| dis-   | in- | mis-   | under- |

- \_\_\_\_\_ look to not notice something, or not see how important it is
- \_\_\_\_\_ escapable a fact or situation which cannot be ignored or avoided
- \_\_\_\_\_ happy not happy
- \_\_\_\_\_ appear to become impossible to see
- \_\_\_\_\_ cultural having many different cultures
- \_\_\_\_\_ ordinary very unusual or surprising

## 4 Speech signposts.

Use the following speech signposts and the work you did in activity 2 of the 'Speech Signpost' cut-out page to help you complete the dialogue.

right

well

actually

*Fathiya:* Hi Lucy. How are you?

*Lucy:* I'm fine Fathiya. And you?

*Fathiya:* I'm fine. How's your new school?

*Lucy:* It's fine, but everything is new.

*Fathiya:* That's \_\_\_\_\_; new class, new subjects, new teachers, and new students.

*Lucy:* \_\_\_\_\_ the subjects are the same, but everything is different. Was it difficult for you?

*Fathiya:* \_\_\_\_\_, it was a bit difficult to start with and it takes time. You'll make new friends very quickly.

*Lucy:* \_\_\_\_\_. I've already got one.

*Fathiya:* Sounds like you've made a good start then. So, would you like to come back to my house?

*Lucy:* \_\_\_\_\_ not today. My new friend Naila has invited me to her house.

*Fathiya:* Oh, that's great. I'll see you tomorrow.

## 5 Two syllable stress.

Read the information about two syllable nouns, adjectives and verb stress in activity 3 on page 20 of the Skills Book. Then find five more examples for each of them and write them in the space provided below. Remember to mark the main stress on each word. Look in a dictionary or the word list at the back of the Skills Book to help you.

two syllable nouns

two syllable adjectives

two syllable verbs

## 6 A mixed bag.

a Rewrite the following sentences using **to + infinitive**.

1 I went my uncle yesterday. / **to see**

\_\_\_\_\_

\_\_\_\_\_

2 I don't know when singing. / **to start**

\_\_\_\_\_

\_\_\_\_\_

3 Do you know when writing? / **to stop**

\_\_\_\_\_

\_\_\_\_\_

b Rewrite the following words correctly.

1 uncorrect \_\_\_\_\_

2 imfashionable \_\_\_\_\_

3 impossible \_\_\_\_\_



# Unit 3

## It's Showtime!

### 1 Unit talk.

Look through Unit 3 of the Classbook and Skills Book and work with a partner to ask and answer questions about the unit. Use the language below, or any you can think of, to help you.

What's in this unit?

What's ... about?

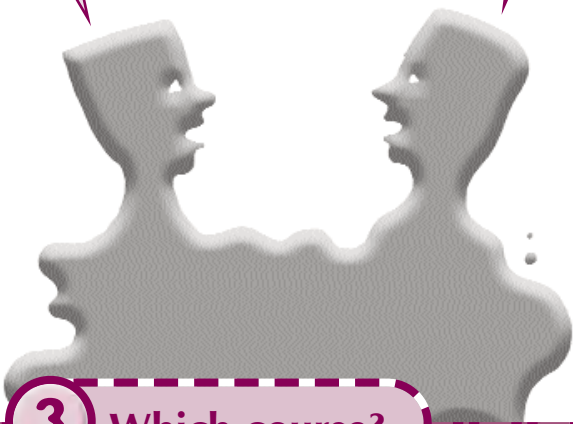
Where's the ... ?

What do you have to do?

I think it's about ...

... is/are in this unit.

You have to ...  
it's on page ...



### 3 Which course?

Read the following clues and the ITC School of Stage – Courses information from the cut-out page. Decide which course the clue is about and write the number of the course in the space provided.

- 1 You can go on this course once a week.
- 2 Experience is not needed for this course.
- 3 On this course, you will need a pen and lots of paper.
- 4 This course has lots of different tutors.
- 5 This is the cheapest course.
- 6 Each session on this course is three hours long.

### 2 Useful words.

Look at the highlighted words on page 21 of the Classbook and match them with the definitions below. Write each word in the space provided.

- 1 a building where people go to watch a film
- 2 a moving picture that tells a story
- 3 a type of play that has music and singers
- 4 an event where people put on a show which is a play, dance, or songs
- 5 the written form of people speaking in a play
- 6 a performance in a theatre, on TV, or radio
- 7 the part of a theatre where actors or musicians do their performance
- 8 a building where people go to watch a performance

### 4 Reasons.

Listen to Ali, Maha, Amina and Sami talking about their reasons for joining different classes. Then tick the appropriate reason in the space provided.

1. Ali is thinking of joining the 'Stagecraft' course, because...
  - a. he is scared of standing up in front of an audience.
  - b. he is good at making things.
2. Maha is going to join the 'On the Stage' course, because...
  - a. she pretends to do things and makes up funny voices.
  - b. her teacher told her to.
3. Amina has decided to do the 'Performance' course, because...
  - a. she saw puppets on her holiday.
  - b. she wants to find out more about puppets.
4. Sami has chosen to do the 'Write the Right Script' course next, because...
  - a. he wants to improve his writing.
  - b. he is bored.

# 1 Interview.

Read the poster in activity 2 on page 22 of the Classbook and complete the following interview using words from the poster. Then listen to the interview and check your answers.

**Interviewer:** Good morning, ITC members. Today we have a special guest who's going to tell us about a competition. Hello, Badriya.

**Badriya:** Hello.

**Interviewer:** Now, can you tell us about the competition?

**Badriya:** Yes, of course. The competition is called the \_\_\_\_\_ of the Year. We're asking teenagers to present a short \_\_\_\_\_ in English.

**Interviewer:** That sounds like fun. Can anyone enter?

**Badriya:** No, only \_\_\_\_\_ members can enter, either on their \_\_\_\_\_ or with others, maybe with a group of \_\_\_\_\_.

**Interviewer:** Will people have to write a \_\_\_\_\_?

**Badriya:** Yes, they'll have to hand that in when they do their performance.

**Interviewer:** With their \_\_\_\_\_ and ages on?

**Badriya:** Yes.

**Interviewer:** When's the deadline, Badriya?

**Badriya:** By the end of \_\_\_\_\_.

**Interviewer:** Sounds like a lot of hard work.

**Badriya:** Yes, but there are \_\_\_\_\_.

**Interviewer:** Oh, yes?

**Badriya:** We've got four \_\_\_\_\_, which are for best \_\_\_\_\_ and story, best characters, best production, and of course the best use of \_\_\_\_\_.

**Interviewer:** Wow, it sounds like a great competition.

**Badriya:** It certainly is!

## language focus

### adverbs of manner

**A** Adverbs describe verbs.

- There are many different kinds of adverbs.
- We use adverbs of manner to describe how something happens.  
**The man walked slowly.** (Tells us how the man walked.)
- We can put adverbs of manner **before** the verb.  
**They angrily shouted at the cat.**  
adverb verb
- We can put adverbs of manner **after** the object.  
**They shouted at the cat angrily.**  
verb object adverb
- We can put adverbs of manner **after** the verb and **before** the preposition + object.  
**They shouted angrily at the cat.**  
verb adverb preposition + object
- If there is no preposition, we do **NOT** put the adverb between the verb and the object.  
**We wrote quickly the letter.**  
verb adverb object

**B** We form adverbs of manner by adding

**-ly** to an adjective.

**quick** → **quickly**

However ...

**a** If the adjective ends in **-le**, we drop the **e** and add **y**.

**simple** → **simply**

**b** If the adjective ends in a **consonant + y** we drop the **y** and add **-ily**.

**clumsy** → **clumsily**

**c** If the adjective ends in **-l** we add **-ly**.

**careful** → **carefully**

# 2 Spelling adverbs.

Use what you know about spelling adverbs from the language focus box to turn the following adjectives into adverbs. Use the example to help you.

1. polite politely

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

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

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

5. terrible \_\_\_\_\_

6. noisy \_\_\_\_\_

7. loud \_\_\_\_\_

8. angry \_\_\_\_\_

9. nice \_\_\_\_\_



## PROJECT Write a short play

1. You are going to write the script for a short play in English and perform it to other members of your class.
2. Start by brainstorming your ideas for a story in your exercise book. You can use your own ideas, ideas from the 'Story Ideas' cards, or other reading cards and books you may have read to help you.
3. You can work with other members of your group or on your own.
4. Over the next few lessons you will be getting more ideas to help you, such as:
  - a. How to write a script.
  - b. Different ways of performing.
  - c. How to make your performance more interesting.

## 2 Write sentences.

Sami wants to improve his sentences by using adverbs of manner. Use the word provided to re-write the sentence using an adverb of manner. Use the example to help you.

He walked home. [quick]  
*He quickly walked home.*  
OR *He walked quickly home.*  
OR *He walked home quickly.*

1 She spoke to the class. [soft]

---

---

2 He cycled to work. [careful]

---

---

3 I shut the door. [quick]

---

---

4 They drove the car. [dangerous]

---

---

## 1 Definitions.

Read the following definitions and guess which adverbs from the box below they refer to. Write the adverbs in the space provided.

excitedly      happily      sharply  
grumpily      apologetically

1  when you are pleased about something

2  complaining a lot and unhappy about something

3  when you are sorry about something

4  sudden and quick

5  feeling full of action, keen and enthusiastic

## learning strategy

### how to write a play script

Here is one way of writing a play script.

1. Think of a good story and title.
2. Think about the characters in the story and make a list of them in the order in which they appear in the play.
3. As well as the characters, you may want to use a **narrator**. This is a person who helps set the scene or tell the story. This is a good way of explaining what is happening.
4. Write the number of the scene and describe where it takes place and who is in it.
5. Write the names of the characters on the left of the page and then what they say next to that.
6. Start a new line each time someone new speaks
7. DO NOT use speech marks.
8. Write any actions, directions, how the characters behave, and instructions to say how someone should talk in (**brackets**).
9. Use examples of play scripts to help you.

# language focus

## adverbial clauses of manner

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

- We use **as if** and **as though** at the start of an adverbial clause of manner.
- **as if** and **as though** are conjunctions.
- The manner clause always comes **after** a main clause.

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

main clause

manner clause

- We use adverbial clauses of manner:
  - a. to show that something **might not be true** or that it is **unreal**.  
She talked **as though she were** the Queen.
  - b. after words such as **act, feel, look** and **sound**.  
He looked **as if he was** bored.
- We usually use a past tense after **as if** or **as though** to show that the information in the manner clause is not true.
- In formal English we sometimes use **were** and not **was**.

## 1 Join the sentences.

Join the sentences with **as if** or **as though**. Use the example to help you.

1. That house sounds very noisy. I think they're having a party. [**as if**]  
*That house sounds as if they're having a party.*
2. The room sounded quiet. I think it was empty. [**as though**]  
\_\_\_\_\_
3. They look happy. I think they've had some good news. [**as if**]  
\_\_\_\_\_
4. He looked shocked. He had seen the Yeti monster. [**as though**]  
\_\_\_\_\_

## 2 Read and answer.

Read the texts in activity 1 on pages 24 and 25 of the Classbook and answer the following questions with short answers below.

- 1 Which two paragraphs are short biographies?  
\_\_\_\_\_
- 2 Which paragraph describes how to make something?  
\_\_\_\_\_
- 3 Name the play Tawfik el Hakim wrote about an insect.  
\_\_\_\_\_
- 4 Why is the puppet held behind the screen in Wayang Kulit?  
\_\_\_\_\_
- 5 How old was Charlie Chaplin when he earned \$10,000?  
\_\_\_\_\_
- 6 How are stories in Chinese Opera told?  
\_\_\_\_\_

## 3 Words and meanings.

Read the texts for activity 1 on pages 24 and 25 of the Classbook and decide which of the highlighted words match the definitions below in this context. Write the word in the space provided.

1. a tall plant from hot countries which is often used to make things
2. beautiful in a simple way
3. to say or show your feelings or opinions
4. very angry with strong, violent feelings
5. liked by many people
6. torn and dirty



## Performance, performers and playwrights

Write about **one** of the following:

- A type of performance, such as dance, music, mime or any other type of performance you are interested in.
- A performer from Oman.
- A playwright from Oman.

Search in the LRC, on the Internet, look in the newspapers, or talk to teachers of other subjects and members of your family to find out about different types of performances, performers or playwrights.

Use the examples provided in activity 1 on pages 24 and 25 of the Classbook to help you with your writing and include pictures to illustrate your work.

List your ideas in your exercise book. Put your final work in your portfolio.

## 1 Expressing opinions.

Read the following opinions and then listen to them being said. Decide which of the adverbs in the box best describes how each of the opinions is expressed. Write the letter of the adverb in the space provided. Then practise saying the sentences with a partner.

- a slowly      c quietly      b loudly      d happily

1 The Chinese Opera was an amazing experience, but I think that the noise was really deafening.

2 The silent movies were the best, because actors expressed themselves through their faces and actions.

3 I cried with laughter when I saw those cockroaches on stage. What a great idea!

4 Those shadows from the puppets really made the story feel very mysterious. I felt as if I were somewhere else and not in my chair.

## 2 Missing speech.

The following speech is missing from the 'Project talk' in activity 2 on pages 24 and 25 of the Classbook. Decide where each one goes and write the letter of the blank speech bubble in the space provided. Look at the example to help you. Then listen to check your answers.

1 Yes, Chinese Opera make-up can be frightening, but we could make masks or our own designs to help make our characters more interesting.  d

2 How can we use that?

3 Well, Charlie Chaplin was good at using what he knew to help him develop his characters. He also used facial expressions to mime how he felt. Maybe we could try the same?

4 Don't be shy, Suad! We'll all have a go. Let's get on with the script. There's a great story here about a cockroach by Tawfik el Hakim.

5 It looks as if you've been busy as well. What have you got there?

6 I agree. I'm also scared of standing in front of an audience. Can't we use shadow puppets? Then I can hide behind the screen.

# 1 Focus Questions

Look at the programme on page 26 of the Classbook and write short answers to the following questions in your exercise book.

**1** What type of story do you think it is?  
How do you know?

**2** How many actors are in the cast?

**3** Who plays 'The Shadow'?

**4** How long is the interval?

**5** How long does the play last?

**6** Which cast members might need masks?

**7** Can you think of any people who helped with the performance but are not included on the programme?



## Make a programme.

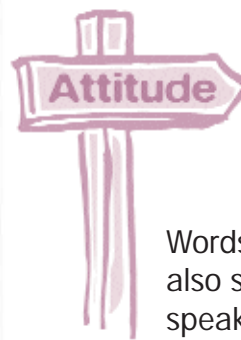
Make a programme for your play. You should include:

- the title of the production
- a list of the cast and their roles
- the timings
- thanks to other people who helped
- illustrations

Look at the programme on page 26 of the Classbook to help you.

## learning strategy

### attitude signposts



In 9A, you learned that tone, hesitation and repetition can tell the listener about the speaker's attitude.

Words and expressions can also show the attitude of the speaker.

- We can use **fortunately** and **luckily** to show happiness or relief.  
Luckily, she took it off during the interval.
- We can use **sadly**, **unfortunately**, **sad** to **say** and **sorry to say** to show disappointment or regret.  
Unfortunately, I missed the start of the performance.
- We can use **obviously**, **clearly** and **of course** to stress a point.  
She obviously hadn't learned her lines.

## 2 What did you think?

Listen to Ramla and Malik talking about 'Mystery at Midnight' and delete the words to make the statements true.

- 1** Ramla was happy/disappointed with her seat in the first half of the performance.
- 2** Ramla felt happy/disappointed with The Shadow's performance.
- 3** Ramla was happy/disappointed with the masks this year.
- 4** Malik was happy/disappointed to miss the first part of the performance.
- 5** Malik was happy/disappointed to see the second half of the performance.
- 6** Malik felt happy/disappointed with The Shadow's performance.

# 1 The backstage crew.

Look at the photo of some students who are working backstage. Read your information, share it with your group and complete the table.



	a	b	c	d
Name				
Job				
Age				
Favourite production				

# 2 Relative clauses.

Choose three sentence strips and rewrite them with relative clauses in the space below.




---



---



---

# 3 Mustafa's masks.

Listen to Mustafa talking about three masks in his collection. Write as many of the words as possible into the table. Then, ask your group questions to get the additional information to complete the table.

Name	monkey mask		
Material			
Age			3 years
Country		Italy	



## 1 What's that noise?

Some students are planning to add sound effects to their play. In your groups, read the sentences below and suggest the kind of sound effects they may use and how to make them. Then listen and match the sounds to the lines of the story.

- I was at home, reading the newspaper.
- Everything started shaking.
- It was a dark and stormy evening.
- Suddenly, there was a loud bang.
- I ran upstairs to see what had happened.
- Books fell off the shelf.
- I could hear the rumble of thunder in the distance.

## 2 Direct speech.

The interviewer has started to write down what Amna said on page 28 of the Classbook in direct speech. Put in the correct punctuation and add the two missing sentences.

1. Amna said I enjoy recording. It's interesting and good for my English!
2. Amna explained I haven't found anything really difficult.
3. It's important to get the intonation right because students are going to copy it Amna said.

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

# language focus

## reported speech

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

### A

#### Direct speech

Saada said, "They're really very good."

"I am working with four recording machines at the same time," she said.

Saada said, "When I have finished recording with the students, the hard work really starts!"

"I started recording about 4 years ago," Amna said.

#### Reported speech

She said they were really very good.

She added that she was working with four recording machines at the same time.

Saada said that when she had finished recording with the students, the hard work really started.

