Second Edition

Sultanate of Oman
Ministry of Education

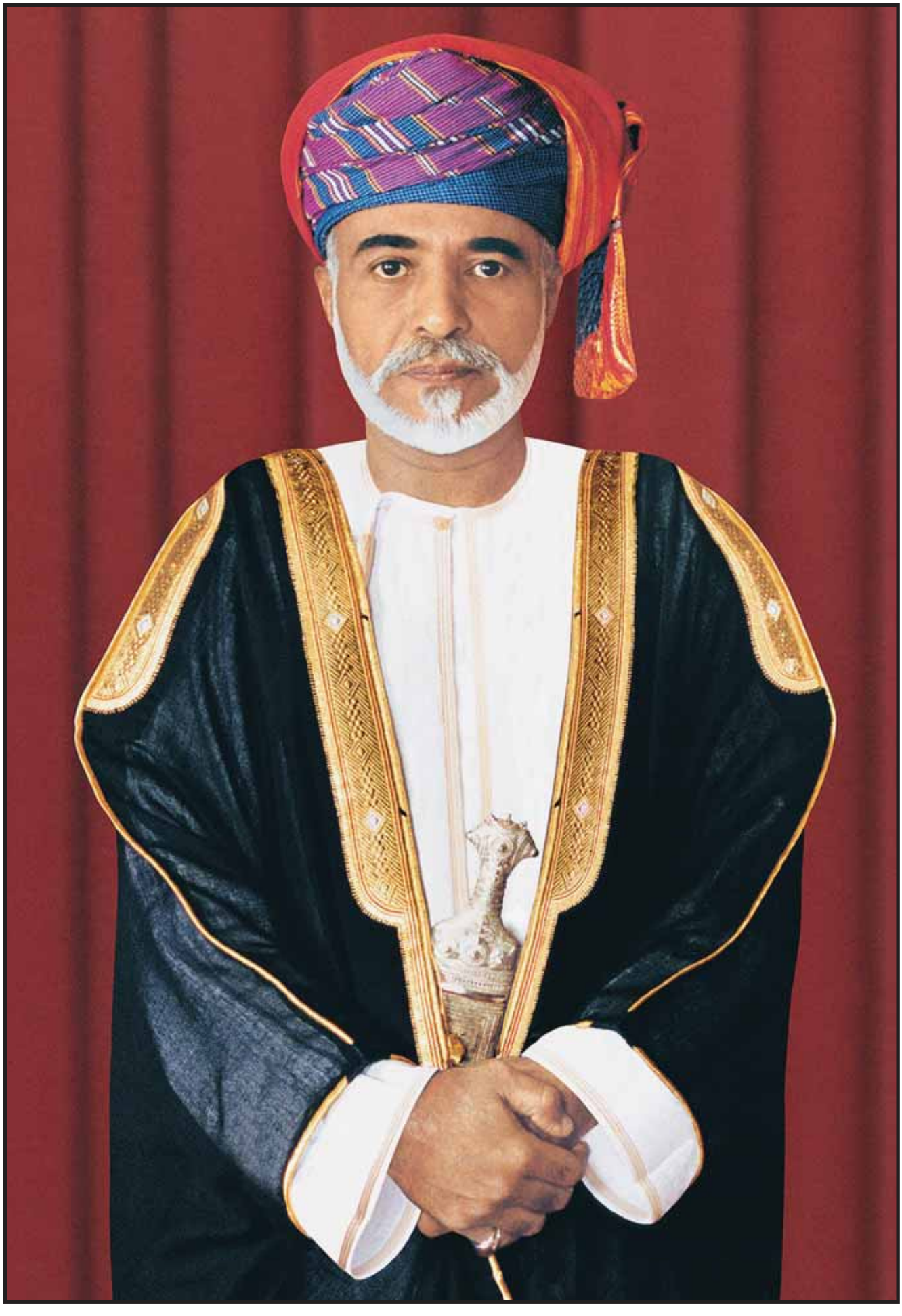
Teacher's Book

Grade 11A

Engage

With English

2017



His Majesty Sultan Qaboos bin Said, Sultan of Oman

Ministry of Education
Sultanate of Oman

© Ministry of Education 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright holder.

First published in 2007

Contents

Contents Map		page ii
Learning Objectives for Grade 11A		page iv
Cross – Curricular Links		page vi
Introduction		page xi
Theme 1	Communication	page 1
Theme 2	Those Teenage Things	page 21
Theme 3	Travellers and Tourists	page 39
Theme 4	Innovation	page 61

Contents

	Theme	Unit 1	Unit 2
1	**Communication**	read a text both for gist and detail analyse the structure of a reading text	review ways of differentiating between uses of present simple and present continuous verb forms review question words
2	**Those Teenage Things**	identify the main ideas in a reading text use language associated with adolescence	review ways of differentiating between uses of past simple and past continuous verb forms
3	**Travellers and Tourists**	practise skimming and scanning skills sort information into categories	review ways of expressing the future put paragraphs into a sequence
4	**Innovation**	consider 'focus questions' when reading a text infer meaning from context match words and phrases to meanings	review past participles of verbs review past passive verb forms

Map

Unit 3	Unit 4	Unit 5
use language associated with mobile phones, and SMS language understand and use abbreviations	analyse what makes a conversation successful practise conversational strategies	analyse the structure of an e-mail consider rules for writing an e-mail write an informal e-mail
focus on adjectives describing personal qualities use language associated with friendship	listen for specific information practise ways of asking questions	understand and use a simple correction code for proofreading write an informal letter to a problem page
use language associated with holiday brochures and tourist attractions focus on adjectives used in descriptions of places	listen for gist and specific information practise making and responding to suggestions make a presentation	analyse a description of a tour listen to a series of events and put them into sequence design a tour for visitors to Oman
use language associated with innovation and inventions build up a table of word forms	use language associated with virtual reality practise the use of indirect questions focus on strategies to make a listening text easier	use language associated with e-shopping, and joining an online DVD club write an e-mail of complaint

Learning Objectives for Grade 11A

In Theme One you will –

- consider and discuss different ways of communication, particularly body language and the Internet
- analyse the structure of a reading text
- practise strategies for reading a text both for gist and in detail
- review usages of the present simple and present continuous
- expand vocabulary associated with mobile phones and practise SMS abbreviations
- practise listening for specific information
- analyse the structure of a successful conversation
- improve your conversational skills
- examine rules for writing e-mails and analyse e-mails according to the rules
- write your own e-mails

In Theme Two you will –

- consider and discuss the changes brought about by adolescence
- identify the main ideas in a reading text
- develop your vocabulary by finding words with similar meanings
- discuss the relationship between parents and teenagers
- review usages of the past simple and past continuous
- create a poem for your best friend or someone else important to you
- consider and discuss Western influences on teenagers
- listen to interviews and fill in information on a chart
- use a simple correction code for proofreading and editing
- write an informal letter to a problem page

In Theme Three you will –

- discuss different types of holidays and tourism
- consider the differences between travellers and tourists
- review usages of future tense forms
- write a description of a tour
- expand vocabulary associated with holidays and tourism
- listen for specific information
- do a role play about tourist development
- make and respond to suggestions
- design a tour for visitors to Oman
- write a description of a trip to the Wahiba Sands desert

In Theme Four you will –

- consider and discuss innovations and inventions
- find specific information in a reading text
- do a trivia quiz
- review the usage of the past passive
- discuss the inventions which you consider to be most helpful and most harmful
- talk about the uses and limitations of virtual reality
- use prediction skills to help with understanding a listening text
- consider e-shopping and the disadvantages of buying something online
- read and discuss terms and conditions for joining an online DVD club
- write an e-mail of complaint

Cross – Curricular Links

Theme 1: Communication

Social studies/Life skills

Knowledge of body language and facial expressions used by some professionals
Understanding how body language is used in interviews and presentations
Knowledge of body language used in formal and informal situations
Developing an awareness of good conversational strategies
Learning about another culture
Learning about Shakespeare's life, and *Romeo and Juliet*

