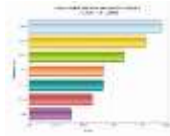


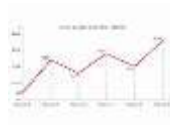
## Unit 1



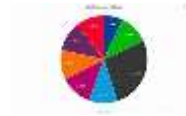
bar chart



column chart



line graph



pie chart

### Introduction:

The amount of hours Patrick's family spend on video games and TV per week.

The bar chart **shows** .....

The pie graph **illustrates** .....

The line chart **gives information about** .....

The chart **displays** .....

This graph **presents** .....

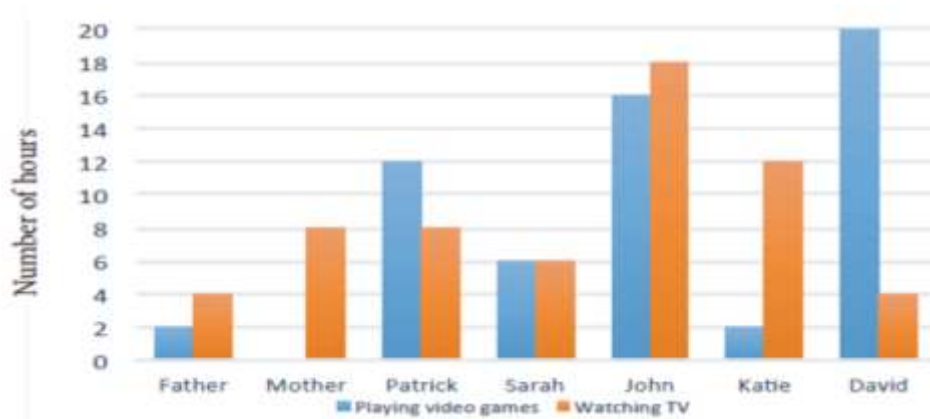
The bar chart **establishes** .....

This bar chart **shows** the **amount** of hours Patrick's family spend on video games and TV per week.

This bar chart **illustrates** the **number** of hours that Patrick's family members (**father, mother, Patrick, Sarah, John, Kate and David**) **use** on video games and TV **within 7 days**.

### overview





(David / Girls) is / are more/less interested in (video games)

(Patrick/David and his father) likes /love more than .

is more popular for (boys/John) than

is the most / least popular/ interesting activity for (Patrick/girls).

is more/less popular / interesting for (Kate/the girls).

The most/least popular sport/ online activity for teenagers is .....

**Overview:** (highlight the key features)

Overall, playing video games is slightly more popular than watching TV in Patrick's family. For David, John and Patrick they spend the most of their time on playing video games, 20 hours a week for David, 16 hours for John and 12 hours for Patrick respectively.

**Body paragraph 1:** (playing video games)

**Body paragraph 2:** (watching TV)

In terms of playing video games, the men are most interested in playing video games than the women, David and Patrick spend between 16 to 20 hours a week. Patrick's mother is the least interested in playing video games.

On the other hand, watching TV is more popular for John and Kate, between 12 to 18 hours a week. Kate finds watching TV more interesting than playing video games. David is as interested as his father in watching TV.

## Grammar Focus Adjectives of comparison

### Comparatives

Regular TV screens are **larger than** computer screens.

Watching TV is **more popular than** video games.

Irregular Reading books is **better than** watching TV

**as (adjective) as** (when two things are the same)

My computer screen is **as large as** my TV screen.

Watching TV is **as popular as** playing video games.

Reading books is **as good as** watching TV.

### Superlatives

The TV in my room is **the largest** in the house.

**The most popular** TV shows are comedy shows.

Reading books is **the best** hobby.

**not as (adjective) as** (when two things are not the same)

My computer screen is **not as large as** my TV screen.

Watching TV is **not as popular as** playing video games.

Watching TV is **not as good as** reading books.

## Comparatives

### a) Short adjectives

My car is **faster than** your car. Mount Everest is **higher than** Jabal Shams.

Salim is **taller than** Ahmed. Elephants are **bigger than** dogs.

My bedroom is **wider than** the kitchen. English is **easier than** Germany.

### b) long adjectives

Sofas are **more comfortable than** chairs. Salalah is **more beautiful than** Sur.

Watching TV is **more interesting than** reading a book.

Snakes are **more dangerous than** scorpions. Fossil fuel is **more expensive than** renewable power.