Amna said she had started recording about 4 years ago.

### B Look at the sentences above and tick the correct sentences below.

#### In reported speech:

1.  We give the exact meaning of what was said.  
 We give the exact words that were said
2.  We cannot change the pronoun.  
 We sometimes change the pronoun.
3.  The tense never changes.  
 The tense can change.
4.  The speaker comes at the beginning of the sentence.  
 The speaker can be at the beginning or the end.
5.  We always use **that**.  
 We sometimes use **that**.

# 1 Changing tenses.

When we report speech which was said in the past, we can change the tense. Look at the examples in the language focus box on page 33 to help you complete the following table.

direct speech	reported speech
<p>present simple</p> <p>"I want to go to bed early," he said.</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>past continuous</p> <p>He said she was cleaning the car.</p>
<p>present perfect</p> <p>She said, "I've been to London!"</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>past perfect</p> <p>Alia said that she had gone home.</p>

# 2 What did Ali and Amna say?

Choose 3 sentences from Ali and Amna's speech bubbles on page 28 of the Classbook and write them as reported speech in the space provided.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 3 Guess the adverb.

In pairs, take it in turns to choose an adverb and say a sentence in the manner of that adverb. See if your partner can guess the adverb.

- nervously
- perfectly
- seriously
- slowly
- quickly
- confidently
- calmly
- loudly
- excitedly
- angrily
- quietly
- suspiciously
- joyfully
- sadly



# 1 Sounds: /ɔ:/ and /ɑ:/.

**A** First, read the following tongue twisters. Underline the words with an /ɔ:/ sound and circle the words with an /ɑ:/ sound.

It was a calm start for a walk, but by four I was bored so I bought a fast car.

A star with a big heart called Lars caught four balls in a jar.

**B** Now follow the /ɔ:/ sounds and find your way through the maze.

Start

four	bought	jar	calm
heart	jaw	ball	fast
bored	half	walk	far
star	last	caught	call

Finish

## Write a review.

Write a review of your group's play or show. Your review should include the following paragraphs:

- Introduction** Answer the four 'W's! Who was in it? What was the title? Where did you see it? When did you see it?
- Plot** Give a brief summary of the plot. Was it interesting, funny, entertaining? Did you like the script?
- Acting** What did you think about the actors in the play? Were they believable? Did they use their voices well? Did their body movements and gestures stay true to character?
- Production** Were the costumes interesting? Were there sound effects, masks or puppets?
- Audience** Was the audience interested? Did they enjoy the play? What was your opinion of the play?

### Remember:

- Give reasons for your opinions.
- Be fair.
- Look at the reviews on p. 30 of the Classbook to help you.

# 2 Sentence stress.

We can change the meaning of a sentence with emphasis. You are going to hear each sentence twice, but with a different emphasis. Write **1** next to the sentence you hear first and **2** next to the sentence you hear second.

1

### At the airport

- a. I **think** that's my bag.  
*She's not sure it's her bag.*
- b. I think that's **my** bag.  
*Another person is picking up her bag.*

2

### At the theatre

- a. The **show** starts at 7 o'clock.  
*Another person thinks the doors open at 7 o'clock.*
- b. The show starts at **7 o'clock**  
*Another person wants to know when the show starts.*

3

### At the coffee shop

- a. Can I have a **drink** please?  
*The woman wants a drink, nothing else.*
- b. Can **I** have a drink please?  
*The woman is the only person who hasn't got a drink.*

# 3 Teen test.

Complete the following activities to help you decide what language you need to do more work on.

1 Write these adjectives as adverbs.

- a. bad \_\_\_\_\_ c. bossy \_\_\_\_\_
- b. strange \_\_\_\_\_ d. simple \_\_\_\_\_

2 Decide which adverb describes the adverbial clauses of manner best.

- a. She opened the fridge as though she were starving.  
 quietly     angrily     quickly
- b. He kicked the ball as if it were an egg.  
 gently     fiercely     worriedly

3 Write the following as reported speech.

- a. She said, "I want an ice-cream."  
\_\_\_\_\_

- b. "I'm going fishing," he whispered.  
\_\_\_\_\_



# Unit 3

## Self-study activities

### 1 Adjectives into adverbs.

Change the following adjectives into adverbs.

1. clumsy \_\_\_\_\_
2. playful \_\_\_\_\_
3. horrible \_\_\_\_\_
4. forceful \_\_\_\_\_
5. happy \_\_\_\_\_
6. cheerful \_\_\_\_\_
7. slow \_\_\_\_\_
8. simple \_\_\_\_\_
9. wild \_\_\_\_\_

### 2 Adverb meanings.

Match the adverb and meaning and write the adverb in the space provided. Then choose five different adverbs, look up their meanings and write them in your exercise book with their definition.

quickly                      politely                      slowly  
 safely                      quietly

1. \_\_\_\_\_ moving or happening at an unhurried speed
2. \_\_\_\_\_ in a way that is pleasant and not rude
3. \_\_\_\_\_ at a fast speed
4. \_\_\_\_\_ in a way that does not make much noise
5. \_\_\_\_\_ in a way that will not cause harm or damage

### 3 Re-write the sentences.

Re-write the sentences with the adverbs in the correct place.

- 1 He ran to catch quickly the bus.

\_\_\_\_\_

- 2 He climbed safely the mountain.

\_\_\_\_\_

- 3 She smiles at happily him.

\_\_\_\_\_

- 4 The slowly boat sank into the sea.

\_\_\_\_\_

### 4 Adverbial clauses of manner.

Join the sentences together using **as if** and **as though**. Use the example from activity 1 on page 29 of the Skills Book to help you.

- 1 The fruit smelled bad. I thought it was rotten. (as if)

\_\_\_\_\_

- 2 He drives really fast. I think he's crazy. (as though)

\_\_\_\_\_

- 3 The glass was broken. I thought it was dangerous so I removed it. (as if)

\_\_\_\_\_

- 4 He felt hot. He thought he was ill. (as though)

\_\_\_\_\_

5

**Relative clauses.**

Join the sentences with **which** or **who**. Remember that the relative clause usually follows the noun it is adding information about.

For example: **I met Mustafa. He makes masks for actors.**  
 I met Mustafa, who makes masks for actors.

- 1 They have found the ticket. I had lost the ticket.  
\_\_\_\_\_
- 2 I liked the actor. The actor played the detective.  
\_\_\_\_\_
- 3 She made a mask. It had flashing lights for eyes.  
\_\_\_\_\_
- 4 I liked the puppets. We saw them yesterday.  
\_\_\_\_\_
- 5 I didn't like the main character. He was played by John Smith.  
\_\_\_\_\_

6

**Speech.**

Match the direct speech and reported speech.

- a. "Sorry, but I'm going to be a bit late."
- b. "Actually, I've no idea at all where I am!"
- c. "The thing is, I know it's silly but I've missed the bus."
- d. "Anyway, I'm going to be back on Sunday."
- e. "You know, I did ring earlier!"

1. She said she had missed the bus.
2. She said she was going to be late.
3. She said she was going to be back on Sunday.
4. She said she had already rung.
5. She said she didn't know where she was.

7

**Reported speech.**

Write the following sentences as reported speech.

- 1 Ali said, "I like the script."  
\_\_\_\_\_
- 2 "I'm doing my homework," replied Maha.  
\_\_\_\_\_
- 3 John said, "I walked to school."  
\_\_\_\_\_
- 4 "My cat's died!" screamed Mary.  
\_\_\_\_\_
- 5 Samia exclaimed, "I hate crisps!"  
\_\_\_\_\_





# Unit 4

## Jobs

### 1 What are you going to do?

Look through Unit 4 of the Classbook and complete the contents page below.

	contents	page
1	Job vocabulary	p. 31
2		
3		
4		
5		
6		

### 2 Which job?

Listen and decide which job they are talking about. Write the job in the space provided. Look at the job titles around page 31 of the Classbook to help you.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## language focus

### compound nouns

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

### 3 A trip to the dentist.

Read the following story and decide why the traffic lights had broken down. Then, read it again and underline the compound nouns.

This morning, I had terrible toothache so I rang the dentist, who agreed to see me immediately. I grabbed my handbag and my mobile phone and set off in my car.

Unfortunately, the car park at the shopping centre was full. While I was trying to find a space, I hit a shopping trolley which rolled down the road, crashed into the window of the supermarket and set off the burglar alarm. While the shop assistant was trying to turn off the alarm, it blew up and the electricity went off in the whole area. Suddenly, the electric lights, the air conditioners and the cash registers stopped working! The shops and the dentist closed down so I decided to go home.

When I finally got home, I found that my washing machine had broken down and there was water all over the kitchen floor! I rang the plumber, but he was stuck in a traffic jam next to the shopping centre because some traffic lights had broken down!

# 1 Compound nouns.

In your group, read each definition and complete the compound noun. Then write your own sentence using that compound noun.



1 **foot** \_\_\_\_\_ a round object kicked by a foot

\_\_\_\_\_

2 **foot** \_\_\_\_\_ the sound each step makes

\_\_\_\_\_

3 **foot** \_\_\_\_\_ the lights at the bottom of a stage

\_\_\_\_\_

4 **foot** \_\_\_\_\_ a narrow path for people to walk along

\_\_\_\_\_

5 **foot** \_\_\_\_\_ the mark made by a foot or shoe

\_\_\_\_\_

# 2 World of work.

Read the texts on pages 32 and 33 of the Classbook. Then read the sentences below and write **T** if they are true or **F** if they are false.

- 1 Young boys were chosen to be chimney sweeps because they were small.
- 2 Rusty Haight works to improve car safety.
- 3 Trudy's Tuk Tuks will help you get your driving licence.
- 4 There is a female Omani firefighter.
- 5 India has signed the CRC.
- 6 The most popular job with teens was working as a shop assistant.
- 7 Most Omanis work in the private sector.
- 8 The German students think that work stops them studying.

# Look for information.

Choose one of the following activities:

- 1 Collect information about jobs around the world. Look at Khalid's portfolio on pages 32 and 33 of the Classbook to help you. Look in English magazines and newspapers and cut out a variety of information about jobs such as adverts, graphs and articles. You might also want to look at:
  - [www.ilo.org](http://www.ilo.org)
  - [www.omantribune.com](http://www.omantribune.com)
- 2 Find out more about child labour. Use the information you find to make an A4 poster for your portfolio. You might want to look at the following websites to help you:
  - [www.savethechildren.org.uk](http://www.savethechildren.org.uk)
  - [www.unicef.org.uk](http://www.unicef.org.uk)

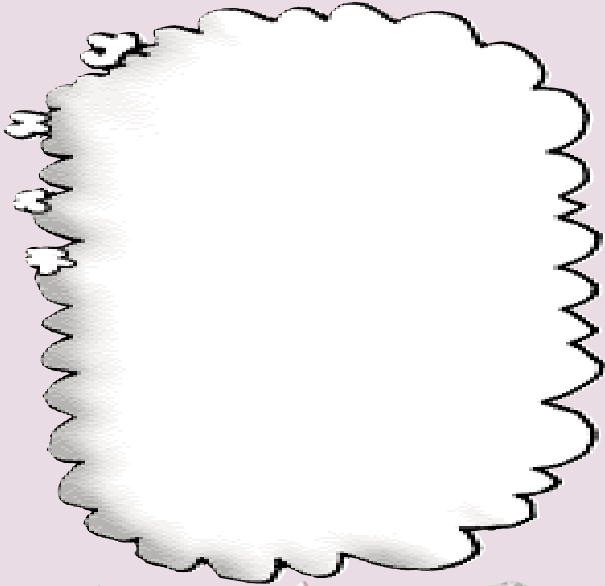
# 1 Debate of the day.

You are going to take part in a debate. In your group, brainstorm arguments **for** or **against** the following motion.

Motion: Teenagers should work.

My group is for the motion.

My group is against the motion.



# 2 For or against?

Listen to some students debating the motion. If the student is arguing **for** the motion, put a tick ✓ in the space provided. If the student is arguing **against** the motion, put a cross ✗ in the space provided.

Student 1

Student 5

Student 2

Student 6

Student 3

Student 7

Student 4

Student 8

## learning strategy

### speaking in a formal debate

#### Formal language

Try to use full forms, not contractions.

#### Sequence points

Use words such as **first**, **second**, **another point/reason**, **in addition**.

#### Audience interest

Speak confidently and loudly so that the audience can hear. Stress important words. Vary your intonation to keep the audience interested.

#### Personal pronouns

Repeating **we** and **our** shows it is a point of view which is shared by many people and the speaker wants the audience to be part of it.

# 3 Should teenagers work?

Write a short paragraph **for** or **against** the motion 'Teenagers should work'. Include a topic sentence and use your notes from activity 1 to help you. Write your final draft in the space below.

Handwriting practice lines for writing a paragraph.

# language focus

## suffixes

- A **suffix** is a group of two or more letters added to the end of a word.
  - meaning (n) + ful = meaningful (adj)
  - flower (n) + ing = flowering (adj)
  - clear (adj) + ly = clearly (adv)
  - excite (v) + ment = excitement (n)
- Suffixes change word class.
  - manage (v) and management (n)
- Suffixes can sometimes change meaning.
  - care and careless
- The spelling changes when we add a suffix to a word.

## 1 Jobs.

Some suffixes are used to describe people and their jobs. Look through the unit, find two more jobs which have the following suffixes and write them in the boxes. Work in your groups.

**-er**

teacher

**-or**

translator

**-ist**

journalist

**-ian**

musician

## 2 Suffixes.

First, read text **f** on page 33 of the Classbook. Then, with other members of your group, find words with suffixes and complete the table below.

	Root word	Suffix	Whole word	Definition of the whole word
1	develop (v)	-ment	(n)	the growth of something
2	populate (v)	-ion	(n)	the number of people in a given place
3	large (adj)		(adj)	the comparative of LARGE
4	(adj)	-est	(adj)	the superlative of GREAT
5	train (v)		(n)	the process of teaching
6	(adj)		quickly (adv)	fast
7	adventure (n)		(adj)	not afraid to take risks
8	(n)		successful (adj)	achieving the result you wanted

## 3 Word building.

Add a suffix from the table above to one of the words below and complete the sentences.

danger    improve    hot    educate    care

- You must be very \_\_\_\_\_ when you cross the road.
- A good \_\_\_\_\_ gets you a better job.
- This is a very \_\_\_\_\_ road.
- My exam results show a clear \_\_\_\_\_.
- It was the \_\_\_\_\_ day of the year.





# PROJECT Present a job

You are going to

- interview someone in a job.
  - write a report about the interview for your portfolio.
  - give an oral presentation about the job to your group.
1. Decide which job you are interested in.
  2. Find someone who is working in that job.
  3. Think about what you want to know about the job.
  4. Design and write some interview questions. You can use the questions on page 34 of the Classbook, or use questions of your own.
  5. Collect your information. You need to arrange and do the interview. You might want to record the interview on a cassette
6. Make a neat, written record of the interview in English. Make sure you write down the questions you asked and the responses that were given.
  7. Present your information to your group. You should choose how you are going to present your information. You might want to do a:
    - power point presentation.
    - poster presentation.
  8. Go on the Internet if you want to find more information about the job.
  9. Remember to practise your presentation before you do it in front of your group.
  10. Look at some features of a good presentation on page 37 of the Classbook to help you.

## 1 Reading cards.

Your teacher is going to give you a reading card about a job. Do not show it to anyone! In pairs, take turns to ask and answer questions about the jobs on your reading

cards and complete the table about your partner's job below.

What does [he/she] do?	
Where does [he/she] work?	
What qualifications or training did [he/she] need for [his/her] job?	
What does [he/she] do during a typical day?	
What does [he/she] like about [his/her] job?	
What doesn't [he/she] like about [his/her] job?	

## 2 Your job future.

Read the different texts in activity 2 on page 35 of the Classbook and put a cross **X** by the job which would **not** be a good choice for each personality type. Then, explain your answer to your partner.

**1 Artistic**

- actor
- photographer
- bus driver
- singer

**2 Conventional**

- accountant
- librarian
- inventor
- secretary

**3 Enterprising**

- painter
- manager
- shopkeeper
- head teacher

**4 Investigative**

- detective
- pilot
- researcher
- journalist

**5 Realistic**

- carpenter
- mechanic
- electrician
- musician

**6 Social**

- doctor
- nurse
- farmer
- teacher

# 1 What's the title?

Read the introduction and the texts on the ITC web page on pages 36 and 37 of the Classbook. Then decide what the title for each section is using the information from the introduction to help you. Write your answers below.

1. Title **A** is \_\_\_\_\_
2. Title **B** is \_\_\_\_\_
3. Title **C** is \_\_\_\_\_
4. Title **D** is \_\_\_\_\_
5. Title **E** is \_\_\_\_\_

# 2 Multiple choice.

Tick the correct answer by reading the information on the ITC web page on pages 36 and 37 of the Classbook.

- 1 Letters of application should include:
  - a. personal information about your family.
  - b. personal information about your friends.
  - c. personal information about yourself.
- 2 The 'References' section in a CV should include:
  - a. the skills you have.
  - b. the details of the people you have worked with.
  - c. the qualifications you have.
- 3 Forms should first be completed using:
  - a. a pen.
  - b. a pencil.
  - c. both a pencil and a pen.
- 4 In an interview, it is important to:
  - a. tell people clearly about what you can do.
  - b. tell people clearly about what you can't do.
  - c. make up information about yourself.
- 5 In presentations, it is important to be organised with:
  - a. the correct hand gestures.
  - b. the correct sequence words.
  - c. a plan of the main points.