Science/Technology

Knowledge of the history of the Internet and the development of computers
Knowledge of the usages of the Internet and personal blogging
Developing an awareness of computer and Internet addiction
Developing an awareness of the advantages and disadvantages of mobile phones
Knowledge of Internet services such as e-mailing, e-shopping, blogging and social networking
Knowledge of the various ways animals use to communicate

Learning/Communication skills

Co-operation with a partner or group
Taking turns when playing a game
Taking part in a role play
Learning about ways of dealing with shyness
Learning how to improve conversational skills

Critical thinking skills

Recognising and using language associated with communication technology
Analysing the structure of an e-mail, and writing an informal e-mail
Justifying opinions
Reviewing the writing process
Recognising and using abbreviations and collocations
Evaluation of the theme, and self-evaluation

Theme 2: Those Teenage Things

Social studies/Life skills

Developing an awareness of teenagers' interests and issues affecting teenagers
Developing an awareness of the relationship between parents and teenagers
Understanding the nature of adolescence
Understanding the factors that cause changes in teenage behavior
Increasing an awareness of the dangers of smoking
Developing an awareness of healthy eating and sleeping habits
Developing an awareness of Western influence on Omani teenagers
Understanding the importance of communicating feelings and emotions
Understanding the importance of teenage friendships
Learning about another culture
Learning about famous teenagers in the past

Science/Technology

Developing an awareness of how to balance computer usage

Learning/Communication skills

Co-operation with a partner or group
Taking part in a role play
Giving a presentation to a partner
Asking questions
Understanding the benefits of having friends from different cultures

Critical thinking skills

Proofreading and editing a text
Writing a letter to explain a problem
Recognising and using language associated with adolescence
Matching synonyms and antonyms
Justifying opinions
Categorisation
Evaluation of the theme, and self-evaluation

Theme 3: Travellers and Tourists

Social studies/Life skills

Developing an awareness of different types of holidays and tourism
Developing an awareness of the benefits and disadvantages of tourism
Analysing the impact of foreign tourism on local culture
Knowledge of popular tourist sites in Oman
Learning about another culture
Learning about Omani sailing heroes

Learning/Communication skills

Co-operation with a partner or group
Expressing future plans and intentions
Choosing the criteria for a stay at a hotel
Taking part in a debate
Making and responding to suggestions
Finding out about things to do on holiday
Planning and preparing for a holiday
Writing a postcard

Critical thinking skills

Analysing advertisements for different types of holidays
Analysing descriptions of different places
Categorisation
Considering suitable holidays for different groups of people
Writing a description of a tourist resort
Writing a description of a tour
Planning and designing a tour for visitors to Oman
Evaluation of the theme, and self-evaluation

Theme 4: Innovation

Social studies/Life skills

Developing an awareness of life in the past in Oman
Developing an awareness of the differences brought about by technology
Analysing an online DVD company's regulations and membership terms
Analysing ways of making a complaint
Learning about another culture
Learning about young Omani inventors

Science/Technology

Developing an awareness of various inventions and innovations
Knowledge of features and benefits of smart homes
Understanding how inventions can be helpful or harmful
Developing an awareness of virtual reality
Considering the benefits and disadvantages of e-shopping

Learning/Communication skills

Co-operation with a partner or in a group
Taking part in a trivia quiz
Asking questions
Giving advice

Critical thinking skills

Recognising and using language associated with innovation and inventions
Analysing whether inventions are helpful or harmful
Analysing the changes brought about by smart homes
Presenting an argument
Justifying opinions
Writing a formal letter or e-mail of complaint
Evaluation of the theme, and self-evaluation
Read about Omani heroes in the past and present

Introduction

Introduction

1. The Course

The Coursebooks for Grades 11 and 12 of the *Engage With English* course were originally designed to reflect the more mature status of students of this age, and to maintain motivation and interest. In 2011, the original materials in Grade 11 were further revised and updated in response to feedback and suggestions offered by teachers and students in schools throughout Oman.

The new course materials include a wide range of topics, thus increasing the chances of students finding subjects of interest to engage with. Furthermore, many of the themes and topics are related to international issues or other countries. It is recognized that in today's fast-changing world, it is important to raise young Omanis' awareness and understanding of other cultures, while still maintaining their own values.

1.1 Course Structure

At the request of teachers, the number of themes in the Grade 11 materials has been reduced from five to four. This allows the course to be completed at a more comfortable pace, and particularly for teachers to be able to devote more time to writing activities in class. Each theme consists of five two-page units, each of which focuses on a specific language and skills area. This format gives coherence to the overall theme, but also allows for a greater variety of topics and vocabulary to be introduced.

1.2 Course Aims

The general aims of the course are to raise students' language level to a good general standard so that they are prepared to enter the career area they have chosen and develop their specific language skills further.

The curriculum design is meant to serve the needs of all Omani students during their last years of secondary education, not just those going on to further education.

The overall aims of the English Language Curriculum for Grades 11 are as follows:

1. To provide students with a functional command of English as preparation for work or further studies
2. To develop and consolidate functional skills in English.
3. To give students the skills and confidence to use English outside the classroom.
4. To develop students' awareness of learning strategies they can apply to further their learning of English both inside and outside school.
5. To enable students to acquire active mastery of the core grammar of English.
6. To establish a basis for both fluency and accuracy within specified domains.
7. To use English as a medium for learning about other cultures and contrasting it with their own.

In addition to the linguistic aims, there are also a range of non-linguistic objectives embedded in the course.

Learning Strategies

Lifelong, independent learning strategies are an important objective of the curriculum. The course materials provide opportunities for students to become familiar with self-help strategies, the appropriate use of a range of resources for independent learning and reflection and monitoring strategies.

Study Skills

Study skills are a key feature of the curriculum to help students to become more self-directed. Basic study skills such as dictionary skills, library and research skills, paraphrasing, referencing and accurate citation of sources are built into the class materials in Grades 11 and 12.

Culture

English is presented as an international language that provides a means of communicating with other users of English both inside and outside Oman.

International Perspectives
The themes and topics of the course provide an international outlook and cover a range of issues which have a global impact. Students will be encouraged to reflect on these issues and relate the subject matter and its implications to their own, specifically Omani experience.

Vocational
A number of themes link either directly or indirectly to the various vocational fields that many of the students will be entering. Examples of these are the travel and tourism industry, and the retail industry. Many of the language functions that are reviewed or newly introduced are transferable across several vocational fields.

Cross-Curricular Links
Many of the themes are linked to other subject areas of the curriculum, such as Science and Technology and the Social Sciences. Language and concepts introduced in one subject are recycled, reviewed and extended in other subject areas. For example, science concepts taught in science classes are revisited in English, adding English terminology to the Arabic vocabulary already introduced. A summary of the cross-curricular links is given on pages vi – ix of this Teacher's Book.

Learner Training
During the course, teachers should encourage students to use strategies which will help them become more independent and self-directed. Students will learn general planning and organisational skills, and self-monitoring skills. For example, they will continue to be encouraged to plan, draft, check and re-draft pieces of writing until they are satisfied with a final draft.

Methodology
The curriculum is based on a communicative and skills-based methodology which encourages active student participation and collaboration, rather than a teacher-fronted and dominated classroom methodology.

The teaching methodology contains the following characteristics:
1. There is a consistent focus on learning English in order to develop practical and functional skills, rather than as an end in itself.
2. Students are involved in practical activities which relate to real-world uses of English.
3. Realistic and communicative uses of language are given priority.
4. Maximum opportunities for students-student interaction are provided.
5. Maximum use is made of pair and group activities where students undertake tasks collaboratively.
6. There is a balance between accuracy-based and fluency-based activities.
7. The course materials contain less teacher-centred teaching and more learner-directed activities. Teachers are expected to act as facilitators of learning rather than as presenters of information.

1.3 Overview of course materials

1.3.1 The Coursebook
The Coursebook is divided into four themes, which are each divided into five units. Each unit focuses on one particular language skill – Reading (Unit 1), Grammar (Unit 2), Vocabulary (Unit 3), Listening and Speaking (Unit 4), and Writing (Unit 5). However, this main skill is not practised in isolation, as the activities are designed to relate it to other skills.