## superlatives

### a) Short adjectives

Blue whales are **the biggest** animals in the world. Planes are **the fastest** transport.

Russia is **the largest** country in the world. I am **the tallest** person in my family.

### b) long adjectives

French food is **the most delicious** food for me. Lamborghini cars are **the most expensive**.

Crocodiles are **the most dangerous** animals. Football is **the most popular** sport in the world.

**as ..... as**

Ali's house is **as big as** Nasir's house. Tigers are **as fast as** lions.

I am **as tall as** my father. Computers are **as smart as** mobile phones.

Crocodiles are **as dangerous as** lions. BMW cars are **as comfortable as** Mercedes cars.

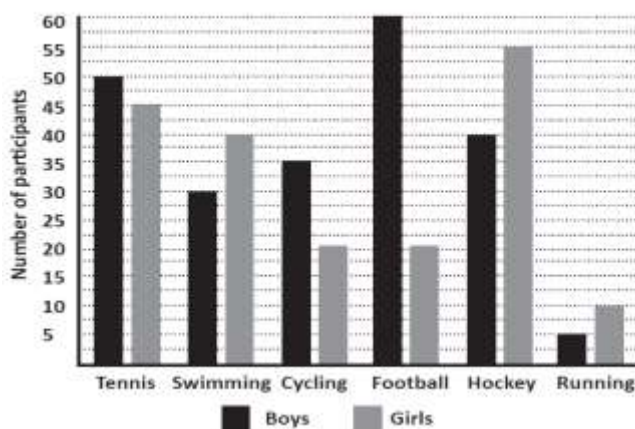
Arabic **is as important as** English. Gold is **as expensive as** oil.

**as not ..... as**

He is **not as fat as** his mother. Dogs are **not as fast as** tigers.

My garden is **not as beautiful as** your garden. Studying English is **not as difficult as** studying physics.

Sports played by boys and girls at the IB School in 2018



### Introduction

This bar chart illustrates the hobbies practised by men and women at the IB school in 2018 in tennis, swimming, cycling, football, hockey and running.

### Overview

The most popular sport for both boys and girls is tennis.

### Body paragraph 1:

Football is the most popular sport for boys, with a total of 60 boys practising this sport. Girls are more interested in hockey, with a total of 55 girls playing this game.

Running is the least popular/ interesting hobby for both genders, with around 12 girls and 7 boys playing this sport.

Tennis seems to be slightly popular sport for boys and girls, with about 50 boys and 45 girls practising tennis. Girls are more interested in swimming, while cycling is more popular for boys.



#### 4 Write.

Write a short paragraph about your favourite social media platform.

Include information such as why it is your favourite and what kind of activities you use it for.

My favourite social media platform is WhatsApp. I spend up to 7 hours using it. I really like WhatsApp because I spend a nice time chatting with my friends and cousins. I enjoy sharing funny videos and news with them. However, I am careful about what I share so I don't like sending hearsays and fake news. I sometimes use the WhatsApp to exchange the homework with my classmates.



3

#### 2 Read and write.

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

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

- 1 My brother is taller than me.  
 → I am **not as tall as** my brother.
- 2 Eating salad is healthier than eating fast food.  
 → Eating fast food is **not as healthy as** eating salad.
- 3 My ticket to New York is more expensive than my ticket to Mumbai.  
 → My ticket to Mumbai **is not as expensive as my ticket to New York.**
- 4 My marks in Physics are better than my marks in Arabic.  
 → My marks in Arabic **are not as good as my marks in Physics.**
- 5 Watching football on TV is more exciting than watching swimming.  
 → **Watching swimming is not as exciting as watching football on TV.**

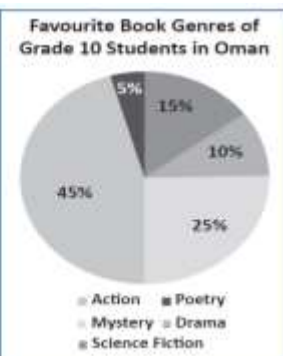
#### 3 Read and write.

Look at the pie chart.

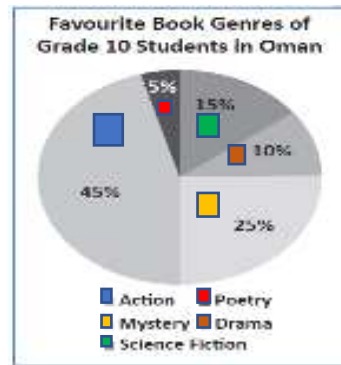
Write four sentences about the chart in your exercise book.  
 Use the prompts below.