# 3 Label the form.

The following descriptions are about sections you will find on many forms. Read them and match them with the headings on the form. Only write the number of the description next to the appropriate heading.

1. the country you are from
2. the job you do
3. the exams you have passed
4. your name written in a special way by yourself
5. instruction telling you to write in capital letters
6. the work you have done in the past
7. your family name
8. instruction telling you to cross something out

**JOB APPLICATION FORM**

Please complete the form in BLOCK CAPITALS.

Surname: EASTMAN

First name: JAMES

Gender: Male/~~Female~~ (delete where appropriate)

Date of Birth: 13/06/85

Nationality: BRITISH

Address: 21 MAPLE DRIVE, LONDON,  
NW15 5TY

Phone number: 0453 253455

E-mail: james@worldnet.com

Occupation: STUDENT

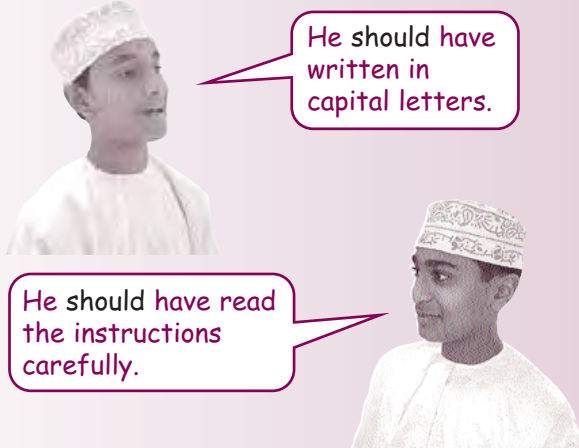
Previous experience: 2004 - WORKED AS STORE  
ASSISTANT IN HOLIDAYS

Qualifications: 3 GCSEs - MATHS, ENGLISH,  
GEOGRAPHY

Signature: James Eastman

# 1 What's wrong?

Read the information about form filling on the ITC webpage on pages 36 and 37 of the Classbook and talk with your partner about what's wrong with the form your teacher has given you. Use the language below to help you and then write four sentences about what's wrong with the form in your exercise book.



He should have written in capital letters.

He should have read the instructions carefully.

# 3 Their stories.

Read what two different people had to say about their interview and presentation. Decide which of the interview and presentation tips from the ITC web page on pages 36 and 37 of the Classbook they are talking about. Write the numbers or letters of the correct tips in the space provided.

Alan

Last week, I went to the local post office for an interview to become a postal worker. I had forgotten to set my alarm clock and I got up late. I hadn't washed and ironed my clothes the day before, so I had to wear jeans and an old t-shirt to the interview. Not only did I look scruffy, but I was late. It was disastrous!

Text:      Tips:

Salma

At my interview, I was asked to give a small presentation about why I wanted to be a cabin crew member. They gave us about an hour to prepare the perfect presentation. I made some brief notes for my plan. When doing the presentation, I had to speak clearly and look confident by making eye contact with the audience. I have to say, I thought I was really good and my presentation was great!

Text:      Tips:

# 2 Sounds: /ʊ/ and /aʊ/.

First, listen to the following sounds and example words. Next, write the words from the box below in the correct column of the chart. Then, look at the highlighted words in the introduction on page 36 of the Classbook and write them in the correct column below according to their sound. Finally, listen to the tape and check your answers.

foot      brown      sound      push  
houses      would      amount

/ʊ/	/aʊ/
put	now
look	cow
full	out

# 4 Revision: attributive and predicative adjectives.

Read the following rules and find two examples of **attributive** adjectives and two examples of **predicative** adjectives from the texts in activity 3 on this page of the Skills Book. Write them in the space provided.

**Attributive** adjectives come before nouns.

the **local post office**  
adjective      noun

**Predicative** adjectives come after verbs and describe the subject and not the action of the verb.

**I look scruffy.**  
subject verb adjective

Attributive adjectives

Predicative adjectives

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

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

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

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



## Your own story.

- Write about an imaginary person who has an interview or has to give a presentation or speech. Write a short story similar to the ones in activity 3 on page 44 of the Skills Book.
- Use one or more of the ideas about what to do in an interview or presentation/speech from the ITC webpage on pages 36 and 37 of the Classbook that was not used in the stories about Alan and Salma.
- Think about the name of your character.
- Decide if the imaginary person is going to be successful at what they do, or if they are going to be unsuccessful.
- Remember to use the Writing Route.
- Use attributive and predicative adjectives.
- Draft your work in your exercise book and then write the final version on a piece of paper to put in your portfolio.

## 2 Words and meanings.

Look at the highlighted words in activity 1 on page 38 of the Classbook and guess their meanings. Then match the following definitions with the highlighted words. Write only the word in the space provided

1.  the business of selling goods to other countries
2.  a written agreement between people or organisations saying that you promise to work for them
3.  to make or do something
4.  a way of organising things to get work done
5.  the aim or something you plan to achieve
6.  a noticeable difference between two things or people

## 1 Discuss and decide.

The following comments were made by the interviewers after different interviews for office jobs. In your groups, discuss the comments and decide if the interviewee got the job. Use the newspaper article in activity 1 on page 38 of the Classbook to help you. Tick ✓ the box if you think they got the job and be prepared to give your reasons for your answer.

1. "Those photos Ahmed brought about his previous work were interesting."
2. "Did you see, he was wearing trainers!"
3. "He did a computer presentation."
4. "He tells good jokes."
5. "The pens she gave us were really nice."
6. "In all his other jobs, he worked on his own."

## learning strategy

### word stress nouns and verbs

- Some two syllable words can be both nouns and verbs. These words include:  
contract contrast convert desert  
export object produce project  
protest rebel record suspect
- If you put the stress on the **first** syllable, then the word is a **noun**.
- If you put the stress on the **second** syllable, then the word is a **verb**.

**Be careful!** However, some two syllable words are both nouns and verbs, but the syllable stress does not change.

answer travel promise visit

## 3 Nouns or verbs?

Listen to the following words and decide if they are being said as a **noun** or a **verb**. Circle the answer in the space provided

- |           |   |             |   |
|-----------|---|-------------|---|
| 1. record | <input type="checkbox"/> n <input type="checkbox"/> v | 4. project  | <input type="checkbox"/> n <input type="checkbox"/> v |
| 2. object | <input type="checkbox"/> n <input type="checkbox"/> v | 5. contract | <input type="checkbox"/> n <input type="checkbox"/> v |
| 3. desert | <input type="checkbox"/> n <input type="checkbox"/> v | 6. produce  | <input type="checkbox"/> n <input type="checkbox"/> v |



# 1 What he said.

Fahad attended the audition for the radio presenter's job. He had to say the following sentences. Read and decide what the stress pattern of the highlighted words is and write them in the space provided. Look at the example to help you. Then listen and check your answer.



The manager of Better Bick Bakers was well enough, after his long illness, to **present** certificates to workers who had helped break the **record** for biscuit numbers in May.

present



record



1 In business today, **export** companies said that the price of materials they **import** is going down and will lead to cheaper goods in the shops.

export



import



2 And now the weather. We expect daytime temperatures in the **desert** to rise to a high of 85°C today. In **contrast**, the night time will be much cooler, with temperatures dropping to the low 60s.

desert



contrast



3 In Europe today, a big **contract** was awarded to a major company from the Gulf to **convert** twenty power stations to solar power.

contract



convert



4 Environmental groups today said that **objects** such as cars and planes **produce** too much pollution for our planet to cope with.

objects



produce



## Letters or interviews.

Choose **one** of the following activities:

1 Work on your own. Choose one of the jobs advertised in activity 2 on page 38 of the Classbook. Write a letter applying for the job. Use the information from the ITC webpage on pages 36 and 37 of the Classbook and the models provided in Unit 1 and in this unit to help you. Work in your exercise book.

2 Work with a partner. Imagine that you have been invited for an interview for one of the jobs advertised in activity 2 on page 38 of the Classbook. Brainstorm questions you think will be asked about the following: **personal information, previous experience, qualifications, reasons for applying for the job and anything else you can think of.** Think about the answers you will give. Use examples from this unit and your own ideas to help you. Work in your exercise book.

## 2 Brainstorm!

Work with other members of your group and think of two phrases or words you can for the different categories in the 'Best Worker of the Year' competition. Use what you already know about competitions and the headings to help you.

### BEST PERSONALITY

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### BEST ORGANISED

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### BEST DRESSED

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### BEST IDEAS

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_







# Unit 4

## Self-study activities

### 1 Making compound nouns.

Match words from the box on the left with words from the box on the right to form 10 compound nouns

bath	sun	pot	glasses
ice	air	brush	room
traffic	tea	shop	office
post	book	station	cream
police	tooth	port	lights

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3 Jobs.

Add a suffix to the words from the box and complete the sentences below.

art    music    direct    translate  
~~manage~~    teach    act    journal

- A bank manager manages a bank.
- A \_\_\_\_\_ plays music.
- A \_\_\_\_\_ writes about the news.
- A film \_\_\_\_\_ directs films.
- An \_\_\_\_\_ acts in films and plays.
- A \_\_\_\_\_ translates languages.
- An \_\_\_\_\_ paints and draws.
- A \_\_\_\_\_ teaches students.

### 2 Compound nouns.

Think of a suitable compound noun and write it in the space provided.

- You have to wear a \_\_\_\_\_ when you drive in Oman.
- It's very hot in here, would you please turn on the \_\_\_\_\_.
- Sorry I'm late. There was a terrible \_\_\_\_\_ in the centre of town.
- My favourite food is \_\_\_\_\_.
- I ate something bad and now I've got awful \_\_\_\_\_.
- The television and sofa are in the \_\_\_\_\_.

### 4 Suffixes.

Combine the words and suffixes to make words to complete the text below.

agree    work    train  
 improve    televise

-ment    -ing    -ion  
 -ers    -ed

There is new hope for the 1. \_\_\_\_\_ at Better Bick Bakers. After many years complaining that there were not enough 2. \_\_\_\_\_ opportunities, the manager has finally 3. \_\_\_\_\_ to introduce a variety of courses. On 4. \_\_\_\_\_ last night, he said that he hoped they would create an 5. \_\_\_\_\_ in a variety of skills within the company.

## 5 Fill in the form.

Read the description and complete the form neatly.

Hello, I'm Salma Hussain and I live in Salah with my husband and three children. I was born in Quriyat in 1970, but have lived in Salah since 1995 where I have been working as a nurse in the local hospital for the last ten years. I was trained in the UK and have a Higher National Diploma in nursing. My friends and family always send us an Eid card. I have to remind them of the PO Box every year, which is 231, PC 453. However, I don't have to remind them about my birthday which is on April 3rd. Sometimes, I get my mail through e-mail on salma@worldnet.com or on my mobile phone on 99654378.

### JOB APPLICATION FORM

Please complete the form in BLOCK CAPITALS.

Surname: \_\_\_\_\_  
First name: \_\_\_\_\_  
Gender: Male/Female *(delete where appropriate)*  
Marital status: Single/Married *(delete where appropriate)*  
Number of children: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Nationality: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone number: \_\_\_\_\_  
E-mail: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Previous experience: \_\_\_\_\_  
Qualifications: \_\_\_\_\_  
Signature: \_\_\_\_\_

## 6 Word stress.

Mark the word stress for the highlighted words in the space provided.

- 1 To **desert** your post means to leave what you are doing without permission and not return.

desert

- 2 James Dean was a famous actor who played the part of a **rebel** without a cause.

rebel

- 3 "I **protest** my innocence!" shouted the man as he was led away by the guards.

protest

- 4 When you **contract** an illness, it means that you catch something nasty and may have to stay in bed for a few days.

contract

- 5 The **contrast** between the two candidates for the post of secretary was extremely clear.

contrast

## 7 A mixed bag.

- A Write the compound noun correctly using the words in the box.

jam cash burglar tooth

1.  ache

2.  register

3. traffic

4.  alarm

- B Write the word correctly using the appropriate suffix in the space provided.

1. He was \_\_\_\_\_ (success) at work because he worked hard.
2. They ran \_\_\_\_\_ (quick) over the bridge to get away from the car that was following them.
3. She is one of the most \_\_\_\_\_ (adventure) people I know when it comes to trying new kinds of food.



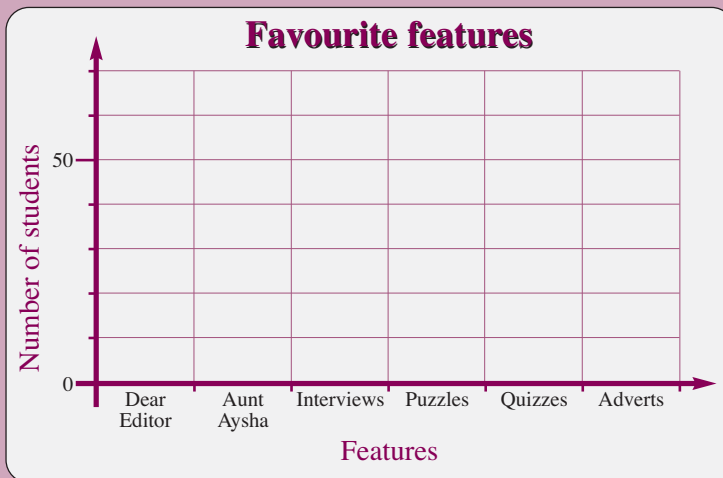
## 2 Readership survey.

### 1 Club Corner.

Look at the 'Read all about it' section on page 41 of the Classbook. Read about the features which the ITC members are going to look at and find them in the Classbook. Write the page numbers in the table below.

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

**A** First, read the Letter from the Editor on page 41 of the Classbook and complete the graph.



**B** Now, with a partner, ask and answer questions about the graph. Use the words in the speech bubble to help you.

60 students said that Brain busters was their favourite feature.



### A Relative clauses.

Read and choose **three** opinions from the 'Read all about it' section on page 41 of the Classbook. Each opinion has two sentences. Rewrite each opinion by joining the two sentences using a relative pronoun. Look at the grammar reference and the example below to help you. Write your sentences in your exercise book.

For example: I'm going to read about World Heritage Sites which are about conserving our history and culture.

### B Reported speech.

First, choose **four** ITC opinions from the 'Read all about it' section on page 41 of the Classbook. Rewrite the four opinions in reported speech. You can make the sentences shorter if you want to. Look at the language focus on page 33 of the Skills Book and the grammar reference pages to help you. Write your answers in your exercise book.

For example: She said that she liked unit 2 the most.

### C Do a survey.

Design your own survey to find out the favourite Club Corner feature in your school. First, look through the Club Corner magazine and write a list of features in your exercise book. Then, ask as many students as possible to name their favourite Club Corner feature and record your results in a table.

Dear Editor	
Conservation Corner	
Class friends	
Brain busters	
Aunt Aysha	

When you have finished collecting your information, draw a graph to illustrate your results. Label the graph and give it a title. Finally, write some sentences about the graph. Look at the 'Letter from the Editor' on page 41 of the Classbook to help you.



## 1 Compound nouns.

First, choose letter **A** or **B** on page 42 of the Classbook. Find 8 compound nouns in the letter and write them in the space below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

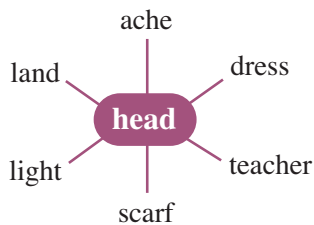
Now, choose 3 of the compound nouns and write them in sentences.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## A Compound nouns.

Use a dictionary to find out as many compound words as possible starting with the words in the box below. Write sentences to show the meaning of the words you find. Look at the example to help you.

head sun hand super post book



The car's left **headlight** is broken.

## B Write a paragraph.

Write a short paragraph giving advice about travel and health. Read the letters and the quiz on page 42 of the Classbook and look at core activity 1 to help you. You should also use different modals of obligation from page 7 of the Skills Book to help you. Remember to include a topic sentence and to revise and edit your work.

## 2 Health and travel.

First, read the following sentences and tick the ones which you think give good advice about travel and health. Then, read the letters and quiz on page 42 of the Classbook and add three more pieces of good advice for travellers.

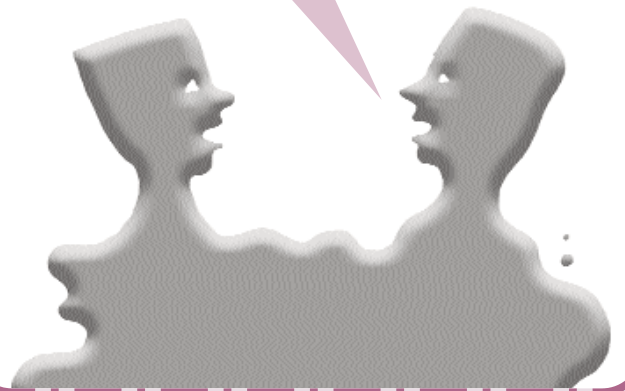
### When you travel overseas you should...

1. go to the dentist before you leave.
2. do exercises to get fit.
3. take insect repellent.
4. eat fresh fruit and salads.
5. drink plenty of water.
6. never eat local food.

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Finally, give your partner some advice about health and travel. Use modals of obligation and try to give reasons for your advice. Look at the example to help you.

You **should/must/have to** use insect repellent at night because some insects spread diseases.



## C Make a quiz.

Think about health and travel. Look at the quiz and the letters on page 42 of the Classbook to help you. Then, in your exercise book, make your own quiz to help students think about travelling safely.