At the end of each theme, there are two two-page spreads entitled *Across Cultures* and *Reading for Pleasure*. These are designed as 'stand-alone' units which can either be used in class, or if the teacher prefers, allocated for self-study at home.

There is a *Review and Reference* page at the end of each theme which summarises the skills which have been covered, and lists a glossary of 12 – 14 key words introduced in the theme. This glossary replaces the vocabulary lists in the previous versions of Grade 11. Communication activity and role play materials are also provided at the back of the Coursebook.

It is very important for teachers to tell students not to write in the Coursebook. All written work is to be done in the Workbook, or in students' exercise books. From time to time, for example after the *Time to Talk* activities, students are given the task of writing paragraphs based on the ideas generated by their group discussions. The first drafts of these paragraphs should be done in class, so that the teacher can monitor students and offer guidance. Students should edit their work, and produce a second or final draft at home. They should attach their final drafts to previous drafts, and put everything into their portfolios. This ensures that a record is kept of the stages which led to the final version produced by students.

1.3.2 The Workbook

The format of the Workbook mirrors that of the Coursebook. The Workbook provides practice and consolidation activities for each of the five skills-based units within the theme. At the end of each theme, there is a page of *Across Cultures* activities which can be done in class or as self-study activities. An answer key is provided both in the Workbook and the Teacher's Book. There is also one page of *Reading for Pleasure*, which is related to the *Reading for Pleasure* material in the Coursebook.

There are two *Review and Reference* pages at the end of each theme which provide revision activities for the grammar introduced in that theme, as well as a vocabulary activity based on the words and phrases in the Glossary at the end of each theme in the Coursebook.

The end material of the Workbook consists of:

- Communication Activities
- Grammar Practice Activities
- a Writing Guide Section for each theme
- a Grammar Reference Section for each theme
- a Word List for each theme
- a Functional Language Review for each theme
- Answers to the *Across Cultures* and *Review and Reference* activities.

The Grammar Practice activities are a new feature of the Grade 11 course, and provide students with further opportunities to practise the grammar presented in Unit 2 of each theme.

1.3.3 The Teacher's Book

The Teacher's Book provides an introduction to the curriculum for Grades 11 and 12, an outline of the course components and detailed suggestions about how to use the course materials. Listening scripts are provided throughout the teaching notes.

1.3.4 Course CD

All recordings used during the course are included on a CD supplied with the other course components.

2. Course Materials

2.1 The Coursebook

The Coursebook opens with a contents map, which outlines the syllabus. This is followed by a two-page spread with the learning objectives for each theme, for students' easy reference.

2.1.1 Overview page

The overview page for each theme is intended to introduce the topic, and activate students' prior knowledge about the subject. Students are usually asked to look at a number of photographs or pictures and discuss their content and/or some questions associated with the general theme. There is also a short text that introduces the sub-themes and which contains relevant vocabulary. A number of words and phrases are presented in bold lettering, all of which will occur in the theme. These words can be used for spelling practice, in addition to the 12 – 14 words presented in the Glossary in the *Review and Reference* section at the end of each theme in the Coursebook.

2.1.2 Reading

The focus of Unit 1 in each theme is reading. Students read a variety of reading texts using a range of strategies and reading skills. The materials in this unit focus on different reading micro-skills, such as 'recognising topic sentences' or 'inferring information'.

Realistic purposes for reading are developed with naturalistic texts being used in a variety of text types. Both informational reading and reading for pleasure are developed with a focus on both intensive and extensive reading.

The final activity in each unit is a discussion activity, *Time to Talk*, which picks up on a topic associated with the content of a reading text. This gives students the opportunity to express their ideas and opinions in small discussion groups, and then present the results of their discussion to the rest of the class.

As mentioned in 1.3.1, the ideas generated by each *Time to Talk* activities are used as the basis for extra writing practice. Students are asked to write a paragraph, details of which are given in each theme. Suggestions and guidelines for paragraph structure are given in the Teacher's Book.

2.1.3 Grammar

Unit 2 in each theme has a focus on grammar. This unit provides the opportunity to review and consolidate specific areas of grammar which have been encountered earlier in the *English for* Me course. The grammar items are presented in clear contexts with a balance of inductive and deductive tasks. The practical function of grammar is demonstrated through an equal emphasis on meaning and form.

The grammar tasks are discussed and analysed orally, and this is followed up by a pair/group speaking activity *Activate your Grammar*. This activity focuses on the accurate oral production of the grammar items being revised, through creating a dialogue.

2.1.4 Vocabulary

The focus of Unit 3 in each theme is vocabulary development. In addition to the acquisition of vocabulary through a wide variety of reading and listening texts, there is a focus on the teaching of high-frequency vocabulary used in different contexts. Opportunities are created to help students make their receptive vocabulary productive through the process of recycling.

Students are exposed to word-building activities which involve them in working out how words are put together and how to work out the meaning of unknown vocabulary using clues such as context, cohesive devices and word endings. There is a wide variety of activities to maintain students' interest, including crosswords.

2.1.5 Listening and Speaking

Unit 4 in each theme focuses on oral skills. It aims to develop fluency and accuracy within specified functional areas and with acceptable standards of pronunciation. There is a focus throughout on developing realistic purposes for listening, including both listening for pleasure and listening for information. The listening tasks can be dialogues between two or more speakers, or just one speaker talking about a topic. They simulate interviews, radio shows and short presentations.

In each unit there is a *Soundbites* activity which highlights the functional language highlighted in the unit, such as 'asking questions' or 'making and responding to suggestions'. This both revises and extends previous work covered, providing more options for students to use in conversation. *Soundbites* is followed by an activity where the focus is on the fluent use of the functional language highlighted in the *Soundbites* box.

2.1.6 Writing

The emphasis in Unit 5 is on developing purposeful and practical writing skills, rather than writing for its own sake or in order to practise grammatical structures. A wide variety of writing tasks is given, but teachers should also look for opportunities to create more, for example, writing tasks based on a discussion. The focus is on the processes involved in writing with a balance between fluency-based and accuracy based tasks. Different genres of writing are highlighted in each theme, building up a solid foundation of writing skills. In Grades 11 and 12, there is practice in both vocational and academic genres of writing.

Students are exposed to the stages of writing from reading a model text, through discussion of language and features associated with different genres and the writing of a structured text, to free writing practice of the particular genre practised in each theme.

2.1.7 *Across Cultures* and *Reading for Pleasure*

These are optional two-page spreads which teachers can choose either to do in class with students or ask students to complete in their own time. There are no detailed activity notes in the Teacher's Book.

Each of the *Across Cultures* spreads focuses on a different country, particularly on aspects of interest to Omani students who might be going to study in that country. At the end of each spread, students discuss questions which compare an aspect of the culture they have read about with Oman - for example, sports or food. They discuss the questions and then write a paragraph giving particular information about Oman to a visitor, based on the ideas generated in their discussions.

The *Reading for Pleasure* spread introduces a range of text types and genres, which it is hoped that students will enjoy. Interested students can find additional information about the topic on the *Reading for Pleasure* page in the Workbook. Although there are no specific activities for *Reading for Pleasure*, teachers might like to ask students to do a short piece of writing – for example, a short summary, or to say whether they found what they read interesting, and give their reasons.

2.1.8 Review and Reference Page

The Review and Reference page outlines the main learning activities/objectives the students have covered in the theme. In addition, there is a Glossary containing 12 – 14 of the core words. This Glossary replaces the Word Lists from the previous version of the Grade 11 books Teachers should tell students to learn the spellings of the words in the Glossary, and check these spellings at the end of the theme.

2.1.9 Communication Activities

In Themes 3 and 4, there are communication activities which require students to turn to specific pages in the back of the book. All materials for these activities are fully cross-referenced.

2.2 The Workbook

The Workbook opens with a contents map, which outlines the syllabus. This is followed by a two-page spread with the learning outcomes for each theme.

2.2.1 Reading

The two-page reading spread provides practice activities for a reading text from the Coursebook or a second reading text, plus further practice of the activity type connected to the text. In addition, there may be vocabulary activities connected to the topic of the unit or activities which require students to complete an activity with personal information.