Write a sentence that...

- 1 describes what the charts shows
- 2 includes a comparative adjective (e.g. **more popular**)
- 3 includes a superlative adjective (e.g. **the most/least popular**)
- 4 includes the structure '**...not as (adjective) as...**'  
 (e.g. **...not as popular as...**)



8



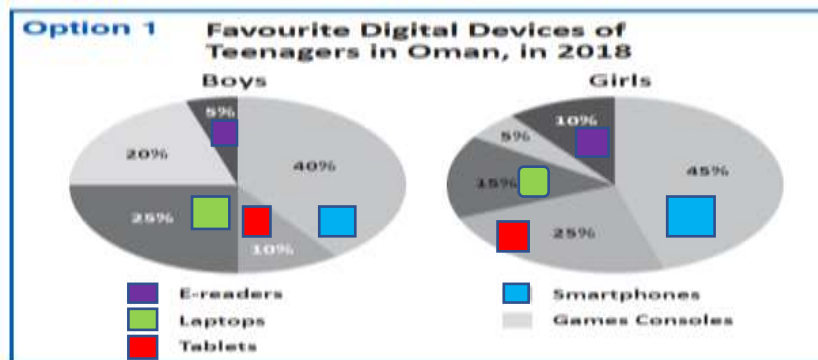
## Introduction:

The pie chart demonstrates the popular book types of class 10 learners in the Sultanate of Oman.

## Overview:

Overall, action are the most interesting/popular books for grade 10 students with 45% while poetry books are the least popular with only 5%.

Science fiction books are not as popular as mystery books for the students, with only 15% for science fiction but 25% for mystery books.



## Introduction:

The pie chart illustrates the popular electronic devices between boys and girls in the Sultanate of Oman in 2018.

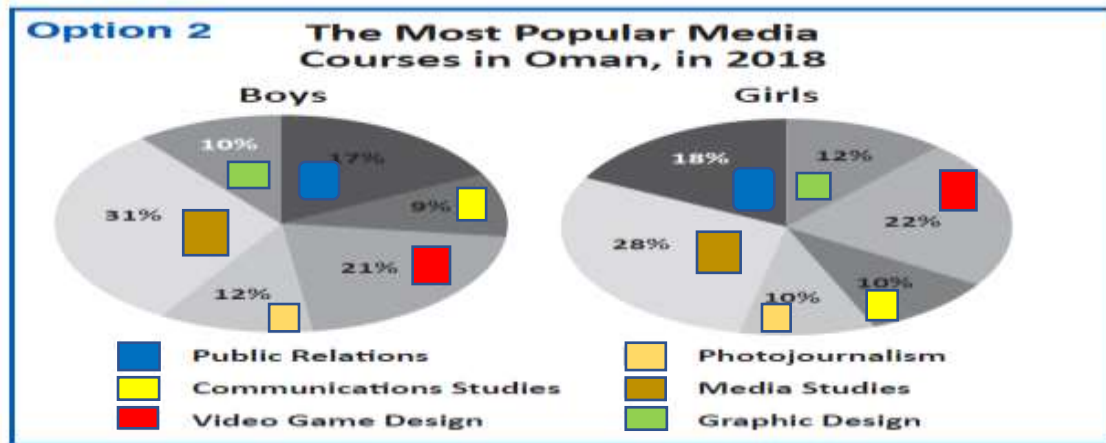
## Overview:

Overall, smart phones are the most popular device for both boys and girls (genders), with 40% for boys and 45% for girls respectively.

Girls are more interested in tablets than boys, 25% for girls and only 10% for boys.

The least popular/interesting device for both genders are E readers with 5% for boys and 10% for girls.

Boys/Men are more interested in games consoles, with 20% for boys/men but only 5% for girls/women.