**Remember** to write an answer key and give your quiz to some friends to try!

## 1 True or false?

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

- 1 A World Heritage Site must be a building. true false
- 2 The first World Heritage Sites were created in 2005. true false
- 3 The city of Shibam is a World Heritage Site because it has got very high buildings. true false
- 4 The Nepalese Royal family killed all of the wildlife in Chitwan Park. true false
- 5 The Vézère valley is famous for cave paintings. true false
- 6 Natural and man-made dangers threaten World Heritage Sites. true false
- 7 If you want to help World Heritage, you have to have lots of money. true false

## 2 Prefixes and suffixes.

First, look at the words below. Then, find two more examples with the same prefixes and suffixes by reading the texts on page 43 of the Classbook. Write the words in the spaces provided.

backwards

---

---

unusual

---

---

delightful

---

---

pollution

---

---

Finally, choose two words from above and write them in sentences of your own.

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

## A True/false questions.

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

## B Design a poster.

You are going to design and write a poster about a World Heritage Site in Oman. These include:

- Bahla Fort
- The archaeological Sites of Bat, Al Khutm and Al Ayn
- The Arabian Oryx Sanctuary
- The Land of Frankincense

Look at the Internet or books in the LRC to help you find information about these sites. Write notes in your exercise book and be careful to use your own words and not copy from the Internet. Follow the Writing Route and do the final poster draft on a piece of paper. Put your work in your portfolio when you have finished.

## C Oral presentation.

Plan and do a short oral presentation about World Heritage Sites. Use the information on page 43 of the Classbook and any other information to help you plan your presentation in your exercise books. Remember to start with an introduction, finish with a conclusion and give reasons for your opinions. You should say what World Heritage Sites are, why it is important to have them and give an example of a World Heritage Site. Arrange a time with your teacher so that you can do your presentation in front of the class.

## 1 Get a job!

Read the 'Jobs section' on page 44 of the Classbook and match each of the job vacancies with a person wanting a job. Write your answers in the space below.

Vacancies	Situations wanted
1.	
2.	
3.	
4.	
5.	
6.	

## A Write a job advertisement.

Think of a job and write an advertisement for the 'Vacancies' section of a newspaper.

- Make sure you say what the job is.
- Give a brief description of the job.
- Describe desirable characteristics which applicants should have.
- Give the working times.
- Describe how the applicant applies for the job.
- Write a contact number and a closing date.
- Look at the advertisements on page 44 of the Classbook to help you.

## B Situations wanted.

First, get some newspapers which are written in English. Find some examples of job advertisements in the newspapers and cut them out. Then, write a short description of a person who is looking for each of the jobs you have cut out. Look at the 'Situations Wanted' section on page 44 of the Classbook to help you. Finally, stick your jobs and the descriptions of people on a piece of paper. Ask your friend to match each job with a person, similar to activity 1 on page 53 of your Skills Book.

## 2 Interview role-play.

There are several parts to this activity.



- Get into groups of five.
- Decide which three students in your group are going to apply for the job and which two students are going to interview the applicants.
- Read the job advertisement for the shop assistant on page 44 of the Classbook.
- If you are applying for the job, you should write your own CV. Look at page 36 of the Classbook and the 'What's missing?' cut-out page to help you. You will have to take your CV to the interview.
- If you are an interviewer, work together with the other interviewer to brainstorm a list of qualities which you want the shop assistant to have. Then, write some questions to ask the applicants in the interview.
- Do a role-play of an interview. The interviewers should collect the CVs and interview each applicant. Ask general questions and ask about the information on the CV.
- Finally, the interviewers should decide which applicant they are going to employ. They should tell all three applicants their decision and give reasons for their choice.

## C Interview presentation.

First, choose **one** of the jobs from the 'Vacancies' section of the newspaper on page 44 of the Classbook. Imagine that you are applying for the job and you have to do a presentation at the interview. Read the advertisement carefully and identify the requirements for the job and read the information on presentations on page 37 of the Classbook to help you. Arrange a time with your teacher so that you can do your presentation in front of the class.

## 1 Puzzle poem.

Read the puzzle poem on page 45 of the Classbook and complete the table below. Write in the missing first names, surnames and jobs.

Name	Job
John Green	
Dean	
Reef	electrician
Andy Lane	
David Brown	

## A Brain Busters.

Solve the Brain Busters on page 45 of the Classbook. Write your answers in your exercise book and check them by looking at the Club Corner answer key at the back of your Skills Book. Then write your own Brain Buster for your friends to try out.

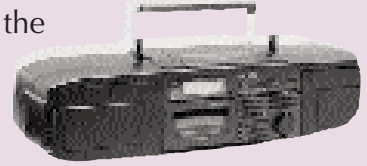


## B Write a puzzle poem.

First, write down the first names and surnames of 5 people. Then, give each person a different job. Write about the people and their jobs using only the first name or the second name. Use the poem on page 45 of the Classbook to help you. Write your puzzle poem in your exercise book and then give it to a friend to try and solve.

## 2 On the radio.

Read and complete the following radio script. Look at the 'What's on?' section on page 45 of the Classbook to help you.



It's film month again and we've got films galore in town! The (1) \_\_\_\_\_ Cinema is showing some black and white favourites. Don't miss (2) \_\_\_\_\_ Rathbone as Sherlock Holmes, but go to the later showing at (3) \_\_\_\_\_ if you want to feel really scared! If you're fifteen or over, try the adventure film at (4) \_\_\_\_\_ Cinema. It stars (5) \_\_\_\_\_ Mayhem and will keep you on the edge of your seats. If adventure is not your thing, then don't miss that pair of comedians, the (6) \_\_\_\_\_, but get there early because it only has one showing at (7) \_\_\_\_\_.

## C What's on?

Design your own 'What's on?' notice board for film month. You could choose ONE of the following:

- Use your imagination to think of some original film titles.
- Films you have seen or know about.

Remember to include the name of the cinema, date and the time and write a sentence describing the film. Look at the 'What's on?' notice board on page 45 of the Classbook for some examples. Write your ideas in the space below.



# 1 Focus Questions

Read the following focus questions and 'The *Lexicon* visits Muscat' article on page 46 of the Classbook. Then write your answers using complete sentences in the space provided.

1 How are the *Lexicon* and *Shabab Oman* similar?

2 What is the main cargo of the *Lexicon*?

3 Where can you visit the *Lexicon*?

4 Who can visit on May 4th and 5th in the morning?

5 On which evening is the 'African Night' performed?

6 Why raise money for charity?

## 2 Find the adverbial clauses of place.

Read 'The *Lexicon* visits Muscat' article on page 46 of the

Classbook and find **three** different sentences with examples of **conjunctions with adverbial clauses of place**. Write them in the space provided. Use the Grammar reference in the back of the Skills Book and the work you did on these clauses in Unit 1 to help you.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

### A Where and wherever.

Re-write the words to make proper sentences with the conjunctions in the right place. The first one has been done to help you.

1. it's / like / I / in / where / shopping / cheap / supermarkets

I like shopping in supermarkets where it's cheap.

2. the / car / I / parked / can / I / where / think / I / remember

3. of / find / go / wadis / you / wherever / in / lots / and / you'll / mountains / Oman

4. to / wherever / cannot / you / you / want / park / car / the

### B Make a poster.

Make a poster advertising the visit of the *Lexicon* to Oman. Use the information from the newspaper article on page 46 of the Classbook and what you know about making posters to help you. Include as many sentences as you can with the place conjunctions 'where' and 'wherever'. Make sure you include information on when it is coming, why it is coming and the activities you can do or see.



## 1 True or false?

Read 'Work Worries with Aunt Aysha!' on page 47 of the Classbook and decide if the following sentences are **true** or **false**. Circle the correct answer. Finally, correct the false ones in your exercise book.

- 1 The e-mails are about what we do at work. **T F**
- 2 Aunt Aysha says that work and education are important. **T F**
- 3 Muna wants to find out more about the rules of child labour in Pakistan. **T F**
- 4 Jill's brother has a problem with writing CVs and letters of application. **T F**
- 5 Li's 'workmate' plays music at work. **T F**

## 2 Which e-mail?

The sentences below are some ideas that Aunt Aysha wrote in replying to the three e-mails. Read the sentences and match them with the correct e-mail on page 47 of the Classbook. Write the number of the e-mail in the space provided below.

1. Preparation is the key to success. Spend at least three hours for each interview.
2. Politely remind him that it is yours.
3. Have a look at the Ministry of Manpower's web site [www.manpower.gov.om](http://www.manpower.gov.om).
4. I think children under the age of 15 years old cannot work.
5. I think you should talk privately to him.
6. Make a list of what you might be asked before you go.
7. People under the age of 18 cannot work more than seven hours and must not work between 6pm and 6am.
8. Draft answers and practise saying them aloud.
9. Ask him to turn it down or off.

## A The infinitive with 'to'.

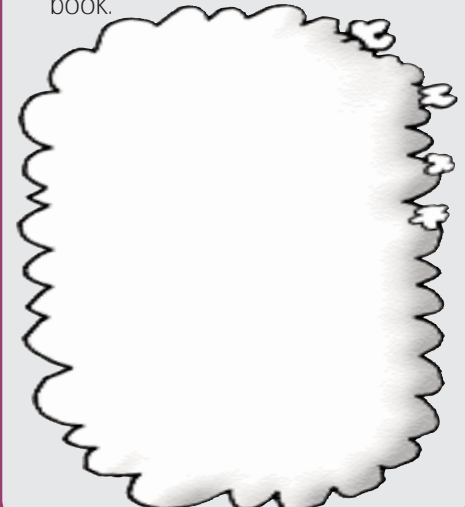
Read 'Work Worries with Aunt Aysha' on page 47 of the Classbook and find two different examples for each of the uses for **'to' + infinitive** in the texts. Write them in the space provided. Finally, write sentences for each of the examples you found in your exercise book.

Uses of 'to' + infinitive	Examples
after it + be + adjective	
after a noun or a pronoun	
in some phrases such as going to, have to, used to	
after some verbs	
after question words	

## B Write a letter.

Imagine that you are replying to **one** of the e-mails sent to Aunt Aysha in the article on page 47 of the Classbook.

- Use the information from Activity 2 on this page of the Skills Book and what you know about writing letters to help you.
- Use **'to' + infinitive**.
- Brainstorm your own ideas below.
- Write the letter in your exercise book.



## 1 Focus Questions

**A** Read the following questions and find the answers by reading the 'Short Stories from Around the World' on page 48 of the Classbook. Write short answers in your exercise book.

1 Why are morals important?

2 Why did they tie and gag the man?

3 What kind of animal helped the man?

4 Why did the man hold onto the branch with his mouth?

5 Who offered a reward?

6 How much money was in the bag?

7 Who was the rich man going to report to the police?

8 Why did the King give the money to the beggar?

9 What is the moral of 'The man who wouldn't stop talking'?

10 What is the moral of 'The bag of gold coins'?

**B** In your exercise book, write three questions about the same texts or any other stories you have read this semester. Ask a partner from your group the questions you have written. Remember to have your answers ready.

## B World story.

First, decide if the highlighted words in the stories on page 48 of the Classbook are **nouns**, **verbs**, **adjectives** or **adverbs**. Then write your own world story. Use the models provided on page 48 of the Classbook, the ideas from the 'Story Ideas' reading cards in Unit 3 or any Omani cultural stories you know.

- Brainstorm your own ideas, characters and plot in your exercise book. Try to include a moral.
- Use the Writing Route to help plan your work.
- Remember to make your writing interesting by using super sentences, conjunctions and adjectives.
- Try to use as many adverbs as you can by looking at the work you did in Unit 3 and at the grammar reference.
- You may want to draw illustrations for your story.
- Put your final draft in your portfolio.

## 2 Order the events.

Put the events from 'The man who wouldn't stop talking!' story on page 48 of the Classbook in the correct order by writing a number in the space provided.

The birds couldn't untie the man.

The villagers thought the birds were clever.

The man asked the birds to help him.

They put a gag in his mouth to stop him talking.

The villagers didn't like the man talking all the time.

The man couldn't speak to the birds, because he was gagged.

The man fell, because he opened his mouth.

The birds held a branch between their beaks.

## A Your turn.

Make your own 'Order the events' activity for 'The bag of gold coins' story on page 48 of the Classbook or any other story you have read this semester. Work in your exercise book. Use the model in Activity 2 from this page to help you. When you have finished, give the activity and a copy of the story to a partner to try out.

## C Write a script.

Write a script for a play. Use one of the world stories on page 48 of the Classbook or any other story you have read this semester. Use the model provided in Unit 3 on page 23 of the Classbook and the learning strategy on 'How to write a play script' on page 28 of the Skills Book to help you. You can choose to work on your own or with a partner from your group. Do the work in your exercise book.

## 1 Which interview?

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

1. This interview is about Unit 2, 'Life and Culture'.
2. This interview is about Unit 3, 'It's Showtime!'.
3. This interview is about Unit 1, 'Tourism'.
4. In this interview, we are told that working together is important.
5. In this interview, we are told how some things are done differently in other countries.
6. In this interview, we are told that there are different places to stay.

## 2 Find the clause.

Read the interviews on page 49 of the Classbook, find three examples of **adverbial clauses of manner** and write them in the space provided below.

1.

---

---

2.

---

---

3.

---

---

## A Complete the interviews

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

- Start by deciding what the topic of each interview is. Use the information from Activity 1 on this page and look back at the relevant part of the Units in the Classbook to help you.
- Think about the questions that have been used so far.
- Think about the answers that have been given so far.
- Now imagine that you are the interviewer and brainstorm questions you want to ask the person.
- Imagine what answers the person would give to your questions.
- Try to use adverbial clauses of manner.

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

## B Your own Club Corner interview.

Work with a partner. Choose **one** of the following people to interview.

- Someone who works in tourism.
- Someone who has visited a different country.
- Someone who has taken part in a play or a performance.

Brainstorm questions you would like to ask this person. Conduct the interview and write up what you found out in your exercise book. Use the models provided on page 49 of the Classbook and in previous units to help you. Be prepared to tell other members of your group about your findings.

## C Adverbial search.

Look through your English books, stories you have read, newspapers, magazines, books in the LRC or on the Internet and find as many examples as you can of adverbial clauses of manner. Write them on a piece of paper and put them in your portfolio. Remember to make a note of where you found them.





# Self-study answer key

## Unit 1

- 1**
- The men who helped me carry the bags were from Norway.
  - Ali is a wonderful footballer. He has scored many goals.
  - She was all alone in the world and only had herself to rely on.
  - I had a really bad dream while I was sleeping.
  - He stopped working at the office three years ago.
  - That's my pencil. I left it here yesterday.
  - The wadis were full. It had rained in the Hajar mountains.

- 4**
- stunning:** beautiful, impressive, spectacular, dramatic  
**craggy:** jagged, rocky, rough, stony  
**crystal clear:** sparkling, shining, pure, clean

- 5**
- should
  - should
  - have to
  - have to
  - have to
  - should

- 7**
- is going to win (we can see what might happen)
  - we will buy (deciding at time of speaking)
  - are going to buy (have already decided)
  - am going to visit (have already decided)

- 6** Across:
- My sunglasses protect my eyes.
  - My phrasebook helps me ask for things.
  - I always take some foreign currency.
  - My return ticket is very important.
  - I never go anywhere without a first aid kit.
  - A book will stop you getting bored.

- Down:
- Insect repellent keeps the bugs away.
  - I never fill my suitcase too much.
  - I take some really comfy shoes because I walk a lot.
  - My passport is my international identity document.
  - I take the tour itinerary so I know what's happening.

- 8**
- Please would/could you send some tea and cake to my room?
  - I would like to hire a car tomorrow. Could I hire a car tomorrow?
  - Please could/would you get my television to work?
  - Please would you help carry my bags?

## Unit 2

- 1**
- to go
  - to fill in
  - to hear
  - to study
  - to be
  - to do
  - to decide
  - to become
  - to work
  - to finish

- 2**
- learned to ride
  - to pass
  - have decided to leave
  - tries to save
  - to see
  - to put

- 3**
- overlook
  - inescapable
  - unhappy
  - disappear
  - multicultural
  - extraordinary

- 6** Task a
- I went to see my uncle yesterday.
  - I don't know when to start singing.
  - Do you know when to stop writing?
- Task b
- incorrect
  - unfashionable
  - impossible

- 4**
- Fathiya: Hi Lucy. How are you?  
 Lucy: I'm fine Fathiya. And you?  
 Fathiya: I'm fine. How's your new school?  
 Lucy: It's fine, but everything is new.  
 Fathiya: That's right; new class, new subjects, new teachers, and new students.  
 Lucy: Actually, the subjects are the same, but everything is different. Was it difficult for you?  
 Fathiya: Well, it was a bit difficult to start with and it takes time. You'll make new friends very quickly.  
 Lucy: Right. I've already got one.  
 Fathiya: Sounds like you've made a good start then. So, would you like to come back to my house?  
 Lucy: Actually, not today. My new friend Naila has invited me to her house.  
 Fathiya: Oh, that's great. I'll see you tomorrow.



# Unit 3

1. clumsily  
2. playfully  
3. horribly  
4. forcefully  
5. happily  
6. cheerfully  
7. slowly  
8. simply  
9. wildly

2. 1. slowly  
2. politely  
3. quickly  
4. quietly  
5. safely

5. 1. They have found the ticket which I had lost.  
2. I liked the actor who played the detective.  
3. She made a mask which had flashing lights for eyes.  
4. I liked the puppets which we saw yesterday.  
5. I didn't like the main character who was played by John Smith.