2.2.2 Grammar

The grammar pages provide further consolidation and practice activities related to the language focus areas of the unit. Students also work on vocabulary activities related to the topic of the unit.

2.2.3 Vocabulary

The vocabulary pages provide opportunities for students to use the vocabulary introduced in the listening or reading texts of the units. Students also complete word-building and vocabulary extension activities.

2.2.4 Listening and Speaking

The listening and speaking pages give students the opportunity to complete their answers to a listening activity and to work on the functional language contained in the *Soundbites* box in the Coursebook. Students also work on vocabulary activities connected to the topic of the unit.

2.2.5 Writing

The writing pages give students practice with a variety of writing tasks such as writing an informal e-mail. There may also be activities connected to the features of a particular text or genre. Students also work on vocabulary activities connected to the topic of the unit.

2.2.6 *Across Cultures* and *Reading for Pleasure*

The *Across Cultures* page provides activities linked

to the *Across Cultures* spread in the Coursebook. The activities can be worked on in class or by individual students in their own time. In response to requests from teachers, answer keys to the *Across Cultures* activities have been provided in the Teacher's Book at the end of each theme, as well as in the Workbook.

The *Reading for Pleasure* page is related to the topic of the *Reading for Pleasure* two-page spread in the Coursebook. It provides areas for further discussion, or for students to think about.

2.2.7 Review and Reference Pages

The *Review and Reference* pages at the end of each theme contain a self-assessment activity, a copy of the *Grammar Recall* box and practice activities for grammar and vocabulary revised in the theme. In response to requests from teachers, answer keys to the *Review and Reference* activities are provided in the Teacher's Book at the end of each theme, as well as at the back of the Workbook.

Note: The Word Lists and categorisation activities from the previous version of the Grade 11 books have been replaced by Glossaries and activities based on the words from these Glossaries.

In addition, students personalise their learning by choosing 15 words from the theme that they would like to remember – 5 nouns, 5 verbs and 5 adjectives. The last activity of the *Review and Reference* section is a *Personalise It* activity, in which students choose two things that interested them, two things that were new and two things that they wished to find out more about in each theme.

2.2.8 Communication Activities

In Themes 1 and 3, there are communication activities which require students to turn to specific pages in the back of the book. All materials for these activities are fully cross-referenced.

2.2.9 Grammar Practice

The *Grammar Practice* pages are a new feature of the Grade 11 books. There are four *Grammar Practice* activity pages – one for each theme. They provide the opportunity for further practice of the main grammar point focused on in the theme, plus other points.

2.2.10 Writing Guide

The *Writing Guide* section focuses on the main writing task for that theme. Guidance is given concerning layout and language, and models provided for students to follow.

2.2.11 Grammar Reference

The *Grammar Reference Section* sets out the form of the main language structures introduced in each theme. It is intended to provide a reminder and further support for those students who may need more help.

2.2.12 Word List

This is arranged by theme, and comprises the key vocabulary presented in the Glossary at the end of each theme in the Coursebook. There is a phonetic transcription for each word.

2.2.13 Functional Language Review

This contains the phrases from the *Soundbites* function boxes presented in each theme of the Coursebook, set out on one page for students' easy reference.

2.3 The Teacher's Book

2.3.1 Contents Map and Learning Objectives

A contents map is provided at the front of the Teacher's Book which outlines the syllabus. This is followed by a two-page spread with the learning objectives for each theme. It should be noted that these objectives are not exhaustive and may not represent each separate activity.

For example, in the writing units the key objective is the writing of a text in a specific genre. The activities associated with each stage of building up to writing the text – reading a model, analysing language, structured writing – are not included in the contents map.

The learning objectives are followed by cross-curricular links which relate the material presented in the course to other areas of the school curriculum.

2.3.2 Approach

The teacher's notes are written in units, rather than lessons. Although no specific timings for activities have been given, it is expected that, with the reduction of the Grade 11 books from five themes to four, teachers will be able to cover most of the material. However, it is also recognized that some classes may work faster and others may progress at a slower rate if students have difficulty with a particular language point or skill. It is therefore up to individual teachers to allocate the time they spend on individual activities, according to the ability of their class.

Summary of Activities

In response to requests from teachers, there is more freedom for teachers to work through the course materials. To help teachers, on the introductory page to each theme, a summary is given so that teachers can see at a glance the activities which the theme contains. It is therefore essential for teachers to read through each theme thoroughly before they start it in class, to familiarise themselves with the activities.

The activities are laid out in a suggested order, alternating between Coursebook and Workbook, but it is up to individual teachers to decide if they want to follow that order. Some themes contain additional activities. Again, it is up to individual teachers to decide whether they wish to make use of these extra activities, and if so, whether to do them in class or give them as homework.

Pair/Group work

Pair and group work is included throughout the course. These activities are intended to give students more practice in oral skills. With many activities, it is up to the teacher to decide if they should be done only orally, or whether students should also write the answers in their exercise books.

In addition, there are many discussion activities throughout each theme to give students the chance to work together and engage with the content of a unit which may have been introduced in a written form. Teachers should use these activities as an opportunity to monitor and assess students continuously and informally.

Feedback and Monitoring

Within the detailed teaching notes there is often only a brief mention made to obtaining class feedback in the interests of space and constant repetition. However, there are a number of ways in which feedback can be given, depending on the type of activity, the students and time.

Simple checking of answers can be teacher-led by choosing individual students to answer.

Feedback from group discussions can be done in a number of ways:

- The discussion can be opened up so that the whole class gets a chance to participate.
- A spokesperson from each group can be asked to provide feedback from their group. Once all the groups have spoken, then the discussion can be refocused to pick up on points arising from the discussion.
- One group can lead the feedback, facilitating the discussion in place of the teacher. This gives students valuable practice in facilitation skills which is useful in many career areas.
- Two groups can work together and summarise to each other the points arising from their discussions.

Teachers are advised to use the opportunities provided by the more independent learning activities to monitor and assess students' oral skills while they work in groups, or their written work throughout the drafting and checking process.

2.3.3 Teaching Notes

Detailed teaching notes are provided for each unit outlining what the students are required to do in each activity. Listening scripts are provided in the detailed teaching notes.

2.3.4 Course CDs

The course CDs feature a variety of native speakers of English. This is to familiarise students with the range of voices and accents they are likely to meet in their future education and/or

future careers. It is up to teachers to decide how many times it is necessary to play each recording, although it is expected that most recordings will need to be played more than once.

Each listening script is identified by a series of numbers. These refer to the theme, the unit and the number of each recording within the unit. For example, 'Listening Script 3.2.2' means that the recording comes from Theme 3, Unit 2 (*Travellers and Tourists – Getting There*) and is the second recording in the unit.

Theme 1
Communication

Summary

Overview

Coursebook: Activity 1

Lead-in: activating prior knowledge of the topic area

Unit 1 Body Language (Reading)

Coursebook: Activity 1

Lead-in: matching phrases to pictures

Coursebook: Activities 2, 3 Reading a text for gist and detail

Workbook: Activities 1,2 Analysing a reading text

Coursebook: Top Tip Words with similar meanings

Coursebook: Activity 4 Identifying parts of speech

Workbook: Activity 3 Vocabulary development

Workbook: Activity 4 Listening for specific information

Coursebook: Time to Talk

Discussion and paragraph writing

Unit 2 The Internet (Grammar)

Coursebook: Activity 1 Lead-in: discussion

Coursebook: Activity 2 Reading for specific information

Coursebook: Activity 3 Focusing on grammar in a text

Workbook: Activities 1, 2 Collocations and gap-filling

Workbook: Activity 3 Wh- and other question words

Coursebook: Grammar Recall

Present simple and present continuous verb forms: review

Workbook: Activity 4

Present simple and present continuous verb forms: practice

Workbook: Activity 5 Proofreading and editing

Coursebook: Activate Your English

Communication activity: board game

Workbook: Activity 6 Grammar practice activities

Unit 3 Mobile Phones (Vocabulary)