### Introduction:

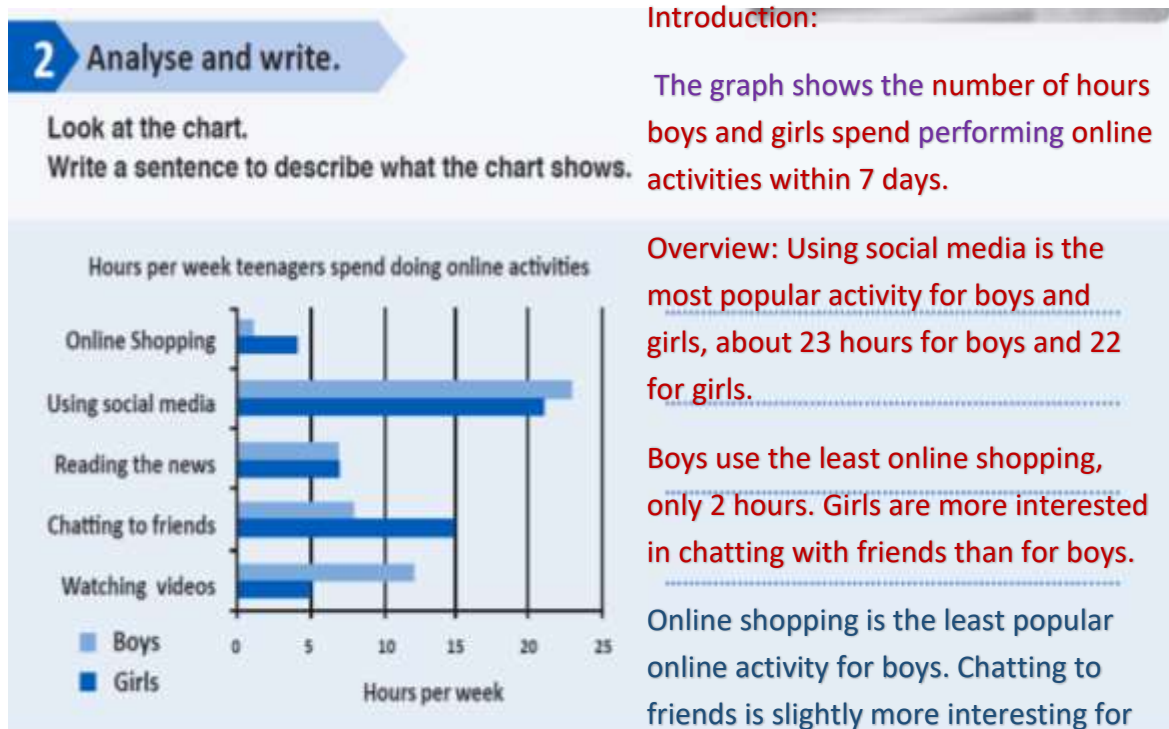
The pie chart demonstrates the most interesting media seminars for men and women in the Sultanate of Oman in 2018

### Overview:

Overall, media studies are the most popular/interesting course for boys and girls, with 31% for boys and 28% for girls.

Girls are less interested in photojournalism than boys, 10% for girls and 12% for boys. Both boys and girls are as interested as in public relations and video game design, around 18% for public relations and 22% for video game design.

The least popular courses for girls are communication studies and photojournalism with only 10% for both courses. Boys are less interested in communication studies and graphic design with only 9% for communication studies and 10% for graphic design.



### Introduction:

The graph shows the number of hours boys and girls spend performing online activities within 7 days.

Overview: Using social media is the most popular activity for boys and girls, about 23 hours for boys and 22 for girls.

Boys use the least online shopping, only 2 hours. Girls are more interested in chatting with friends than for boys.

Online shopping is the least popular online activity for boys. Chatting to friends is slightly more interesting for girls.

## Unit 2

### Cause and Effect

Some factories pour chemical liquids in rivers, so a lot of fish are dying.

Some people hunt elephants for their tusks; therefore, the number of elephants is reducing.

One result of hunting elephants for their tusks, is the number of them is reducing.

One effect of deforestation, is birds can't find places to build their nests.

One consequence of pouring chemical liquids in rivers, is a lot of fish are dying.

The number of elephants is reducing due to hunting them for their tusks.

Birds can't find places to build their nests because of deforestation.

A lot of fish are dying as a result of pouring chemicals in rivers.

### 3 Think and discuss.

Look at the pictures below.  
Each pair of pictures is a clue for a compound noun.  
Guess the compound nouns with a partner.





#### 4 Write.

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

e.g. There **will be** fewer polar bears in the future.  
Turtles **won't be able to** build nests in the future.

There **will be** more cars in the future.

There **will not be** forests in the future.

Wild animals **won't be able to** find food in the future.