3. 1. He ran quickly to catch the bus.  
OR  
He ran to catch the bus quickly.  
OR  
He quickly ran to catch the bus.  
2. He climbed the mountain safely.  
OR  
He safely climbed the mountain.  
3. She smiles at him happily.  
OR  
She smiles happily at him.  
OR  
She happily smiles at him.  
4. The boat sank slowly into the sea.  
OR  
The boat sank into the sea slowly.  
OR  
The boat slowly sank into the sea.

4. 1. The fruit smelled as if it was/were rotten.  
2. He drives as though he was/were crazy.  
3. The glass looked as if it was/were dangerous so I removed it.  
4. He felt as though he was/were ill.

7. 1. Ali said (that) he liked the script.  
2. Maha replied that she was doing her homework.  
3. John said (that) he had walked to school.  
4. Mary screamed that her cat had died.  
5. Samia exclaimed (that) she hated crisps.

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

# Unit 4

1. bathroom  
2. ice cream  
3. traffic lights  
4. post office  
5. police station  
6. sunglasses  
7. airport  
8. teapot  
9. bookshop  
10. toothbrush

2. 1. seat belt  
2. air conditioner  
3. traffic jam  
4. ice cream  
5. stomach ache  
6. living room

3. 1. manager  
2. musician  
3. journalist  
4. director  
5. actor  
6. translator  
7. artist  
8. teacher

4. 1. workers  
2. training  
3. agreed  
4. television  
5. improvement

5. **JOB APPLICATION FORM**  
Please complete the form in BLOCK CAPITALS.

Surname: HUSSAIN  
First name: SALMA  
Gender: ~~Male~~/Female (delete where appropriate)  
Marital status: ~~Single~~/Married (delete where appropriate)  
Number of children: 3  
Date of Birth: 03/04/1970  
Nationality: OMANI  
Address: PO BOX 231, PC 453  
SALALAH  
Phone number: 99654378  
E-mail: salma@worldnet.com  
Occupation: NURSE  
Previous experience: 1995-NOW WORKING  
IN LOCAL HOSPITAL  
Qualifications: HIGHER NATIONAL  
DIPLOMA IN NURSING  
Signature: Salma Hussain

6. 1. desert = oO  
2. rebel = Oo  
3. protest = oO  
4. contract = oO  
5. contrast = Oo

7. A.  
1. toothache  
2. cash register  
3. traffic jam  
4. burglar alarm  
B.  
1. successful  
2. quickly  
3. adventurous ('-e' dropped from end of 'adventure')

## Independent Task B, SB p.50

### Suggested Answers:

1. I want to read the story which/that is about a sack of gold coins.
2. I'm going to read about World Heritage Sites which/that are about conserving our history and culture.
3. I'm going to read the classified advertisements which/that are about different jobs.
4. I'm going to read about the ship which/that visits different countries to teach people about cultural tolerance.
5. I like the page with poems which/that in this issue is about jobs.
6. I'm going to visit some friends this weekend so I'm going to read the section about films which/that are on in town.
7. I'm going to read the letters to the Editor which/that are about health and tourism this time.

## Independent Task B, p.50

### Possible answers:

1. She said that she was going to read the story.
2. She said that she liked unit 2 the most.
3. He said that he was going to read the advertisements.
4. She said that she was going to read about the ship.
5. He said that he liked the page on poems.
6. He said that he was going to visit some friends this weekend.
7. She said that she was going to read the letters.

## Independent Task A, p.51

### Possible answers:

suncream	sunrise	sunset
sunstroke	sunlight	sunroof
sunburn		

handbag	handicraft	handwriting
handcuff	handbrake	handbook
handstand	hand luggage	handkerchief

supermarket	superglue	superbug
superman	superstar	supertanker
supermodel		

postcard	post office	postman
postcode	postbag	postgraduate
postmark		

bookcase	book club	bookend
bookmark	book rest	bookshop
bookstall	book token	bookworm

## Independent Task A, p.54

### Answers:

#### Stressful steps!

order enter listen copy answer

## Theatre troubles

1. mask
2. script
3. costume
4. footlight
5. prop

## Missing word

actor

## Independent Task A, SB p. 55

### Answers:

2. I think I can remember where I parked the car.
3. Wherever you go in Oman, you'll find lots of wadis and mountains.  
OR  
You'll find lots of wadis and mountains wherever you go in Oman.
4. You cannot park the car wherever you want to.

Uses of 'to' + infinitive	Examples
after it + be + adjective	It is good to start [Dear Readers] it is also important to remember [Dear Readers] It's great to be [letter 3] it's hard to concentrate [letter 3]
after a noun or a pronoun	work to help [letter 1] him to tell [letter 2] my pen to make [letter 3]
in some phrases such as going to, have to, used to	has to offer [Dear Readers] get to go to [letter 1] have to go [letter 1] have to do [letter 3]
after some verbs	start to think [Dear Readers] trying to help [letter 1] is to look [letter 1] trying to get [letter 2]
after question words	how to help him [letter 2] what to do [letter 3] what to say [letter 3]



# Grammar reference

## present simple

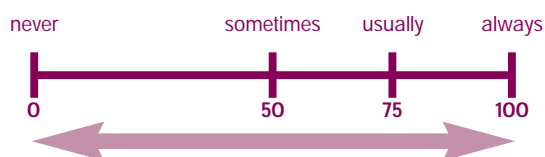
We use the **present simple** to talk about things that are true.

I you we they	walk	to school
he she it	walks	

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

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

We often use adverbs of frequency with the present simple.



He never washes the dishes.

She always helps her mother.

## present continuous

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

Ali is reading a book.

They are watching television.

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

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

## present perfect

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



He has visited Cairo.

They have written a book about the Jiddat Al Harasees.

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

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

## yet and already

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

### yet

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

### already

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



## present perfect continuous

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



I **have been waiting** for two hours.

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

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

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

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

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

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

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

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

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

## the passive

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

The boy **wrote** the story.

[The boy is more important.]

The story **was written** by the boy.

[The story is more important.]

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

it	is	invented
	was	
they	are	
	were	

## past simple positive/negative

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

He **went** to Australia last summer.

I **visited** my uncle yesterday.



I	arrived	in the morning
you		
we		
they		
he		
she		
it		

## past continuous

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

They were having a barbecue.

He was playing football.

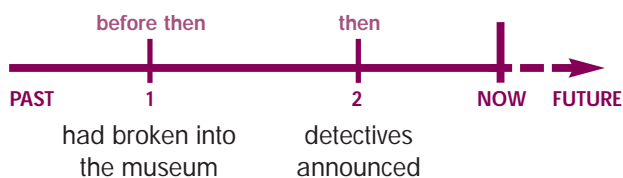


We make the **past continuous** with the **past simple** of the verb **be** + a verb ending in **-ing**.

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

## past perfect

This morning, detectives <sup>2</sup> announced that a gang of criminals <sub>1</sub> had broken into the museum



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

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

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

## used to

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

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

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

That building used to be a cinema.

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

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

## the future

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

### going to

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

We're going to fly London next week.

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

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

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

## the future (continued)

### will

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

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

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

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

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

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

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

I			
you			
he			
she	will	live	on Mars
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/would leave a note.**

## clauses

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

It is a group of words containing a verb.

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

**A caracal eats shrikes and shrikes eat grasshoppers.**

main clause

clause

## relative clauses

### A

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

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

**The man who you met yesterday was my brother.**

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

**The house which we lived in was big.**

### B

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

#### 1 Defining relative clauses

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

**He was the man who bought my house.**

#### 2 Non-defining relative clauses.

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

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

## adverbial clauses of time

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

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

adverbial clause of time

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

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

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

comma

## adverbial clauses of place

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

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

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

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

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

## adverbial clauses of manner

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

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

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

The manner clause always comes after a main clause.

**The adults behaved** **as if they were children.**  
main clause                      manner clause

We use adverbial clauses of manner:

- to show if something **might not be true** or that it is **unreal**.  
*She talked as though she were the Queen.*
- after words such as **act**, **feel**, **look** and **sound**.  
*He looked as if he was bored.*

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

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

## conjunctions

Conjunctions are **linking** words.

Conjunctions **join** sentences or clauses.

and	adds more information
but however although	add a contrast
because as since so	add a reason and cause
who which that	add information about a person or thing
whenever while before after until when	add information about time
where wherever	add information about place
as if as though	add information about how things are said or done

## the infinitive

The infinitives are:

- to + infinitive  
*He went to visit the Statue of Liberty.*
- bare infinitive (the infinitive without 'to')  
*Sorry, I can't help him today.*

We use to + infinitive:

- after it + be + adjective  
*It is nice to see you.*
- after a **noun** or a **pronoun**  
*I must take a book to read.*  
*I want you to buy some vegetables.*
- in **some phrases** such as **going to**, **have to**, **used to**  
*I have to go to school.*
- after **some verbs** such as **hope**, **decide**, **write**, **agree**  
*I hope to see you soon.*
- after **question words**  
*We don't know where to go.*

## modals of obligation

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

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

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

**Must** is stronger than **should**.

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

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

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

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

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

## modals of possibility

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

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

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

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

**The lake might have been a mirage.**

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

**It may have four or five legs.**

## quantifiers: some and any

**Some** and **any** are quantifiers. They are used with uncountable nouns: **juice coffee water**

and countable plural nouns: **bananas apples eggs**

### some

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

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

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

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

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

**Would you like some garlic bread?**

### any

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

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

We usually use **any** in negatives.

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

## adjectives

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

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

**The small fish.**

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

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

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

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

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

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



## order of adjectives

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

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

## comparatives and superlatives

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

bigger more beautiful

We make the comparative with **adjective + than + noun**

An elephant is bigger than a cat.

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

the biggest the most beautiful

We make the superlative with **the + adjective + -est**  
OR

the + most/least + adjective.

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

## adverbs of manner

Adverbs describe verbs.

- There are many different kinds of adverbs.
- We use adverbs of manner to describe **how** something happens.

The man walked **slowly**. (Tells us how the man walked.)

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

- We can put adverbs of manner **after** the object.  
They shouted at the **cat angrily**.  
object adverb

- We can put adverbs of manner **after** the verb and **before** the preposition + object.  
They **shouted angrily** at the cat.  
verb adverb preposition + object

- If there is **no** preposition, we do **NOT** put the adverb between the verb and the object.  
~~We wrote quickly the letter.~~  
verb adverb object

## similes

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

Similes compare two things.

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

It smells like **rubbish**.

The mountain road looked like a long snake.

It's as hot as fire.

Her hands felt as cold as ice.

## too and very

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

**very** makes the adjective stronger.

It's hot. – It's very hot.

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

It's very hot. – It's too hot.

## question words

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

Who is it?

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

Where is the post office?

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

When does the bus leave?

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

Why is Makkah a great city?

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

How heavy is it?

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

What is it?

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

Which story do you like?

## multiword verbs

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

We make multiword verbs with

**verb + adverb/preposition**

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

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

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

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

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

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

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

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

## pronouns

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

He ate the apple.

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

The man ate it.

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

That's my apple.

**Possessive pronouns** tell us about who owns something.

Yes, the apple is mine.

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

You should look after yourself. Eat more apples!

subject pronouns	I	you	he	she	it	we	they
object pronouns	me	you	him	her	it	us	them
possessive adjectives	my	your	his	her	its	our	their
possessive pronoun	mine	yours	his	hers		ours	theirs
Reflexive pronoun	myself	yourself yourselves	himself	herself	itself	ourselves	themselves

## possessive apostrophes

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

With a singular noun we add an apostrophe + s,

**boy** → **boy's**

He saved a boy's life.

With a plural noun ending in s, we add an apostrophe,

**boys** → **boys'**

The boys' boots were very dirty.

With a plural noun not ending in s, we add an apostrophe + s,

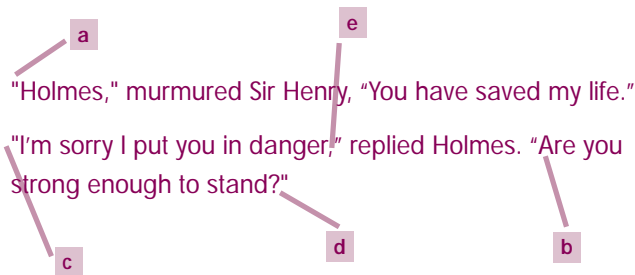
**children** → **children's**

Today is the children's party.

## direct speech

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

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



## reported speech

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

In reported speech:

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

direct speech	reported speech
Saada said, "They're really very good."	She said they were really very good.

## compound nouns

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

**shopkeeper**      **firefighter**

## prefixes

Prefixes are a group of letters or a word.

We put prefixes at the beginning of a word to change the meaning.

**un** + **fair** = **unfair**  
prefix

There are three main types of prefix:

- Whole word prefixes such as:  
 out- over- under- up-  
**outside** **underwater** **upstairs**
- Negative prefixes such as:  
 in- un- dis- mis- im-  
**incorrect** **invisible** **untie**
- Number prefixes such as:  
 uni- bi- tri- deca- centi- milli- multi-  
**bicycle** **triangle** **centimetre**

## suffixes

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

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

Suffixes change word class.

manage (v) and management (n)

Suffixes can sometimes change meaning.  
 care and careless

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



# List of irregular verbs

infinitive	past simple	past participle
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able to
catch	caught	caught
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
learn	learned	learned
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent



# List of irregular verbs

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

# Word list

## Unit 1

afford	v	/ə'fɔ:d/
airport	n [C]	/'eəpɔ:t/
arrangement	n [C]	/ə'reɪndʒmənt/
arrive	v	/ə'raɪv/
backpacker	n [C]	/'bækpækə/
bargain	v, n [C]	/'bɑ:gən
beach	n [C]	/bi:tʃ/
booking	n [C]	/'bʊkɪŋ
break	n [C]	/'breɪk/
bus station	n [C]	/'bʌs steɪʃən/
business	n [C]	/'bɪznəs/
camp site	n [C]	/'kæmpsaɪt/
ceremony	n [C]	/'serəmənɪ/
cheap	adj	/tʃi:p/
civilisation	n [C]	/sɪvələɪ'zeɪʃən/
comfortable	adj	/'kʌmfətəbəl/
company	n [C]	/'kʌmpəni/
countryside	n [U]	/'kʌntri:səɪd/
craggy	adj	/'krægi/
crew	n [C]	/'kru:/
crowd	n [U]	/'krʌʊd/
crystal clear	adj	/'krɪstl klɪə/
cultural	adj	/'kʌltʃərəl/
destination	n [C]	/destəneɪʃən/
double	adj	/'dʌbəl/
dynamic	adj	/daɪ'næmɪk/
ecotourism	n [U]	/'i:kəʊtʊərɪzəm/
excursion	n [C]	/'ɪkskɜ:ʃən/
experience	v, n [C]	/'ɪksprɪəriəns/
fabulous	adj	/'fæbjʊləs/
fantastic	adj	/'fæn'tæstɪk/
flavoursome	adj	/'fleɪvəsəm/
flourishing	adj	/'flaʊrɪʃɪŋ/
generous	adj	/'dʒenərəs/
grand	adj	/'grænd/
guesthouse	n [C]	/'gesthəʊs/
hand luggage	n [U]	/'hænd lʌgɪdʒ/
handicraft	n [C]	/'hændi:kra:ft/
historical	adj	/'hɪstɔrɪkəl/
holiday	n [C]	/'hɒlədeɪ/
hotel	n [C]	/'həʊtel/
impressive	adj	/'ɪm'presɪv/
individual	adj	/'ɪndə'vɪdʒʊəl/
industry	n [C]	/'ɪndəstri/
insect repellent	n [C]	/'ɪnsekt rɪpelənt/
international	adj	/'ɪntənəʃənəl/
itinerary	n [C]	/'aɪ'tɪnərəri/
journey	n [C]	/'dʒɜ:ni/
leisure	n [U]	/'leɪzə/
luggage	n [U]	/'lʌgɪdʒ/
lush	adj	/'lʌʃ/
luxury	adj	/'lʌkʃəri/
magnificent	adj	/'mæg'nɪfɪsənt/
majestic	adj	/'mæ'dʒestɪk/

mountain	n [C]	/'maʊntɪn/
oasis	n [C]	/əʊ'eɪsɪs/
overgrown	adj	/əʊvə'grəʊn/
pack	v	/'pæk/
passenger	n [C]	/'pæsɪndʒə/
passport	n [C]	/'pɑ:spɔ:t/
peace	adj	/'pi:s/
photograph	v, n [C]	/'fəʊtəgrɑ:f/
postcard	n [C]	/'pəʊstkɑ:d/
quality	adj, n [C/U]	/'kwɒləti/
quantity	n [C/U]	/'kwɒntəti/
rainforest	n [C]	/'reɪnfɔrɪst/
relax	v	/'rɪləks/
reservation	n [C]	/rezə'veɪʃən/
resort	n [C]	/'rɪzɔ:t/
restaurant	n [C]	/'restərɒnt/
room	n [C]	/'ru:m/
savoury	adj	/'seɪvəri/
scenery	n [U]	/'si:nəri/
shady	adj	/'ʃeɪdi/
single	adj	/'sɪŋɡəl/
spicy	adj	/'speɪsi/
spoil	v	/'spɔɪl/
stunning	adj	/'stʌnɪŋ/
suitcase	n [C]	/'su:tkeɪs/
sunglasses	n [U]	/'sʌŋglɑ:sɪz/
sustainable	adj	/sə'steɪnəbəl
sweater	n [C]	/'swetə/
swimming pool	n [C]	/'swɪmɪŋ pu:l/
tangy	adj	/'tæŋi/
tasty	adj	/'teɪsti/
tennis court	n [C]	/'tenɪs kɔ:t/
tent	n [C]	/'tent/
ticket	n [C]	/'tɪkɪt/
tour	n [C]	/'tuə/
tour guide	n [C]	/'tuə gaɪd/
tourism	n [U]	/'tuərɪzəm/
tourist	n [C]	/'tuərɪzəm/
tradition	n [C]	/'trə'dɪʃən/
travel	v	/'trævəl/
traveller	n [C]	/'trævələ/
trip	n [C]	/'trɪp/
varied	adj	/'veərɪd/
view	n [C]	/'vju:/
visit	v	/'vɪzɪt/
wadi	n [C]	/'wɒdi/
watchtower	n [C]	/'wɒtʃ'təʊə/
weekend	n [C]	/'wi:k'end/
wild	adj	/'waɪld/
wonderful	adj	/'wʌndəfəl/
yesterday	adv, n [C]	/'jestədeɪ/