Lead-in Listening for gist

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Matching words to meanings

Coursebook: Activity 3 Listening for gist

Workbook: Activity 1 Matching pictures to definitions

Workbook: Activity 2 Vocabulary practice: gap-fill activity

Workbook: Activity 3 Listening for specific information

Coursebook: Activity 4 Practice with abbreviations

Coursebook: Activities 5, 6 SMS abbreviations

Workbook: Activity 4 Indefinite pronouns: gap-fill activity

Unit 4 Communication Skills (Listening and Speaking)

Lead-in Discussion

Coursebook: Activity 1 Reading for specific information

Coursebook: Activity 2 Listening for gist

Coursebook: Soundbites

Phrases used in everyday conversation

Coursebook: Activity 3 Analysing a conversation

Coursebook: Top Tip Making conversation

Workbook: Activity 1 Giving a talk from a fact file

Workbook: Activities 2, 3

Listening for specific information

Workbook: Activities 4, 5 Practising conversations

Unit 5 E-Mail (Writing)

Coursebook: Activity 1 Discussion

Workbook: Activity 1 Labelling the parts of an e-mail

Coursebook: Activities 2,3,4

Activities based on rules for writing e-mails

Workbook: Activity 2 Discussion about writing an e-mail

Workbook: Activity 3 Writing an e-mail

Overview

Lead-in

Discuss with students ideas arising from the theme of communication. How has communication changed over the decades? Elicit various ways that we can communicate with each other.

Tell students to look at the photos in the top part of page 1 of their Coursebooks and see how many things they can name. Check the photos against their ideas from the discussion about ways to communicate.

Coursebook, page 1, Activity 1

Students read the short text and check the meanings of the words, using dictionaries if necessary. They check the words and phrases in bold against the photos above. They can work individually or in pairs. Tell students to copy the words and their meanings into their vocabulary or exercise books.

Note: The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 1 appear in the Glossary in the Review and Reference section on page 16 of their Coursebook Explain to students that they should learn these words and that you will be checking them at the end of the theme.

body language: changes in your body movements to show what you are feeling or thinking
wireless system (WiFi): technology which is in a computer, and a network installed in a building, which means that people do not have to plug their computers into the Internet
laptop computer: small computer that you can carry with you
mobile phone: phone that you can carry with you and use in any place
e-mail: electronic mail - a system that allows you to send and receive messages by computer
blog: online diary. People can read the diary and comment or ask questions to interact with the writer
video diary: like a blog, but with a video rather than words
text messaging: send someone a written message on a mobile phone
social networking site: a site that people can join and ask others to be guests or friends on their websites. Each guest then brings their own friends onto the network.

Answers:

The following items appear in the pictures: writing, newspapers, body language, telephone, radio, laptop computer.

Coursebook, pages 2 and 3
Workbook, pages 2 and 3

Lead-in

Describe a few situations and elicit a physical response from students. For example, tell them:

- they have failed an exam
- their favourite sports team has just won a game
- there is no school tomorrow

The following activity provides an opportunity for students to have fun using body language to communicate.

Write the following sentences on the board, or show them on an OHT. Ask students to choose one of the ideas in the list, and communicate it to a partner without using words. Their partner should guess the idea, then communicate a reply, also without using words.

a Would you like to go to the cinema tonight?
b I'm hungry. What time's lunch?
c I'm not feeling well. Can I go home, please?
d Can you text me tonight at ten o'clock?

Discuss the concept of body language with students. Ask questions such as:

- What is body language?

- How important is it in our daily lives?
- Which group of people uses body language most to express their likes and dislikes? (Children)

Coursebook, page 2, Activity 1

Students match the words in the speech bubbles to the gestures in the pictures. Discuss common Omani/Arabic gestures.

Answers:

1 e **3** a **5** d
2 b **4** c

Coursebook, page 2, Activity 2

Students skim the reading text and decide on the best title from the three given at the top. Ask them to give reasons for their answer.

Answer:

The correct answer is Title **a** (Understanding Body Language). This is the title which best covers all the topics mentioned in the reading text.

Title **b** does not relate to the main topic of the text. Police officers are mentioned only briefly in Paragraph 2.

Title **c** does not describe the true meaning of the text. The text is about body language rather than hidden messages.

After skimming the text, tell students to read it in detail. When students read a text in detail after skimming it, they should find that they can read it more fluently and accurately.

Coursebook, page 3, Activity 3

Students read the statements and decide whether, according to the text, they are **True** or **False** or if there is **No Information Given**. Make sure that students understand the meaning of **NG**. It means that the text does not contain information to support the statement – it is neither true nor false.

Get students to check their answers with a partner, or their group. They should write out the correct versions of the 'false' statements in their exercise books. Do a whole class check.

Answers:

a T
b F – you can sometimes tell
c NG
d F – not everyone who works needs to understand body language
e T
f T
g NG
h F – they might, they might not

Workbook, page 2, Activity 1
Coursebook, page 2, Activity 2 (text)

Before asking students to do this activity, discuss the structure of the reading text in Activity 2 of the Coursebook. Ask:

- How many paragraphs are there?
- What is each paragraph about?

Go over the concept of topic sentences. Explain that the topic sentence is the sentence which best defines a paragraph and expresses the main idea. It is usually, but not necessarily, the first or last sentence of a paragraph.

Ask students to identify the topic sentences in the reading text. They are as follows:

Paragraph 1:
Body language refers to the way we move our bodies, make gestures or use facial expressions to help get our message across.
Paragraph 2:
Many people need to be able to recognise certain types of body language in the jobs that they do.
Paragraph 3:
It is not only professionals who use an understanding of body language to help them.
Paragraph 4:
Finally, if you want to know the answers to the first questions in this article, read on.

Direct students to the plan in Workbook, page 2, Activity 1. This is the plan for the reading text on page 2 of their Coursebooks. First, students should read the phrases in the box at the top, then complete the plan. Show them the phrases which have already been done as examples.

When students have completed the plan, do a whole class check.

Answers:

Paragraph 1:
- body language as a key to understanding
- what body language is

Paragraph 2:
- body language in jobs
- police officers' and politicians' body language

Paragraph 3:
- job interviews
- sending the right signals

Paragraph 4:
- answers to questions
- differences between liars and listeners

Workbook, page 2, Activity 2
Coursebook, page 2, Activity 2 (text)

Students read the sentences and choose one sentence to add to the end of each of the four paragraphs. Do the first sentence together with them. Direct them to focus on how each sentence begins, to see which one follows on best from each paragraph ending. Students can also use a process of elimination to help them.

Answers:

Sentence a: paragraph 3
Sentence b: paragraph 1
Sentence c: paragraph 4
Sentence e: paragraph 2

The extra sentence is **d.**
There is nothing about animal body language in the reading text.

Coursebook, page 3, Top Tip

Direct students' attention to the Top Tip box. Elicit the meanings of the abbreviations 'adv' and 'adj'. Ask students what other parts of speech they know, and what the abbreviations are. Write these on the board, or show them on an OHT.

Abbreviations:
n – noun
v – verb
adj – adjective
adv – adverb
pron – pronoun

Coursebook, page 3, Activity 4

Students read the words in the list and identify the part of speech of each one. They should write both the word and its part of speech into their exercise books.

Answers:

a noun (n)
b noun (n)
c pronoun (pron)
d verb (v)
e adjective (adj)
f adjective (adj)
g verb (v) + (n)
h adverb (adv)
i pronoun (pron)

Workbook, page 3, Activity 3
Coursebook, page 2, Activity 2 (text)

Students complete the activity by finding the correct word or phrase in the reading text.

Answers:

a gestures
b (facial) expressions
c recognize
d attentive
e clues (signs is also acceptable)
f trustworthy
g purposefully

As a homework exercise, tell students to write out sentences containing each of the above words or phrases in their exercise books. Make sure they understand that they should

create their own sentences, not just copy the sentences in the reading text. Allow time in class to check their sentences, or collect in their work to check.

Note: Tell students that it is important to create a special place to record new vocabulary. Ideally, this should be a vocabulary notebook where they can write down new words and meanings, and sentences containing the new words. Alternatively they should create a special section in their exercise books for new vocabulary.