Birds **will have to** immigrate to far places.

People **will not be able to** find wood in the future.

Animal keepers **will have to look for** fodder in different places.

#### Will for future predictions

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

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

Two useful phrases for making predictions about challenging situations in the future are:

**will + have to + verb**  
**will not be able to + verb**

e.g.  
Koalas **will have to find** a different source of food.  
Turtles **will not be able to lay** their eggs in the future.

#### 4 Make the words.

Use the words in the box to complete the compound nouns below.

footprint pollution	waste dioxide	effect fuels	warming straw	change gas
1 climate	<b>change</b>		4 global	<b>warming</b>
2 greenhouse	<b>gas</b>		5 fossil	<b>fuels</b>
	<b>effect</b>			<b>pollution</b>
3 carbon	<b>dioxide</b>		6 plastic	<b>straw</b>
	<b>footprint</b>			<b>waste</b>

#### 2 Write.

Read the topic sentence below.

Complete the paragraph with supporting sentences and a concluding sentence.

Use the prompts in the box to help you. Remember to use linking words.

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

Supporting idea 1: We can save electricity at home. For example, when we decide to go out, we should turn off electronic devices.

Supporting idea 2: We should reduce using our own cars. For instance, we can walk or use public transport.

Concluding sentence: To conclude, repeating these small actions everyday will reduce carbon footprint.

Supporting idea 1  
Save electricity at home/ turn off electronic devices

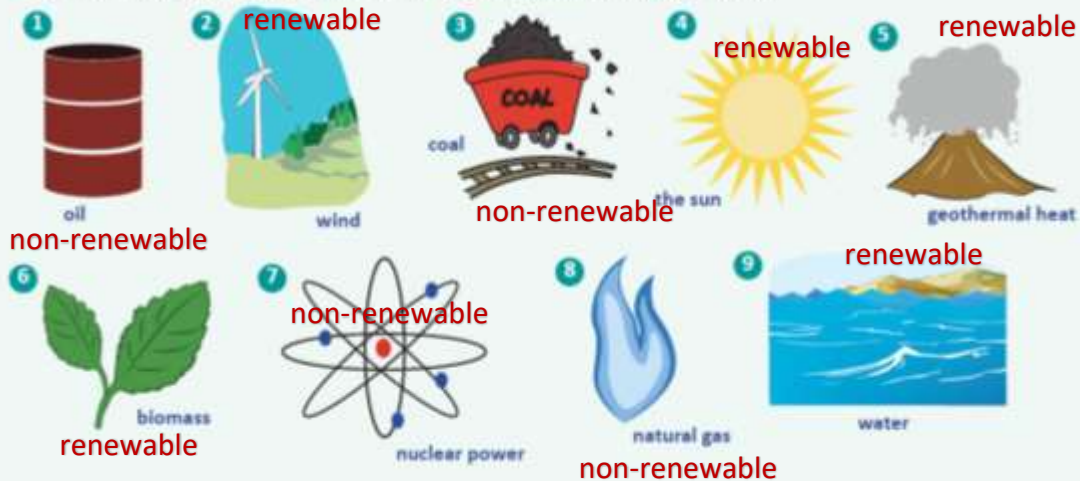
Supporting idea 2  
Walk/ take public transport instead of cars

Concluding sentence  
Small actions/ every day/ reduce carbon footprint

## Unit 3

### 1 Think and sort.

Look at the different sources of energy below.  
Sort the energy into **renewable** and **non-renewable** energy sources.



### Grammar Focus Conjunctions

**Conjunctions** are **linking** words that join clauses and sentences. They help make writing clear and cohesive. There are different types of conjunctions.

#### 1 Conjunctions that add information, e.g. moreover, in addition, also

- Renewable energy is good for the environment. **Moreover** it will not run out.
- Learning English is fun. **In addition**, it will help me in my future career.
- In my free time, I like taking photographs. I **also** like watching films.

Note: The word 'also' comes before a single action verb, e.g. I play the piano. I also play the guitar.  
But it comes after a modal verb or the verb 'be' and before the infinitive,  
e.g. I can speak French. I can also speak Spanish/ I am studying Physics. I am also studying Biology.

#### 2 Conjunctions that contrast two different ideas, e.g. however, on the other hand, but

- Solar power has a lot of potential. **On the other hand**, solar panels are quite expensive.
- Some video games contain violent content. **However**, not all video games are bad.
- I love tennis, **but** I never have time to play.