# Unit 2

acceptable	adj	/ək'septəbəl/
actually	adv	/'æktʃəli/
alive	adj	/ə'laɪv/
alone	adj	/ə'ləʊn/
ancient	adj	/'eɪnfənt/
appreciative	adj	/ə'pri:ʃətɪv/
arena	n [C]	/ə'ri:nə/
bad-mannered	adj	/'bæd mə'nəd/
behave	v	/bɪ'heɪv/
capsule	n [C]	/'kæpsju:l/
celebrate	v	/'seləbreɪt/
celebration	n [C]	/selə'breɪʃən/
centimetre	n [C]	/'sentəmi:tə/
change	v, n [C]	/tʃeɪndʒ/
citizen	n [C]	/'sɪtəzən/
country	n [C]	/'kʌntri/
courteous	adj	/'kɜ:tiəs/
culture	n [C]	/'kʌltʃə/
debate	n [C]	/dɪ'beɪt/
decorate	v	/'dekəreɪt/
delicious	adj	/dɪ'liʃəs/
demonstrate	v	/'demənstreɪt/
difference	n [C/U]	/'dɪfərəns/
different	adj	/'dɪfərənt/
disagree	v	/dɪsə'ɡri:z/
disappear	v	/dɪsə'piə/
endangered	adj	/'ɪn'deɪndʒəd/
enjoy	v	/'ɪn'dʒɔɪ/
event	n [C]	/'ɪvent/
exhibition	n [C]	/'eksəbɪʃən/
experience	v	/'ɪk'spɪəriəns/
extraordinary	adj	/'ɪk'strɔ:dənəri/
fantastic	adj	/'fæn'tæstɪk/
feel	v	/fi:l/
festival	n [C]	/'festəvəl/
friendly	adj	/'frendli/
friendship	n [C]	/'frendʃɪp/
frightening	adj	/'fraɪtnɪŋ/
future	adj, n [U]	/'fju:tʃə/
guest	n [C]	/ɡest/
halwa	n [C]	/'hɑ:lwə/
handicraft	n [C]	/'hændi:kra:ft/
heritage	n [C]	/'herɪtɪdʒ/
hospitality	n [C]	/'hɒspɪ'tæləti/
idea	n [C]	/aɪ'diə/
ill-mannered	adj	/'ɪlmə'nəd/
impolite	adj	/'ɪmpə'laɪt/
important	adj	/'ɪm'pɔ:tənt/
incorrect	adj	/'ɪnkə'rekt/
independent	adj	/'ɪndɪ'pendənt/
international	adj	/'ɪntə'næʃənəl
invite	v	/'ɪn'vaɪt/
joyful	adj	/'dʒɔɪfəl/

language	n [C]	/'læŋɡwɪdʒ/
learn	v	/'lɜ:n/
live	v	/'lɪv/
lonely	adj	/'ləʊnli/
millennium	n [C]	/'mɪ'leniəm/
mosque	n [C]	/'mɒsk/
multicultural	adj	/'mʌltɪ'kʌltʃərəl/
multilingual	adj	/'mʌltɪ'liŋɡwəl/
music	n [U]	/'mju:zɪk/
musician	n [C]	/'mju:zɪʃən/
nation	n [C]	/'neɪʃən/
neighbour	n [C]	/'neɪbə/
object	n [C]	/'ɒbdʒɪkt/
offensive	adj	/ə'fensɪv/
Omani	n [C]	/əʊ'mɑ:nɪ/
original	adj	/ə'ɒrɪdʒənəl/
picture	n [C]	/'pɪktʃə/
polite	adj	/'pə'laɪt/
race	v, n [C]	/'reɪs/
realise	v	/'riəlaɪz/
reflect	v	/'rɪflekt/
religion	n [C]	/'rɪlɪdʒən/
respect	v	/'rɪspekt/
respectful	adj	/'rɪspektfəl/
responsibility	n [C/U]	/'rɪspɒnsə'bɪlətɪ/
responsible	adj	/'rɪspɒnsəbəl/
right	adj	/'raɪt/
rubbish	n [U]	/'rʌbɪʃ/
rude	adj	/'ru:d/
shy	adj	/'ʃaɪ/
skill	n [C]	/'skɪl/
society	n [C]	/'sə'saɪəti/
spectacular	adj	/'spek'tækjʊlə/
statue	n [C]	/'stætʃu:/
suggest	v	/'sʌdʒest/
support	v, n [C]	/'sʌpɔ:t/
symbol	n [C]	/'sɪmbəl/
team	n [C]	/'ti:m/
together	adv	/'tə'geðə/
tradition	n [C]	/'trə'dɪʃən/
traditional	adj	/'trə'dɪʃənəl/
tribal	adj	/'traɪbəl/
uncomfortable	adj	/'ʌn'kʌmfətəbəl/
understand	v	/'ʌndə'stænd/
unfair	adj	/'ʌn'feə/
values	n [U]	/'vælju:z/
village	n [C]	/'vɪlɪdʒ/
weak	adj	/'wi:k/
weave	v	/'wi:v/
well-mannered	adj	/'wel mə'nəd/
wonderful	adj	/'wʌndəfəl/
wrong	adj	/'rɒŋ/

# Unit 3

acrobatics	<i>n</i> [U]	/æk'rə'bætɪks/
actor	<i>n</i> [C]	/'æktə/
admiring	<i>adj</i>	/əd'maɪərɪŋ/
amazing	<i>adj</i>	/ə'meɪzɪŋ/
angrily	<i>adv</i>	/'æŋgrəli/
apologetically	<i>adv</i>	/ə'pɒlə'dʒetɪkəli/
applaud	<i>v</i>	/ə'plɔ:d/
audible	<i>adj</i>	/'ɔ:dəbəl/
audience	<i>n</i> [C]	/'ɔ:diəns/
bamboo	<i>n</i> [U]	/'bæm'bu:/
bossy	<i>adj</i>	/'bɒsi/
calmly	<i>adv</i>	/'kɑ:mli/
carefully	<i>adv</i>	/'keəfəli/
character	<i>n</i> [C]	/'kærəktə/
cheerfully	<i>adv</i>	/'tʃiəfəli/
cinema	<i>n</i> [C]	/'sɪnəmə/
clumsily	<i>adv</i>	/'klʌmzəli/
colourful	<i>adj</i>	/'kɒləfʊl/
competition	<i>n</i> [C]	/'kɒmpə'tɪʃən/
complicated	<i>adj</i>	/'kɒmplə'keɪtəd/
confidently	<i>adv</i>	/'kɒnfədəntli/
costume	<i>n</i> [C]	/'kɒstjʊm/
courteously	<i>adv</i>	/'kɜ:tɪəsli/
curtain	<i>n</i> [C]	/'kɜ:tn/
dance	<i>n</i> [C]	/'dɑ:ns/
dialogue	<i>n</i> [C]	/'daɪəlɒg/
dragon	<i>n</i> [C]	/'dræɡən/
eagerly	<i>adv</i>	/'i:gəli/
elegant	<i>adj</i>	/'eləɡənt/
emotion	<i>n</i> [C]	/'ɪməʃən/
entertaining	<i>adj</i>	/entə'teɪnɪŋ/
entertainment	<i>n</i> [U]	/entə'teɪnmənt/
evil	<i>adj</i>	/'i:vəl/
excitedly	<i>adv</i>	/'ɪk'saɪtədli/
express	<i>v</i>	/'ɪk'spres/
expression	<i>n</i> [C]	/'ɪk'sprefən/
fabric	<i>n</i> [C]	/'fæbrɪk/
festival	<i>n</i> [C]	/'festəvəl/
fierce	<i>adj</i>	/'fɪəs/
film	<i>n</i> [C]	/'fɪlm/
forcefully	<i>adv</i>	/'fɔ:sfəli/
giant	<i>adj</i>	/'dʒaɪənt/
glove	<i>n</i> [C]	/'glʌv/
gradually	<i>adv</i>	/'grædʒʊli/
grumpily	<i>adv</i>	/'grʌmpəli/
happily	<i>adv</i>	/'hæpɪli/
harshly	<i>adv</i>	/'hɑ:ʃli/
history	<i>n</i> [C]	/'hɪstəri/
hurriedly	<i>adv</i>	/'hʌrɪdli/
illegally	<i>adv</i>	/'ɪli:gəli/
interval	<i>n</i> [C]	/'ɪntəvəl/
intonation	<i>n</i> [C]	/'ɪntə'neɪʃən/
lighting	<i>n</i> [U]	/'laɪtɪŋ/
lively	<i>adj</i>	/'laɪvli/
loudly	<i>adv</i>	/'laʊdli/
lung	<i>n</i> [C]	/'lʌŋ/
majestic	<i>adj</i>	/'mə'dʒestɪk/
make-up	<i>n</i> [U]	/'meɪk ʌp/

marionette	<i>n</i> [C]	/'mæriə'net/
mask	<i>n</i> [C]	/'mɑ:sk/
microphone	<i>n</i> [C]	/'maɪkrə'fəʊn/
mime	<i>n</i> [C]	/'maɪm/
music	<i>n</i> [U]	/'mju:zɪk/
opera	<i>n</i> [C]	/'ɒpərə/
peacefully	<i>adv</i>	/'pi:sfəli/
performance	<i>n</i> [C]	/'pɜ:fɔ:məns/
performer	<i>n</i> [C]	/'pɜ:fɔ:mə/
play	<i>n</i> [C]	/'pleɪ/
playfully	<i>adv</i>	/'pleɪfəli/
playwright	<i>n</i> [C]	/'pleɪraɪt/
politely	<i>adv</i>	/'pɒlɪtli/
popular	<i>adj</i>	/'pɒpjʊlə/
production	<i>n</i> [C]	/'prɒ'dʌkʃən/
programme	<i>n</i> [C]	/'prɒgræm/
pronounce	<i>v</i>	/'prəʊnəʊns/
prop	<i>n</i> [C]	/'prɒp/
quietly	<i>adv</i>	/'kwaɪətli/
ragged	<i>adj</i>	/'ræɡɪd/
rapidly	<i>adv</i>	/'ræpɪdli/
recording	<i>n</i> [C]	/'rɪkɔ:dɪŋ/
refreshments	<i>n</i> [U]	/'rɪ'frefʃmənts/
respectfully	<i>adv</i>	/'rɪ'spektfəli/
rudely	<i>adv</i>	/'ru:dli/
safely	<i>adv</i>	/'seɪfli/
scared	<i>adj</i>	/'skeəd/
scene	<i>n</i> [C]	/'si:n/
scenery	<i>n</i> [U]	/'si:nəri/
script	<i>n</i> [C]	/'skrɪpt/
secretly	<i>adv</i>	/'si:kretli/
sensational	<i>adj</i>	/'sen'seɪʃənəl/
shadow puppet	<i>n</i> [C]	/'ʃædəʊ pʌpɪt/
sharply	<i>adv</i>	/'ʃɑ:pli/
show	<i>n</i> [C]	/'ʃəʊ/
simply	<i>adv</i>	/'sɪmpli/
slowly	<i>adv</i>	/'sləʊli/
sly	<i>adj</i>	/'slɑ:/
smuggle	<i>v</i>	/'smʌɡəl/
song	<i>n</i> [C]	/'sɒŋ/
speak	<i>v</i>	/'spi:k/
speedily	<i>adv</i>	/'spi:dəli/
stage	<i>n</i> [C]	/'steɪdʒ/
star	<i>n</i> [C]	/'stɑ:/
studio	<i>n</i> [C]	/'stju:diəʊ/
suspiciously	<i>adv</i>	/'sʌ'spi:ʃəsli/
swiftly	<i>adv</i>	/'swɪftli/
technique	<i>n</i> [C]	/'tek'ni:k/
theatre	<i>n</i> [C]	/'θiətə/
thrill	<i>v</i>	/'θrɪl/
vigorously	<i>adv</i>	/'vɪɡərəsli/
voice	<i>n</i> [C]	/'vɔɪs/
warily	<i>adv</i>	/'weərili/
wickedly	<i>adv</i>	/'wɪkɪdli/
wide	<i>adj</i>	/'waɪd/
wildly	<i>adv</i>	/'waɪldli/
willingly	<i>adv</i>	/'wɪlɪŋli/

# Unit 4

accountant	n [C]	/ə'kaʊntənt/
adventurous	adj	/əd'ventʃərəs/
analyse	v	/'ænəlaɪz/
applicant	n [C]	/'æplɪkənt/
application	n [C]	/æplɪ'keɪʃən/
apply	v	/ə'pləɪ/
architect	n [C]	/'ɑ:kətekt/
artistic	adj	/ɑ:'tɪstɪk/
business	n [C]	/'bɪznəs/
candidate	n [C]	/'kændɪdət/
carefully	adv	/'keəfəli/
carpenter	n [C]	/'kɑ:pəntə/
certificate	n [C]	/sə'tɪfɪkət/
cheerful	adj	/'tʃɪəfəl/
clearly	adv	/'klɪəli/
colleague	n [C]	/'kɒli:ɡ/
company	n [C]	/'kʌmpəni/
confident	adj	/'kɒnfədənt/
contract	v, n [C]	/kən'trækt/ v /'kɒntrækt / n /kə'↓
contrast	v, n [C]	tra:st/ v /'kɒntrɑ:st/ n
conventional	adj	/kən'venʃənəl/
course	n [C]	/kɔ:s/
deadline	n [C]	/'dedlaɪn/
editor	n [C]	/'edətə/
electrician	n [C]	/elɪk'trɪʃən/
employ	v	/ɪm'plɔɪ/
employment	n [U]	/ɪm'plɔɪmənt/
engineer	n [C]	/endʒə'nɪə/
enterprise	n [C]	/'entəpraɪz/
enterprising	adj	/'entəpraɪzɪŋ/
essential	adj	/ɪ'senʃəl/
examination	n [C]	/ɪgzæmə'nɪʃən/
experience	v, n [C]	/'ɪk'spɪəriəns/
export	v, n [C]	/'ɪk'spɔ:t/ v /'eksɔ:t/ n
express	v	/'ɪk'spres/
fabulous	adj	/'fæbjʊləs/
form	n [C]	/fɔ:m/
formal	adj	/'fɔ:məl/
friendly	adv	/'frendli/
full-time	adj	/'fʊltaɪm/
fully	adv	/'fʊli/
gender	n [C]	/'dʒendə/
graphic designer	n [C]	/'ɡrɑ:fɪk dɪ'zəɪnə/
imaginative	adj	/'ɪmædʒɪnətɪv/
industry	n [C]	/'ɪndəstri/
informal	adj	/'ɪnfə:məl/
information	n [U]	/'ɪnfə'meɪʃən/
institute	n [C]	/'ɪnstɪtju:t/
interview	n [C]	/'ɪntəvju:/
investigative	adj	/'ɪn'vestɪɡətɪv/
job	n [C]	/dʒɒb/
labour	n [C]	/'leɪbə/
lawyer	n [C]	/'lɔ:jə/
lead	v	/li:d/
letter	n [C]	/'letə/
management	n [U]	/'mænɪdʒmənt/

mechanic	n [C]	/'mɪ'kænɪk/
meeting	n [C]	/'mi:tɪŋ/
miserable	adj	/'mɪzərəbəl/
nationality	n [C]	/næʃə'næləti/
nervous	adj	/'nɜ:vəs/
nominate	v	/'nɒmɪneɪt/
object	v, n [C]	/ɒb'dʒekt/ v /'ɒbdʒɪkt/ n
office	n [C]	/'ɒfɪs/
organise	v	/'ɔ:gənɪz/
outgoing	adj	/aʊt'ɡəʊɪŋ/
overload	n [U]	/'əʊvələʊd/
part-time	adj	/'pɑ:ttaɪm/
pay	v, n [U]	/peɪ/
people	n [U]	/'pi:pəl/
personal	adj	/'pɜ:sənəl/
personality	n [C]	/pɜ:sən'æləti/
personnel	n [U]	/pɜ:sə'nel/
photographer	n [C]	/fə'tɒɡrəfə/
plumber	n [C]	/'plʌmə/
police officer	n [C]	/pə'li:s ɒfɪsə/
poverty	n [U]	/'pɒvəti/
practical	adj	/'præktɪkəl/
presentation	n [C]	/prezən'teɪʃən/
produce	v, n [C]	/prə'dju:s/
project	v, n [C]	/prə'dʒekt/ v /'prɒdʒekt/ n
qualification	n [C]	/'kwɒlɪfɪ'keɪʃən/
radio presenter	n [C]	/'reɪdɪəʊ prɪzəntə/
realistic	adj	/'ri:əlɪstɪk/
reference	n [C]	/'refərəns/
relax	v	/'rɪ'læks/
report	v, n [C]	/'rɪ'pɔ:t/
resume	n [C]	/'rezju:meɪ/
routine	n [C]	/'ru:ti:n/
sales person	n [C]	/'seɪlz pɜ:sən/
shop assistant	n [C]	/'ʃɒp əsɪstənt/
signature	n [C]	/'sɪɡnətʃə/
situation	n [C]	/'sɪtʃu'eɪʃən/
skill	n [C]	/'skɪl/
smartly	adv	/'smɑ:tli/
social	adj	/'səʊʃəl/
sponsor	n [C]	/'spɒnsə/
strength	n [C]	/'streŋθ/
stress	n [C]	/'stres/
stressful	adj	/'stresfəl/
study	v	/'stʌdi/
submit	v	/'səb'mɪt/
successful	adj	/'sək'sesfəl/
surname	n [C]	/'sɜ:neɪm/
team	n [C]	/'ti:m/
time	n [U]	/'taɪm/
tool	n [C]	/'tu:l/
train	v	/'treɪn/
training centre	n [C]	/'treɪnɪŋ sentə/
vacancy	n [C]	/'veɪkənsɪ/
waiter	n [C]	/'weɪtə/
wanted	adj	/'wɒntəd/
weakness	n [C]	/'wi:knəs/
work	v, n [U]	/'wɜ:k/



# Word building

We can make new words by adding prefixes and suffixes.

fast	-er			im-	possible
appoint	-ment				
		under-	paid		

## 1 Word building with suffixes

Adding a suffix makes a new word. Complete the following tables by putting in the missing root word. Then choose one word with a suffix from each table and write a sentence in the space provided.