Workbook, page 3, Activity 4

Have a brief discussion with students about animal communication. Ask what they already know about the ways in which animals communicate. Elicit the names of the animals and insects in the pictures (dolphins, honey bee, whales, ants, monkeys, elephants).

Give a few examples of animal communication, such as monkeys communicate by touch, feel and facial expression.

Tell students to read the two questions so that they know what information they should be listening for. Play Listening 1.1.1, while students take notes in their exercise books. Do a whole class check.

Listening Script 1.1.1

Animal Communication

Animals communicate with each other in order to survive. They need to tell other members of their groups about danger, or where to find food. Elephants make loud calls when they are excited or angry. They also communicate by making sounds too low for humans to hear. Dolphins are very intelligent and have a complex system of communication. They whistle
to each other, and make clicking noises. Whales sing to each other, and slap their tails on the water. Honey bees dance, and tell other bees not only which direction to go for food, but also how far away the food is. Ants send chemical signals to other ants. Monkeys use facial expressions and hand gestures to show anger and love, and they also communicate by touching each other.

Answers:

1. To survive, and tell other members of their groups about danger, or where to find food.
2. Elephants make loud calls when they are excited or angry. They also communicate by making sounds too low for humans to hear.
   Dolphins whistle to each other and make clicking noises.
   Whales sing to each other, and slap their tails on the water.
   Honey bees dance.
   Ants send chemical signals to other ants.
   Monkeys use facial expressions and hand gestures, and they also communicate by touching each other.

Coursebook, page 3, Time to Talk

This Time toTalk activity can be done in groups of four students. Obtain feedback from each group and then open the discussion out to the whole class.

As a homework activity, students can be asked to write a short paragraph summarising the ideas generated in the 'Time to Talk' discussions. Tell them to write a draft first, which should be attached to their final piece of work. They should put both their drafts and their final pieces of work into their portfolios.

Coursebook, pages 4 and 5
Workbook, pages 4 and 5

Lead-in

Ask students what communication words they can remember from their discussion in the overview of the theme (Coursebook, page 1).

Coursebook, page 4, Activity 1

Make sure that students understand the idea of 'essential' and 'non-essential.' They write down their top ten essential items and compare them with a partner's items.

Coursebook, page 4, Activity 2

Before asking students to read the text about the Internet, have a brief discussion.
Elicit students' views about the following:

- What are the main uses of the Internet?
- What are its advantages and disadvantages?
- What is the future of the Internet?

Tell students to read the text in detail, then answer the two questions under the rubric. Elicit their ideas about how old the Internet is. Check their understanding of the four activities in question **b**. Ask them which of the activities they have done.

Answers:

a Twenty years old (in 2011, but it depends what year you are teaching this theme)
b e-mailing

You can also add some more questions as a quick comprehension check.

Suggestions for other questions:

1. Who was Tim Berners-Lee?
2. What is the Internet?
3. Is the Internet always free?
4. What can you do on the Internet?
5. What is the purpose of blogging?

Coursebook, page 5, Activity 3

Students read the text about the Internet again, and complete the referencing activity.

Answers:

a people
b high speed connections, links to personal computers (PCs) and wireless systems
c anyone with a laptop or pocket PC
d a house, a book, some flowers
e anyone
f their readers

Workbook, page 4, Activity 1

Elicit what kinds of technology students have at home, or use at school. Tell them to complete the matching activity. Do a whole class check.

Answers:

a visit **websites**
b surf **the Internet**
c download **music**
d dial **a number**
e key in **a password**
f text **a message**
g go **online**
h switch on **your computer**
i send **e-mails**

Workbook, page 4, Activity 2

In pairs, students complete the text. Tell them that each missing word or phrase can be either one of the verbs or nouns in Activity 1. Before attempting to fill in the gaps, students should read the text straight through and decide if they need to look for a verb or a noun.

When students have completed the activity, play Listening 1.2.1 straight through and tell them to check their answers. The answers are given in **Bold** in the listening script below.

Listening Script 1.2.1

"How much time do I spend using IT every day? Lots! When I get home from school I (1) **switch on** my computer, and check my (2) **e-mails**. I usually need to (3) **send** a couple of e-mails too. While I'm (4) **online**, I

sometimes (5) **surf** the Internet to do research for my homework and then I make a note of the (6) **websites** I visit for reference. I'm joining an online music club after my birthday next week so that I can buy and (7) **download** new music straight from the Internet. After using my computer, I usually (8) **text** a few messages to my friends on my mobile."

Do a whole class check. Remind students that if they are using information from sources on the Internet in their work, they should acknowledge (reference) these sources, and that downloaded music should be paid for if necessary.

Workbook, page 4, Activity 3

Elicit question words from students and write them on the board – **What? Who? When? Why? Which? How?** Point out that many questions begin with **Do?** Or **Does?**

Direct students to the question words in the box at the top right of Activity 3. Students complete the gaps with the missing question words, and then discuss the answers to the questions in their groups. Allow them time for the discussion.

Answers:

a Do
b What
c How
d When
e Which
f Do
g Who
h Do
i Why

Do an oral feedback of the answers to the questions. You could ask a spokesperson from each group to summarise the most interesting results of their group discussion, e.g.

- Which group member is the most active user of the Internet?
- Which are the most popular websites?

Coursebook, page 5, Grammar Recall

Direct students' attention to the Grammar Recall box. Discuss the differences in meaning between the two questions at the top. The first question – 'What do you think about technology?' – means 'What's your opinion of technology?' This question refers to a permanent state or condition (i.e. not just right now) and is expressed by the use of the present simple. The second sentence – 'What are you thinking about?' means 'What are you thinking about at this moment?' This question refers to an action or situation that is happening right now, and is expressed by the use of the present continuous. Direct students to the Grammar Reference section on page 73 of the Workbook for further guidance about the use of the present simple and present continuous.
With students, work through the sentences on the left-hand side of the Grammar Recall box, matching each one to a usage described on the right.

Answers:

1 d	**3** a	**5** b
2 e	**4** f	**6** c

Workbook, page 5, Activity 4

Work through Activity 4 with students orally. First, they have to read each sentence, choose the correct form of the verb and underline it. Then they have to match each sentence to the most appropriate usage from the Grammar Recall box on page 5 of the Coursebook. They should write the letter of each usage in the box to the right of each sentence.

Answers:

1 are you reading	e
2 is e-mailing	f
3 writes	a
4 do not text	b
5 do not understand	c
6 is downloading	d
7 am getting	f
8 Are you listening	d

Workbook, page 5, Activity 5

Discuss the idea of a blog with students. If you have time, show them an example of a real blog. Direct their attention to the Boy Blogger of Sohar's blog. Point out the information he has given in his 'About Me' section to the right of the blog. Discuss the information in his blog. Does he write a blog every day? (No). What does he invite his readers to do? (Write to him about what they like).

Students read the text of the blog, and find the verbs which have not been used in the correct form. Some verbs need changing from the present simple to the present continuous, and *vice versa*.

If you prefer, this task can be given as homework.

Answers:

Thursday 5th
Another good day for me – I'm having my first driving lesson this morning. Drivers of Oman – take care! ~~I'm having~~ **I have** my licence from the police and my dad ~~takes~~ **is taking** me to the driving centre. . .

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

Sunday 8th
My favourite hobby at the moment ~~finds~~ **is finding** football club websites on the net. . .

Wednesday 11th
Last day of college for this week. ~~I'm loving~~ **I love** Wednesdays! – except for all the homework we get for the weekend. I've got football in the morning, English after break then maths and Arabic. Then ~~I go~~ **I'm going** round to my cousin's house. . .

Coursebook, page 5, Activate Your English

In pairs, students play the game in Communication Activity 1 on page 60 of their Workbooks. This game is a version of 'Noughts and Crosses' where players try and make rows containing 3 noughts or 3 crosses.

X	O	
X	X	O
O		X

Demonstrate the game with two students. Players have to make up sentences using the present simple and present continuous, as in the given example. The winner is the first person to make a row of three – horizontally, vertically or diagonally. Players should try and block their opponent from making a row. They cannot repeat a sentence that has already been said.