#### 3 Conjunctions that add reasons/ causes and results, e.g. because, so, therefore

- I got good grades in my exam **because** I studied hard.
- I want to be healthier **so** I started exercising every day.

Note: We use 'because' to introduce a reason and we use 'so' to introduce a result,  
e.g. I ate a snack because I was hungry. / I was hungry so I ate a snack.

- I am doing a project about renewable energy. **Therefore**, I would like to visit your company.

Note: We use 'therefore' to mean 'for this reason'.

## 1 Read and circle.

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

### Strategy

Focusing on the meaning of each clause will help you select the correct conjunction.

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

## 2 Write.

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

- I will just eat a salad for lunch. I am not very hungry. (give a reason)  
I will just eat a salad for lunch, because I am not very hungry.
- My room is very small. It is very comfortable. (contrast ideas)  
My room is very small, but it is very comfortable.
- I like playing football. I like playing tennis. (add information)  
I like playing football, and I like playing tennis.
- I am travelling to Europe in the summer. I bought a new suitcase. (give a result)  
I am travelling to Europe in the summer, so I bought a new suitcase.
- Muscat is the capital of Oman. It is the biggest city in the country. (add information)  
Muscat is the capital of Oman. In addition, it is the biggest city in the country.

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

	Informal language for emails	Formal language for emails
Greeting	Hi there! / Hello	To whom it may concern. Dear
Request	Can you help me with....? / I need some help.	I am writing to request... / I would like to ...
Closing	Take care / Thanks	Kind regards / Yours sincerely

To whom it may concern  
Hi there!  
Can you help me with...?  
Kind regards  
I would like to ...  
Thanks!  
Dear ...  
I need some help.  
Take care  
I am writing to request ...  
Hello  
Yours sincerely



## 2 Write.

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

**Strategy**  
Remember that when we speak, we often use informal language. But when we write, we often need to use more formal language.

1 Hi Mr Roberts

Dear Mr Roberts,

2 I want some information about wind power.

I would like some information about wind power.

3 Can you help me?

I am writing to request for some support.

4 I also want to visit your wind farm.

I would like to visit your wind farm.

5 Thanks a lot.

Kind regards

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## 5 Read and complete.

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

beauty

stress

fame

renew

danger

harm

expense

1 Studying for final exams can be very .....stressful.....

2 Hydropower is type of .....renewable..... energy.

3 Oman is a very .....beautiful..... country.

4 Solar panels are .....expensive..... to install, but save money in the long term.

5 Greenhouse gases are .....harmful..... to the environment.

6 It is .....dangerous..... to use your phone while you are driving.

7 Majid wants to be a .....famous..... football player when he is older.

helpful / interesting / fascinated / awesome / stunning / luxurious / amazing exciting  
/ important / useful / beneficial / powerful / comfortable / massive / economic /  
delicious / expensive / breath-taking / enjoyable / traditional / attractive / friendly /  
beautiful / fantastic / wonderful / prestigious

The scenery is **stunning**. (a **stunning** scenery) / Oman is **beautiful**. (a **beautiful** country) / Hygiene is **important**. (an **important** hygiene) / Your car is **comfortable**. (a **comfortable** car) / The deserts are **massive**. (massive deserts) / The people are **friendly**. (**friendly** people) / The painting is **fantastic**. (a **fantastic** painting) / The universe is **fascinated**. (a **fascinated** universe) / The game is **enjoyable**. (an **enjoyable** game) / The mountains are **awesome**. (**awesome** mountains)



## Unit 4

### Grammar Focus Past Passive

Look at this example:

subject                      object  
People traded Frankincense in ancient times. (active)  
Frankincense was traded in ancient times. (passive)

We use an active verb when we want to say what the subject does.

we want to say what happens to the subject.

We use a passive verb when we want to emphasise the subject of the sentence.  
who or what causes the action is unknown or unimportant.

The past passive is formed using was/were + past participle

e.g. The city was attacked. The Pyramids were built in Egypt.

If we want to say who or what causes an action to happen, we use by.

e.g. Concrete was invented by the Romans. The houses were destroyed by a flood.

The past participle is usually formed by adding -ed to a verb, e.g. invented, painted, destroyed, etc.  
However, the past participles of irregular verbs are not formed this way, e.g. bought, eaten, sung, etc.  
It is important to learn the past participles of irregular verbs.