- A** Many nouns are formed by adding a suffix to a verb. Write in the missing verbs.

verb	suffix	noun
	-ment	enjoyment
	-ion	discussion
	-ation	information
	-ing	spelling

Sentence:

---



---

- C** Many adjectives are formed by adding a suffix to a noun. Write in the missing nouns.

noun	suffix	adjective
	-ous	luxurious
	-ous	famous
	-y	sunny
	-y	dirty

Sentence:

---



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- B** Many nouns are formed by adding a suffix to an adjective. Write in the missing adjectives.

adjective	suffix	noun
	-ness	darkness
	-ness	happiness
	-ity	speciality

Sentence:

---



---

- D** Many adjectives are formed by adding a suffix to a verb. Write in the missing verbs.

verb	suffix	adjective
	-ive	attractive
	-able	enjoyable
	-able	breakable

Sentence:

---



---

## 2 Word building with prefixes

Adding a prefix makes a new word. Complete the following tables by putting in the missing words. Then choose one word with a prefix from each table and write a sentence in the space provided.

**A** Some prefixes make the root word negative. Add un-, dis-, in- or mis- to make the following words negative.

root word	negative word
happy	
patient	
necessary	
spell	

Sentence:

---



---

**B** Some prefixes give the root word a number. Add bi-, tri-, cent- or multi- to the following words.

root word	new word
cycle	
national	
angle	
metre	

Sentence:

---



---

**C** Some prefixes are whole words. Add out, over, under or up to the following root words to make new words.

noun	new word	definition
sleep		to sleep longer than planned
law		a person living outside the law
ground		below the ground
stairs		the upper level in a house

Sentence:

---

### 2 prefixes

**A** unhappy, impatient, unnecessary, misspell

**B** bicycle/tricycle, multinational, triangle, centimetre

**C** oversleep, outlaw, underground, upstairs

### 1 suffixes

**A** enjoy, discuss, inform, spell

**B** dark, happy, special

**C** luxury, fame, sun, dirt

**D** attract, enjoy, break

## Answers

# Reading for research



In projects and portfolios you often have to do some research. This requires reading and accessing different sources of information.

## 1 Strategies.

Which of the following strategies do you use when you are reading for research? Read, think and tick the boxes which apply to you.

### 1. What am I doing?

- a. Have I read the question or task carefully?
- b. Do I know what I have to produce?
- c. Do I know what I am looking for?

### 2. Where do I find the information?

- a. Do I look in the LRC?
- b. Do I look on the Internet?
- c. Do I ask family and friends for information?
- d. Do I look at newspapers and magazines?
- e. Other things I do \_\_\_\_\_

### 3. When I have found a book I think is useful ...

- a. Do I look at the contents page?
- b. Do I use the index at the back of the book?
- c. Do I check if the information is recent by looking at when the book was published?
- d. Do I identify which parts of the book I need and put markers to help me find the information later on?
- e. Other things I do \_\_\_\_\_

### 4. When I am reading a page ...

- a. Do I read the chapter heading?
- b. Do I read any sub-headings?
- c. Do I read the first sentence of each paragraph?
- d. Do I look at any diagrams, tables or graphs?
- e. Do I read any summaries or conclusions?
- f. Do I make notes of the main points or ideas?
- g. Do I know what is fact and what are the author's opinions?
- h. Other things I do \_\_\_\_\_

## 2 Things I need to think about doing in the future.

Look back at the boxes you have not ticked and decide which three you want to start using for future research. Write the strategies below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

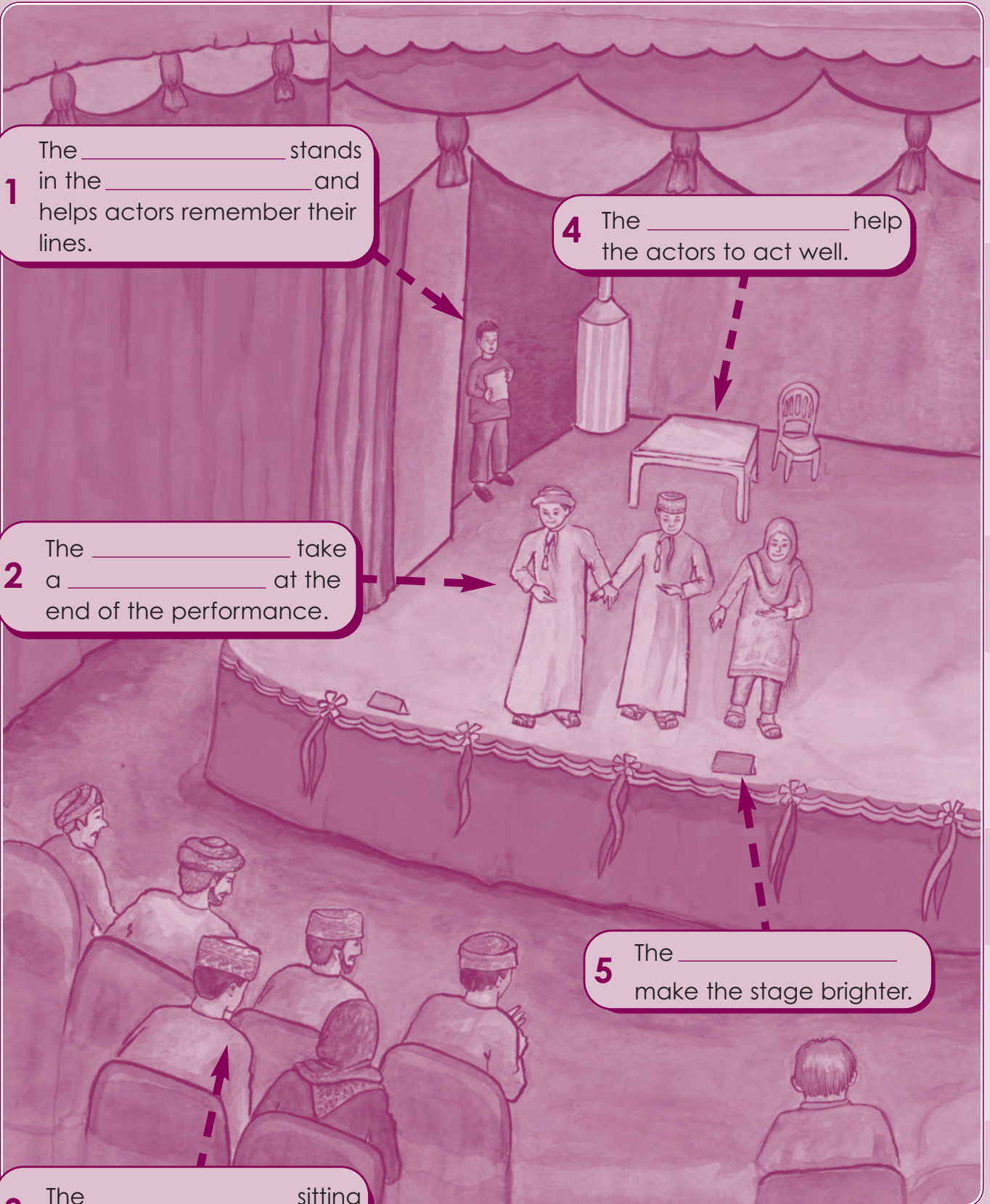


# Glossary

The theatre and actors use special words. Use some of the words in the glossary to complete the labels on the diagram over the page.

- apron** the part of a stage which sticks out in front of the curtain
- audience** the people that watch the performance
- auditorium** the part of the theatre where the audience sits
- backstage** the area in a theatre that is behind the stage
- beginners** the actors who are on stage when the curtain goes up at the beginning of the performance
- cast** the people who are chosen to act in a play or film
- costume** clothes, hair, masks, shoes and make-up which an actor wears
- curtain call** when actors take a bow in front of the audience at the end of a show
- footlights** a series of lights placed at the front of the stage
- front of house** the area of the theatre which is used by the public
- pit** the low area in front of the stage for the orchestra
- producer** the person who makes all the arrangements for the production, such as finding the money
- prompter** a person who sits or stands in the wings and tells the actors their lines if they forget
- prop** an object which is used by actors on the stage such as a sword, lamp or book
- rehearsal** a time when all of the people in a play practise before a public performance
- scenery** the painted background which shows where the play takes place
- set** the scenery and props which make a setting for the play
- special effects** an image, lighting or sound which makes a performance more realistic
- stagehand** someone who helps to move the props into position
- understudy** an actor who learns a part in a play so they can act if the usual actor is ill
- usher** a person who shows people to their seats at a theatre or cinema
- wings** the sides of the stage, out of sight of the audience





1 The \_\_\_\_\_ stands in the \_\_\_\_\_ and helps actors remember their lines.

4 The \_\_\_\_\_ help the actors to act well.

2 The \_\_\_\_\_ take a \_\_\_\_\_ at the end of the performance.

5 The \_\_\_\_\_ make the stage brighter.

3 The \_\_\_\_\_ sitting in the \_\_\_\_\_.

# World Words

## 1 Think about your language.

Language is a part of your culture, but it is constantly changing. When you are talking to your friends in Arabic, do you use any words which have been borrowed from other languages and cultures? Brainstorm some words and write them below.



## 2 English and other cultures.

English has always welcomed foreign words. English has borrowed words from over 120 different languages and new words are being introduced every year. In your groups, guess where the following words come from.

1. jungle  
shampoo  
chutney  
curry

2. banana  
guitar  
mosquito

3. nervous  
quiet  
circus  
giraffe  
include

4. chocolate  
crocodile  
entrance  
passport  
medicine  
increase

5. boomerang  
kangaroo  
wombat

6. barbeque  
canoe  
potato

a. The Caribbean  
b. India  
c. Australia  
d. Italy  
e. France  
f. Spain

### 3 British and American English

The growth of satellite communication, radio, television and films has meant that we often hear and read English from different cultures such as America or Australia. Although America and Britain both speak English, there are some words which are different. Complete the table of American and English words.

rubber torch flat trousers toilet taxi biscuit sweets petrol



British English	American English
	restroom
tap	faucet
	eraser
	cookie
curtains	drapes
	gas
	pants
	apartment
	cab
	candy
	flashlight
crisps	potato chips
single ticket	one-way ticket

### 4 Spellings

The spelling of American and British English is sometimes different. Complete the following table and learn the British English spellings.

British English	American English
colour	color
	flavor
humour	
	favorite
memorise	
	recognize
centre	center
	meter
dialogue	dialog
programme	program

Remember to use **BRITISH** spellings in English for Me!



# The Language Focus Quiz

What can you remember about the Language Focus work you did in 9A? This quiz helps to remind you of some of the grammar work we did last semester. Read and circle the correct answer. You have five minutes to complete the quiz. Good luck!

- 1. “\_\_\_\_\_ name is Zaki,” said Zaki.**
  - a. her
  - b. my
  - c. our
- 2. That car belongs to me and my brother. It is \_\_\_\_\_ car.**
  - a. my
  - b. her
  - c. our
- 3. I like the book \_\_\_\_\_ I bought last week.**
  - a. that
  - b. who
- 4. She’s the girl \_\_\_\_\_ won the writing competition.**
  - a. which
  - b. who
- 5. The men that we met yesterday work at the office with me.**
  - a. This is a defining relative clause, because we know exactly who is being talked about.
  - b. This is a non-defining relative clause, because it gives additional information which is not needed to understand the sentence.
- 6. The room looked very dirty. The children \_\_\_\_\_ all the toys on the floor.**
  - a. have left
  - b. left
  - c. had left
- 7. Salma \_\_\_\_\_ a nurse five years ago but now she is a doctor.**
  - a. has been
  - b. was
  - c. had been
- 8. Budoor is a great artist. She \_\_\_\_\_ many beautiful pictures.**
  - a. has painted
  - b. painted
  - c. had painted.
- 9. He wrote a note to \_\_\_\_\_ to remember to buy milk and bread.**
  - a. herself
  - b. themselves
  - c. himself
- 10. I switched off the lights \_\_\_\_\_ I went to bed.**
  - a. after
  - b. before
  - c. while

When you have finished, check your answers by looking at the back of this page, then use the grammar reference in the Skills Book to help correct the ones you got wrong.

Use the information from the quiz to help you decide which grammar items you need to improve on. Tick the items in the grammar reference you think will need help on.

## Answers

1. b possessive adjectives
2. c possessive pronouns
3. a relative clauses/pronouns: thing
4. b relative clauses/pronouns: person
5. a defining relative clauses
6. c past perfect
7. b past simple
8. a present perfect
9. c reflexive pronouns
10. b adverbial clauses of time/conjunctions



# A

# JOB APPLICATION FORM

You are interviewing someone on the phone for a job they are interested in. Use the role play information at the bottom of the page and the language in the box to ask and answer questions from your partner and complete the form. Use what you know about form filling to help you.

## Useful language

What's your ... ?	I'm ...
Where do you ... ?	Yes, I have ...
Where have you ... ?	No, I haven't ...
How ... ?	
Are you ... ?	
Do you have any ... ?	
Please could you say that again?	

## JOB APPLICATION FORM

Please complete the form in BLOCK CAPITALS.

Surname: \_\_\_\_\_

First names: \_\_\_\_\_

Gender: Male/Female *(delete where appropriate)*

Date of Birth: \_\_\_\_\_

Nationality: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Occupation: \_\_\_\_\_

Previous experience: \_\_\_\_\_  
\_\_\_\_\_

Qualifications: \_\_\_\_\_  
\_\_\_\_\_

## Role play.

Your name is Minnie Malone. You were born on August 5th 1975 in Britain. You live at 21 Long Lane, London, NE13 with your husband and three children. You have a Bachelor of Education degree and have been working as teacher for the past five years in Marlow Secondary School. You can be contacted by phone on 0208 3653251, but have no e-mail address.



# B

# JOB APPLICATION FORM

You are interviewing someone on the phone for a job they are interested in. Use the role play information at the bottom of the page and the language in the box to ask and answer questions from your partner and complete the form. Use what you know about form filling to help you.

## Useful language

What's your ... ?	I'm ...
Where do you ... ?	Yes, I have ...
Where have you ... ?	No, I haven't ...
How ... ?	
Are you ... ?	
Do you have any ... ?	
Please could you say that again?	

## JOB APPLICATION FORM

Please complete the form in BLOCK CAPITALS.

Surname: \_\_\_\_\_

First names: \_\_\_\_\_

Gender: Male/Female (*delete where appropriate*)

Date of Birth: \_\_\_\_\_

Nationality: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Occupation: \_\_\_\_\_

Previous experience: \_\_\_\_\_  
\_\_\_\_\_

Qualifications: \_\_\_\_\_  
\_\_\_\_\_

## Role play.

Your name is Ali Mustafa. You were born in Ibri on September 14th, 1980. You completed your Degree in Engineering at the Sultan Qaboos University in 2004 and have been working as an engineer for PDO for one year. You live in Bidiya with your family and are still single. You can be contacted by phone on 99324562 and via e-mail on [ali@worldnet.com](mailto:ali@worldnet.com). You don't have a post box address.



# What's missing?

## 1 Read and complete.

Read the information about CVs on the ITC web page on pages 36 and 37 of the Classbook. Use the highlighted words to complete the missing headings from the CV below.