Workbook, page 5, Activity 6

The Grammar Practice activities on page 64 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 73 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 **1** Are you travelling
2 am
3 are you studying
4 am taking
5 Do you speak
6 has
7 am going
8 am trying

2 **a** don't watch
b are reading
c is looking
d don't like
e is planning
f means

3 **a** never
b sometimes
c every year
d tonight
e twice a week
f always

Coursebook, pages 6 and 7
Workbook, pages 6 and 7

Lead-in
Without discussion or a long introduction, play Listening 1.3.1 and ask students what object they think each person is talking about.

Listening Script 1.3.1

a I think it has changed my life. I never go anywhere without it. I can use it at home or at university. I can write an essay, do research for my homework on the Internet, send a few e-mails and drink a cup of coffee all in the comfort of my own home. Everyone should have one.

b Well, I don't know what I'd do without it now. I take it with me everywhere – I feel safe knowing that I can always ring someone if I miss my bus or can't find a taxi. My mum complains that I spend hours texting or talking to my friends, but I can't help it!

c It's great! I charge up the battery, plug in my earphones and I am in my own little world. Nothing bothers me. I download music from the Internet or from my CDs and I'm not disturbed by anyone around me.

Answers:
a laptop computer
b mobile phone
c MP3 player or Ipod

Coursebook, page 6, Activity 1
Students discuss the two questions in small groups. Ask a spokesperson from each group to summarise the group's discussion. If you prefer, you can open out the discussion to the whole class.

Coursebook, page 6, Activity 2
Students can do this vocabulary matching exercise individually or in pairs. Encourage them to use a dictionary to look up unknown words. Encourage them also to look at the part of speech (noun, verb, adjective) of the words and phrases on the left, and find a corresponding part of speech in the meanings on the right.

Students should write out both words and meanings in the vocabulary section they have created in their exercise books, or, if they have them, their vocabulary books. As a homework activity, they can be asked to make up their own sentences containing the words.

Answers:
a opinion – your idea about something
b can't stand – dislike strongly
c blab – talk a lot
d constant - continuous
e get rid of – throw away
f marvellous - wonderful
g emergency – unexpected and dangerous situation
h noise pollution – loud and unpleasant sound
i privacy – state of being alone

Coursebook, page 6, Activity 3
Students read the three questions, then listen to the phone-in. Make sure they understand the situation - this is a radio show on the topic of mobile phones where listeners can phone in with their comments. The comments have been left on the show's answering machine. The radio show host is called Matthew.

Tell students they need to listen for gist, not detail. They only need to establish three things:

- the number of callers
- whether each caller likes mobile phones

- whether each caller owns a mobile phone themselves

Write three headings on the board:

A. caller
B. likes mobile phones?
C. owns a mobile phone?

Tell students that every time they hear a new caller (a new voice), they should number the caller in their exercise books (caller 1, 2, 3 etc). After further listening, they should put a tick or a cross according to whether that person likes mobile phones, and owns a mobile phone. It is important that students do this as they listen to each caller, and not at the end of the whole listening text, as they won't be able to remember the information they have heard.

Listening Script 1.3.2

Matthew: Welcome back, everyone. Here are just a few of the comments we received on our answering machine on the subject of mobile phones – some pretty strong opinions out there!

Hello. . . Matthew, Matthew . . . Hello . . . Oh, it's an answering machine. Well, I've got a mobile phone, but I can't stand the things – you can never get away from them. People blabbing all day in shops, in taxis and at the dinner table. Constant noise – I'd get rid of mine, but I need to know where my kids are.

Hello, Matthew. On the subject of mobile phones – I wouldn't be without mine. I'm a businessman and I need mine for my job. I find that you can take them with you anywhere and keep in touch wherever you are. It helps me keep up-to-date with things that are happening in the office. Marvellous technology.

Mobile phones. Great invention. What else do you use in an emergency? Mobile phones can save lives!

Hi Matthew. I'd just like to say that I carry my phone with me all the time. That way, the school and my husband's office can contact me at any time. I can't say that I like it, but it is useful. 'Bye!

Matthew – mobiles. Waste of time and money and terrible noise pollution – people are always shouting into them. Why doesn't anyone speak quietly when they use them? I've never had one and I never will. I like my privacy and my peace and quiet. And another thing – they are very bad for your health.

Hello, is that Matthew's show? Right. OK then. I think mobile phones are very important for children. I use mine every day. The government should give one to every teenager. We need to be able to keep in contact with our friends and our parents, but I wouldn't let my teachers have my phone number! Cheers, Matthew – I'll add you to my contacts list.

Answers:
a six callers
b three callers
c five callers

Workbook, page 6, Activity 1

Students match the pictures to the definitions and put the number of each picture in the appropriate box. If they can't match definitions and features from the pictures, the words underneath the pictures will help them.

Answers:
a 4
b 6
c 2
d 1
e 3
f 5

Workbook, page 6, Activity 2

Students complete the sentences with the words and phrases from the box. This activity

gives them further practice in using vocabulary related to phones.

Answers:
a busy
b voicemail
c switch off
d text
e hands free
f ringtone
g keypad
h predictive

Workbook, page 7, Activity 3

Discuss the different uses of mobile phones – phoning, texting, taking photos, making videos, accessing the Internet etc.

Students listen to Listening 1.3.3 and complete the chart with information from the voicemail messages.

Listening Script 1.3.3

You have one new message from number 39268784.
You have one new message from number 39268784.

Hi Budoor, it's Alya. I made a mistake earlier. We're meeting Mariam at the cinema at 7 o'clock, not 7.30. That's 7 o'clock at Al Maha cinema. See you there.

You have one new message from number 36772459.
You have one new message from number 36772459.

Tony, Peter here. Can you do me a favour, mate? I'm working tonight and my dad is arriving at the airport at 10.45. Could you pick him up for me? Speedy Flight, arriving at 10.45 from London. Cheers!

You have two new messages from number 48900218.
You have two new messages from number 48900218.

Message one.
Message one.

Osama, can you come around to my house and help me with my maths homework? I'm really stuck. I'll help you with your English homework in return. Can you come round at about 5.30 this evening. Thanks.

Message two.
Message two.

Sorry, Osama, it's Khalifa. I forgot to say my name in case you didn't recognise my voice.

You have one new message from number 44546790.
You have one new message from number 44546790.

Sara, it's Omar. Can you meet mum at the dentist's? She's got you an appointment for 2.30, Bye.'

Answers:

Name	Number	Caller	Why?	Where?	When?
Budoor	39268784	Alya	change time	Al Maha cinema	7.00
Tony	36772459	Peter	pick up father	airport	10.45
Osama	48900218	Khalifa	maths homework	Khalifa's house	5.30
Sara	44546790	Omar	meet mum/ appointment	dentist	2.30

Coursebook, page 6, Activity 4

Direct students to the information about abbreviations. Elicit or give a few other examples of abbreviations – United Kingdom (UK), prof (professor). Students work with a partner, and write out the full forms of the abbreviations in the task in their exercise books. Get them to think of other abbreviations, then

elicit a few and write them on the board.

a examination
b information
c Information Technology
d department
e Short Messaging System or Short Message Service
f university
g television
h United States of America

Coursebook, page 7, Activity 5

Point out that abbreviations are often used in text messaging. Initiate a brief discussion on the advantages and disadvantages of texting. Ask students to tell you any common SMS abbreviations they know. Students then look at the activity, and match the SMS text words with the words and phrases. The should do this in their exercise books. Do a quick oral feedback.

Important note:
Remind students that SMS writing is ONLY appropriate for mobile phone text messages or for chat functions. It is NOT appropriate for school work or formal pieces of writing.

Answers:

2MORO	tomorrow	**D/DUN**	do/don't
L8R	later	**ABT**	about
PLS	please	**CU**	see you
NYT	night	**THX**	thanks
GR8	great	**WOT**	what
B4N	bye for now	**SOMI**	someone
GUD	good	**NEI**	anyone
LO	hello	**4GET**	forget
2	to	**RU**	are you
SABT	sorry about that	**@**	at
NU	new	**CNT**	can't

Coursebook, page 7, Activity 6

Students decipher the messages on the mobile phones and write them out in standard English in their exercise books.