### past passive



active

Laila ate the apples.



passive

The apples were eaten by Laila.



Ancient Egyptians built the pyramids. The pyramids were built by Egyptians.

Graham Bell invented the telephone. The telephone was invented by Graham Bell.

Salim broke the window yesterday. The window was broken yesterday.

My mother prepared the meal. The meal was prepared.

Someone took my book. My book was taken.

Omani people built the forts hundred years ago. The forts were built hundred years ago.

Some engineers designed this bridge in 2017. This bridge was designed in 2017 by some engineers.

????? discovered South America in 1280. South America was discovered in 1280.

????? invented the AC in USA. The AC was invented in USA.

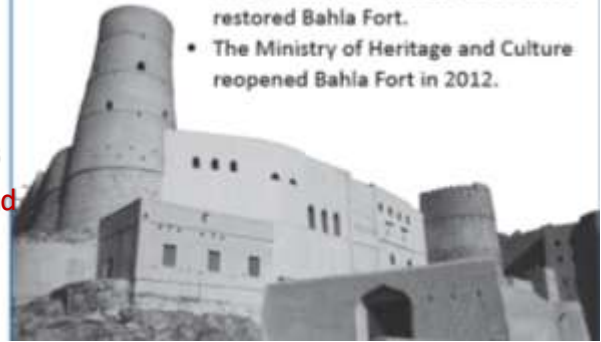
### 3 Read, discuss and write.

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

Bahla Fort **was built** in Bahla between the 12th and 15th century. Bricks made out of mud and straw **were used** to build the fort. Bahla Fort World Heritage Site status in 1987 **was given** by the UNESCO. Bahla Fort **was restored** by the Ministry of Heritage and Culture. Bahla Fort **was reopened** in 2012 by the Ministry of Heritage and Culture.

### Bahla Fort, Oman

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



### 4 Research and record.

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

Fact File			
Name	His Majesty Sultan Qaboos	Important life events (include age/ date)	Sultan of Oman 1970 Opened SQU in 1986
Date of birth	18 <sup>th</sup> November 1940		
Place of birth	Salalah / Oman		
Family		Significant achievements (include age/ date)	Built schools and hospitals Developed Oman Built roads / bridges
Education	Islamic studies / Salalah Military studies UK /Germany		
Career	The Sultan of Oman	Any other information	Improved education Provided jobs Made the country peaceful and famous
Date of death (if applicable)	10th February 2020		

His Majesty Sultan Qaboos bin Said was born in Salalah in Oman in 1940. He studied Islamic studies in Salalah. Then he studied military studies in the United Kingdom. After that, he joined the German Army. In 23<sup>rd</sup> of July 1970, he became the ruler of Oman. During his rule he built many schools and hospitals all over Oman. In addition, he developed Oman well. He also built roads and bridges.

His Majesty Sultan Qaboos started to develop education and health care. Oman became peaceful and famous around the world. Furthermore, he provided many jobs to all citizens.

His Majesty Sultan Qaboos ruled Oman for about 50 years. He died in 10th of January 2020.

### 3 Read and complete.

Read the sentences 1-6.

Decide whether each sentence should be written in the **past active** or **past passive**.

Complete each sentence by changing the verb in brackets into the correct form.

- 1 Ancient Greece .....**was invaded**..... by the Romans. (invade)
- 2 Ancient tools **were discovered** by archaeologists in Dhofar. (discover)
- 3 Merchants in Ancient Majan .....**traded**..... copper. (trade)
- 4 The Great Ziggurat at Ur .....**was built**..... by the Sumerians. (build)
- 5 Ibn Majid .....**wrote**..... many books and poems. (write)
- 6 Fifty countries .....**signed**..... the UN Charter in 1945. (sign)

#### الإحصاءات

تاريخ الانضمام: 2020/02/15

1,612,847 مشاهدة



#### خميس الغافري

لطلب ملفات الـ رابتنج عبر الواتساب أو التسجيل في دروس أنلاين التواصل على الرقم 99456500

خريج جامعة لينز البريطانية عام 2002 م ومؤلف كتاب المثابر والذي يخدم طلاب وطالبات الصفين الحادي عشر والثاني عشر ولديه قناة تعليمية على قناة اليوتيوب تحتوي على أكثر من 200 درس تعليمي وأكثر من مليون ونصف مشاهدة