### CURRICULUM VITAE



a. \_\_\_\_\_  
Name: Fred Smith  
Date of birth: 22.05.81  
Address: 22 Castle Street, London, SW2 9XY  
Phone number: 0208 3534531  
E-mail: fredsmith@worldnet.com  
Nationality: British  
Marital status: Single

b. \_\_\_\_\_  
1999–2001 London School of Catering Higher Diploma in Catering  
1992–1999 Castle Secondary School 5 GCSEs, Grade A

c. \_\_\_\_\_  
Fluent in French, writing menus, ordering food supplies, ice sculpting

d. \_\_\_\_\_  
2001–2003 Pete's Café, Watford Assistant Chef  
2003–Present Restaurant Rayan, Luton Assistant Chef

e. \_\_\_\_\_  
Cycling, jogging and reading

f. \_\_\_\_\_  
Peter Beal, Katherine Slater,  
Head Chef, Head Chef,  
Pete's Café Restaurant Rayan,  
35 High Street 22 Manor Road,  
Watford Luton

## 2 What's missing in the letter?

Read the information about letters of application on the ITC web page on pages 38 and 39 of the Classbook and decide what information is missing in the letter below. Then use the information from the CV on front of this cut-out page and the letter of application from Unit 1 on page 5 of the Classbook to help you write the missing paragraph in the space provided.

22 Castle Street,  
London  
SW2 9XY

17th November 2005

The Head Chef,  
The Grand Hotel,  
69 High Hill,  
Luton

Dear Sir/Madam,

I am writing to apply for the job of Chef which was recently advertised in the Weekly News. I would really like the challenge of becoming a chef in a large hotel.

I am 24 years old and have completed both secondary and higher education. I have five GCSEs with grade A pass and a Higher Diploma in catering. I am very interested in becoming a chef because I want to be responsible for developing new menus and cooking new dishes.

I have enclosed a copy of my CV and look forward to hearing from you soon. Please do not hesitate to contact me should you require additional information.

Yours faithfully,

**Fred Smith**

Fred Smith

Write the missing paragraph here.





# Puppet making

Choose one of the activities on the cut-out page. Either sequence how to make a Wayang or sequence how to make a papier maché puppet.

## Make a Wayang

Read the following information about making Indonesian Wayang or shadow puppets and order the text.

a



When the paint has dried, attach the sticks. Then sew the body of the puppet onto a main stick and attach other sticks for the arms and legs to help them move.

b



Next, cut out the arms and other pieces of the puppet and join these to the body with thick plastic line or joints made of bone.

c



First copy or draw the figure onto a piece of goatskin, cardboard or plastic.

d



Paint the puppet white before colouring it.

e



When you have attached the arms and legs to the body, the goatskin can be sanded to make it smooth and ready for painting.

f



After drawing the figure, give the puppet hair, eyes and draw patterns on the clothes. Use different sized chisels to make some holes in the goatskin.

g

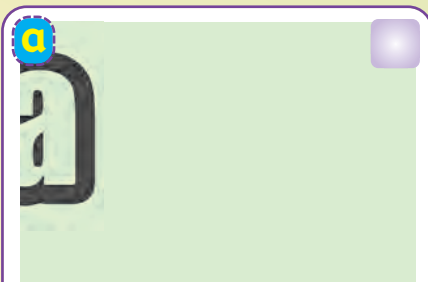


Once you have cut out all the holes, you can cut the whole of the figure out of the goatskin.

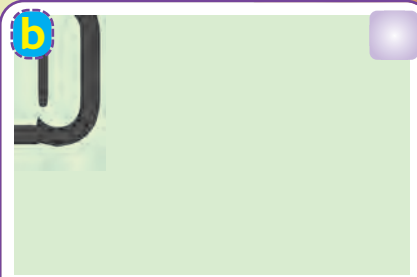


# Make a papier maché puppet

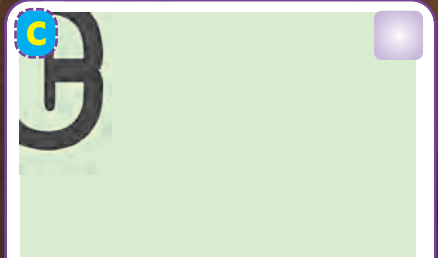
Look at the photographs and text and put them in order.



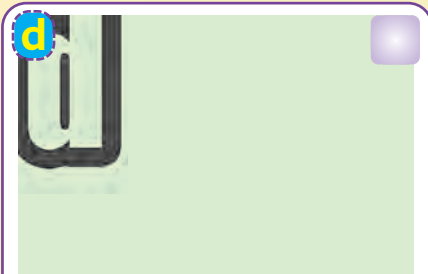
When the glue is cold, put your hand in the glue and cover some strips of paper with plenty of glue.



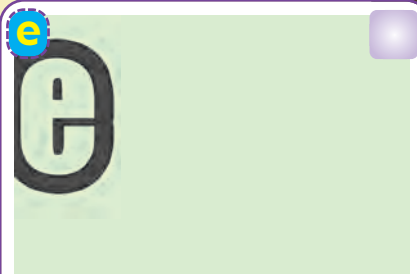
You will also need a small water bottle which you have cut the top off.



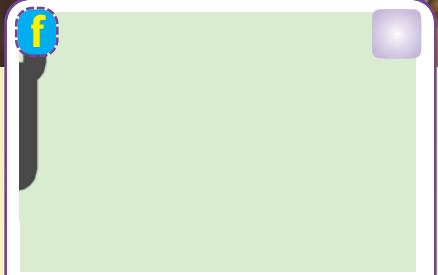
Carefully heat the water and flour, stirring all the time. Let it boil for 2 or 3 minutes until it turns shiny and thick. Take the pan off the heat and let it cool down.



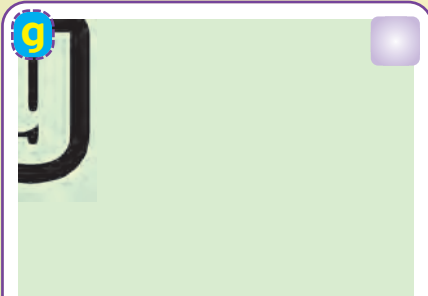
After making the head smooth, add some cardboard ears and a small ball of paper to make a nose.



To finish making your puppet, take a large square of fabric and tie the middle to the puppet's neck.



Leave the puppet head in the sun to dry before painting it and adding hair.



While the glue is cooling down, tear the newspaper into thin strips.



Make a ball of newspaper and stick it to the bottle with some sticky strips of newspaper. Make it as smooth as possible.



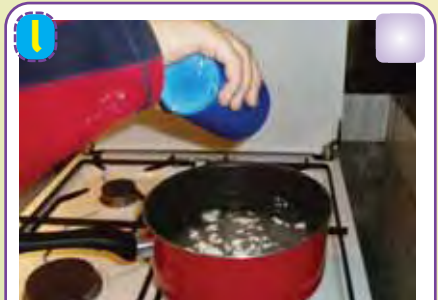
First, collect your materials. You will need flour, water, a saucepan, a cup, scissors, old newspapers, cardboard and wool.



The last step is to practise using your puppet. Remember, a still puppet is a dead puppet! Don't let the head hang down and always keep the puppet moving. Get your puppet to look around, smooth its clothes or hair, point, sneeze and shake hands with the audience.



Now that you have finished your puppet, put it on. Put your left hand up inside the dress and grip the neck of the puppet. Put your right hand through the dress so it becomes the arm of the puppet.



Next, make some glue. Put 1 litre of cold water in an old saucepan and add about 2 cups of flour.

# The ITC School of Stage

## Courses

- 1 Read the following information about courses at the ITC School of Stage. Then listen to Ali, Maha, Amina and Sami talking about which class to join. Write the name of the person next to the right course.

Welcome

We're glad that you have chosen to find out more about the classes at the ITC School of Stage. We believe that learning by doing is the best way for our students to learn about the performing arts. We have a range of classes that will help you develop your skills and find your voice.

### 1. On the Stage

Name:



This basic course will introduce you to acting. You will learn how to develop characters and bring them to life by using your voice, facial expressions and movement. This course will also give you the opportunity to take part on short plays and on the spot improvisation, where you have to think on your feet. No previous experience needed.

Number of Sessions: 5  
Days: Thursday and Friday  
Time: 9am–11am

Fees: OR 100  
Number of students: maximum 15  
Tutor: Mike Milo

### 2. Write the Right Script

Name:



Telling the story through words and action will not be as hard as you thought it was once you have done this course. We'll take you through the process of developing that story into a small play for others to perform. Learn the craft of writing a simple script and describing a scene. A must for any budding playwright.

Number of Sessions: 10  
Days: Monday and Wednesday  
Time: 4pm–6pm

Fees: OR 75  
Number of students: maximum 20  
Tutor: William Shakespeare

### 3. Stagecraft

Name:



Knowing how to turn the stage from an ordinary place to an extraordinary space so audiences believe they are really part of a performance will be explained on this course. You will work in a real theatre alongside professionals who will teach you how to make a set and props, use make-up artistry, use lighting and create sound effects. A hands-on experience for the technically minded.

Number of Sessions: 10  
Days: Tuesday and Sunday  
Time: 9am–12pm

Fees: OR 200  
Number of students: maximum 10  
Tutors: Various

### 4. Performance

Name:



This course will introduce you to some of the different kinds of performance from around the world. From Chinese Opera to puppetry, you'll learn that there is more than one way of telling a story.

Number of Sessions: 5  
Days: Saturday only  
Time: 2pm–4pm

Fees: OR 50  
Number of students: maximum 30  
Tutor: Jamila Ali

Come and join us and be a star!

REGISTER TODAY

## 2 Register now!

Imagine that you have decided to join a class at the ITC School of Stage. Read the information on the front of this page again, decide which course you would like to go on and your reason for joining. Then complete the form below.

### THE ITC SCHOOL OF STAGE REGISTRATION FORM

Please complete the following form in BLOCK CAPITALS.

Please provide as much information as possible, so we can help you find the best course for you.

First name: ..... Family name: .....

Date of birth: .....

Address: .....

Telephone number: .....

E-mail: .....

Course and days you would like to attend: *(Please tick the box.)*

1. On the stage       2. Write the Right Script

3. Stagecraft       4. Performance

Days:

Thursday       Monday       Tuesday       Saturday

Friday       Wednesday       Sunday

Method of payment: *(Please tick the box.)*

Cash       Credit card       Cheque       Total: OR

Reason for choosing course:

.....  
.....

Please return the completed application form to:

The ITC School of Stage, P.O. Box 342, PC 454, Qurum



Read the learning strategy and then complete activity 1.

# Spoken Signposts

## learning strategy signposts

1. In spoken English, we have words that help to signpost:
  - how one part of a conversation is linked or sequenced.
  - who speaks and when they speak.
  - to show how interested or involved we are in a conversation.
  - to try and get others to think in a different way.
  - what we are thinking.
2. There are many different spoken signposts, such as **right**, **actually** and **well**.
3. Signposts can have more than one meaning.
4. To understand the meaning of signposts, it is best to look at them in the context in which they are being used.

### 1 Words and descriptions.

Read the dialogues and decide the meaning of the highlighted spoken signpost. Tick in the space provided.

1 Maggie and David are from America and are driving round the UK.

*David:* I'm tired. I want a rest from driving.

*Maggie:* That's fine, I'll drive today and you read the map.

*David:* **Right**. I'm happy with that, but remember that they drive on the left side of the road.



In this situation, the word **Right** is used to show that David:

- a. doesn't understand or agree.
- b. understands and agrees.
- c. wants to turn right.

2 Muna is on holiday in London. She is at a big shopping centre.

*Muna:* How much is that T-shirt?

*Shop assistant:* It's 10 pounds madam.

*Muna:* That's too expensive. I'll give you 6.

*Shop assistant:* **Actually**, it's not 6. It's 10!

*Muna:* How about 8 then?



In this situation, the word **Actually** is used to show that the shop assistant:

- a. is disagreeing with what has been said.
- b. is agreeing with what has been said.
- c. does not care about what has been said.

3 Susan and Mark have just moved to a new neighbourhood.

*Susan:* We've been invited to have dinner.

*Mark:* Can I wear my new suit?

*Susan:* **Well** ... I think it's a barbeque we've been invited to.

*Mark:* Oh great, I'll wear my t-shirt and shorts then.



In this situation, the word **Well** is used to show that Susan:

- a. is strongly disagreeing with what has been said.
- b. is agreeing with what has been said.
- c. is thinking about what has been said.



## 2 Missing signposts.

Complete the dialogue with the appropriate signposts from the front of the page. Then listen and check the answers.

- Carl:* What's today's special?  
*Waiter:* It's fish steak.  
*Carl:* Oh, I can't have that.  
*Waiter:* It's delicious sir. You'll like it.  
*Carl:* I'm sure it is, but \_\_\_\_\_ I'm a vegetarian.  
*Waiter:* \_\_\_\_\_  
*Carl:* What else have you got?  
*Waiter:* The chef does very tasty stir fry vegetables.  
*Carl:* I had stir fry yesterday. What else do you have that's vegetarian?  
*Waiter:* There's a fantastic salad, vegetable soup or carrot stew.  
*Carl:* \_\_\_\_\_, I'm not sure. Do you do omelettes?  
*Waiter:* Yes, of course.  
*Carl:* A cheese omelette, please.

## 3 Dialogue.

Read the start of the following dialogues and then choose only one to complete on your own. Use the example provided, the speech signposts, the learning strategy and your own ideas about culture shock and the problems people might face to help you. Brainstorm your ideas with a partner in the space provided and then write your dialogue below on your own. When you have finished, practise the dialogue with a partner.

- A**  
*Susan:* Hi Salma, how are you?  
*Salma:* I'm fine, but I've got a problem.  
*Susan:*

- B**  
*Ali:* Excuse me, I'm new to this town. Can you help me?  
*Jake:* How can I help you?  
*Ali:*

- C**  
*Simon:* Hello, I'm from England.  
*Khalfan:* Oh really? How long have you been in Oman?  
*Simon:*

Brainstorm here.

Write your dialogue here.

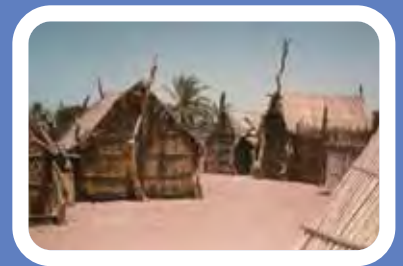


# Zakiya's Culture capsule

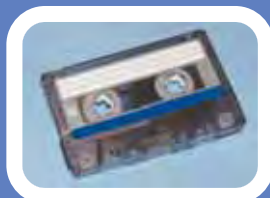
Read about Zakiya's culture capsule and decide which two items are missing from the picture below.



This capsule is going to show what I think is important in my culture. I am going to bury it underground and in 100 years' time, my family will dig it up so they can see how things have changed. Fishing is very important where I live, so I am going to put in a photograph of a traditional dhow, but also of my brother's modern fishing boat. I also decided to put in a real dried lime because traditionally sailors used to eat them to keep away diseases. I think dance is a very important part of our culture and heritage, so I am going to put in a photo of a dance performed by our fishermen and I have recorded some fishing songs as well. I think that news reflects our culture, so I am going to put in a whole newspaper. Omani clothes are very special, so I am going to put in my favourite dress and my brother's cap. Finally, I am going to put in photos of a traditional house, my modern house and my family.



## Culture capsule



You are going to make and present a culture capsule.

# PROJECT

You can present it as a **poster** or you can **talk about** your culture capsule.

Your culture capsule should contain:

- Things which **you** think are important to **your** culture.
- An explanation about why you have included them.

You should think about:

- Traditions
- Symbols
- Celebrations
- Language
- Different ways to get information such as: family, friends, Ministry of Information, websites, newspapers, magazines and other subjects.
- Different ways to record information such as: photographs, pictures, real objects, tape recording and video.



Read Talib's letter on page 5 of the Classbook and decide which paragraph the following can be found in.

1. What skills do you have?
2. Reason for writing.
3. Why are you interested in the job?
4. What qualifications do you have?
5. Ending and conclusion.
6. What is your experience?
7. What are you good at?

Use the information from above and what you know about writing **formal letters** to apply for one of the other jobs advertised in the Classified job section in activity 3 on page 5 of the Classbook. Plan your work below and remember to use the Writing Route to help you. Write your letter in your exercise book

Paragraph	Ideas and useful language
<b>One:</b> Introduction and reason for writing.	
<b>Two:</b> Experience and interests.	
<b>Three:</b> Skills and qualifications	
<b>Four:</b> Ending and conclusion	



# Tourism Fact Files

Listen to the Debate of the Day and tick the facts mentioned.

Sphinx at Giza crumbles with pollution

Tourist trails of rubbish in Himalayan Mountains

Five Hotels Project brings jobs for youth

## General

- Tourism is one of the biggest industries in the world.
- In 1997, 613 million people travelled. This is expected to rise to 1.6 billion people by 2020.
- In 1999, 200 million people in the world worked in tourism.
- In 1997, US \$453 billion in the world was spent on tourism.

Each lion is worth \$27,000 and each elephant herd is worth \$610,000 in money created for tourism.

## Reasons for increase in tourism

- People have more money.
- People have more leisure time.
- Modern planes are better, bigger and faster.
- Travel is cheaper than it was in the past.
- Travel is safer than it was in the past.
- TV, movies and the Internet show beautiful places to visit.
- Lots of advertisements tell us to travel.

Major highway project to Pyramids stopped

25% of money from tourism goes to locals.

Big clean-up of Mount Fuji underway

Animals stop breeding as noise disturbs the peace.

New airport to be built as tourist numbers rise

## Is tourism good?

### Good things about tourism

- Helps to make money.
- Helps to create jobs.
- Helps to build roads, railways and buildings.
- Helps us to meet people from different parts of the world.
- Helps us to look after the natural world.
- Takes us to new and exciting places.

### Bad things about tourism

- Causes traffic problems.
- Causes noise and pollution.
- Most of the money goes to the tour companies and not to local people.
- People only go to places at certain times of the year.
- Can spoil the things and the people we go to see.