Answers:

a Hello, Khalid. Are you free later to go to see the new James Bond movie?
b Sorry about that, Malik, I can't tonight. What about tomorrow night?
c Great! 7.30 at Al Maha. Shall I ask Hamdan?
d Good idea. See you tomorrow. Bye for now. Khalid.
e Don't forget! See you later. Malik.

Students can write their own SMS messages, swap them with a partner and send a reply.

Workbook, page 7, Activity 4

Students complete each gap in Activity 4 using one of the pronouns in the box at the top.

Answers:

a
anywhere
nothing
anyone
no-one

b
anything
something
somewhere

c
nothing
everything
everything

If time allows, as a fun activity ask students to create abbreviations for the words in the box.

Coursebook, pages 8 and 9
Workbook, pages 8 and 9

Lead-in

Apart from finding the language content of this unit useful, it is hoped that students will benefit from the advice about how to improve their conversational skills. Shyness among teenagers is a common problem, and it is even more daunting making conversation in a foreign language.

Discuss briefly with students the importance of communication. Ask questions such as:

- Why is it important to be able to communicate well?
- Do you consider yourself to be good communicator? Why/why not?
- What type people do you have problems communicating with? What happens?

Coursebook, page 8, Activity 1

Students read the text and answer the three questions. Get them to read the questions first, so that they know what information they are looking for. They should also think of an appropriate title for the text.

Answers:

a Communication involves talking and listening.
b Because negative feelings can get stuck inside your head.
c 'Pent-up' means 'closed or held in'

Suggested titles for the text:
The Importance of Communication
Why Communication is Important

Coursebook, page 8, Activity 2

Students listen to a teacher interviewing two students at a language school. Play the first conversation (Listening 1.4.1) then pause the CD.

Listening Script 1.4.1

Conversation A

Teacher:	Hello, what's your name?
Student:	Ahmed.
Teacher:	Where are you from, Ahmed?
Student:	Er . . . Muscat.
Teacher:	Do you have a big family?
Student:	Yes.
Teacher:	How many brothers and sisters do you have?
Student:	Er . . . five.
Teacher:	What do you like doing at weekends?
Student:	Um . . . sport.
Teacher:	What kind of sport?
Student:	Football.
Teacher:	Nothing else?
Student:	Um . . . No.
Teacher:	Have you ever visited another country?
Student:	Yes.
Teacher:	What other country?
Student:	Er . . . England.
Teacher:	Did you like it?
Student:	No.
Teacher:	Why not?
Student:	Er . . . don't know.
Teacher:	I see. Well, thank you very much, Ahmed. Goodbye!

Discuss the conversation with Ahmed. Did students think it was successful? Why/why not? They should tell you that it wasn't successful because Ahmed's answers are too short, and he hesitates a lot. Ask how Ahmed could improve his communication skills. Then play the second conversation (Listening 1.4.2).

Listening Script 1.4.2

Conversation B

Teacher:	Hello, what's your name?
Student:	Laila.
Teacher:	Where are you from, Laila?
Student:	I was born in Salalah, but now I live in Muscat.

Teacher:	Do you have a big family, Laila?
Student:	Yes, I've got three brothers and two sisters. All my brothers are older than me. One's an engineer, one's a doctor and one's at university. My sisters are still at school.
Teacher:	What do you like doing at weekends?
Laila:	Oh . . . swimming and going to the gym. Or just meeting my friends for coffee and a chat. That's very relaxing.
Teacher:	Have you ever visited another country?
Laila:	No, but I'd love to go to France one day and learn French. It's such a beautiful language. Do you speak French?
Teacher:	Yes, a little. Well, best of luck with your plans, Laila.
Laila:	Thank you. Have a nice day!

Discuss Conversation B with students and ask how it compares with Conversation A. Why is Laila a better communicator than Ahmed? Students should tell you that it is because she doesn't just respond with 'Yes' or 'No'. She keeps the conversation going by adding more information, or a comment, and she even asks the teacher a question.

Coursebook, page 8, Soundbites

Direct students to the Soundbites box of phrases used in everyday conversation. Play Listening 1.4.3. Practise the language with students, paying attention to the intonation.

Listening Script 1.4.3

Soundbites

Phrases used in everyday conversation

Hello, how are you?
Nice to see you!
Really?
That's interesting.
How exciting.
I'm sorry to hear that.
What do you think?
How about you?
See you later! (tomorrow, next week)
Goodbye.

Coursebook, page 9, Activity 3

Students read the picture strip conversation and discuss whether it is successful, and why. Although the conversation consists of simple language, it is a good example of how two people play equal parts to keep a conversation going.

Some reasons the conversation is successful are:

- the participants take turns talking and listening – the conversation is not one-sided
- each person shows interest in what the other person is saying
- each person asks questions and adds comments related to what the other person has just said
- the conversation has a definite beginning and ending
- the participants make eye contact with each other

Ask students to identify the stages in the conversation where the participants are doing the following:

- greeting the other person (picture **a**)
- starting the conversation (picture **b**)
- showing interest in what the other person is saying (pictures **c, d, e**)
- asking a question or making a comment related to what the other person has just said (pictures **c, d, e, f ,g**)
- making plans (pictures **g, h**)
- taking turns (all pictures)
- ending the conversation (picture **h**)

Coursebook, page 9, Top Tip

Direct students' attention to the Top Tip. Ask them to find examples of the suggested ideas in

the picture strip conversation in Activity 3. Get them to act out the picture strip conversation with a partner and add variations of their own.

Workbook, page 8, Activity 1

This activity introduces students to the practice of using material in a Fact File to communicate information about a topic to a partner. It aims to develop students' confidence, and can be used as a first step in public speaking.

Tell students to work in pairs. Student A takes the topic of the Internet and Student B, mobile phones. Students read the information in the relevant fact file about their topic, and prepare a short talk to communicate the information to their partner. Give students time to practise by themselves first. They should speak in complete sentences, use facial expressions, maintain eye contact and present their information as clearly as they can.

Go round the classroom offering guidance and support. When students have had time to practise, you may want to ask a few confident students to give their talk to the whole class.

Workbook, page 8, Activity 2

Discuss the idea that it is not always easy to make conversation, especially for teenagers. Tell students they are going to hear a young man called Mark talking about a problem he had as a teenager. Play Listening 1.4.4. As they listen, students should write notes to answer the three questions on the appropriate lines in their Workbooks. They won't have time to write complete answers – notes are enough.

Listening Script 1.4.4

When I was a teenager, I was very shy. People thought that I was rude and unfriendly, but really I was just shy. I'm not sure what caused my shyness, but maybe it was because I come from a big family. When I was growing up, I didn't get much chance to talk because so many people were talking at once. So it was easier just to keep quiet. How did I cure myself? Well, there was an English teacher at school whom I admired a lot. He was always so relaxed and easy to talk to. So I made him my role model. I watched him and tried to copy him. Gradually, I became more open and friendly too. I started smiling, and asking questions, and showing people I was interested in what they were saying. And it worked! I'm still a little shy, but things are much better now.

Answers:

1 He was very shy.
2 He came from a big family and didn't get much chance to talk.
3 He made his English teacher his role model.

Workbook, page 9, Activity 3

Students listen to the interview with Marina White and answer the questions as they listen. This dialogue reinforces the idea that shyness is not unusual (even famous people can be shy), and that you can do something about it. Play Listening 1.4.5. Repeat as necessary.

Listening Script 1.4.5

Int = Interviewer

Int:	Good afternoon, Marina, and welcome to our programme *Talking About Shyness*.
Marina:	Good afternoon.
Int:	You're a famous actress and you always seem very confident. But have you ever suffered from shyness?
Marina:	Oh, yes. In fact, you would be surprised to know that a lot of actors and famous sportspeople are really very shy inside.
Int:	Interesting! So can a shy person cure themselves of being shy?

Marina:	Yes, they can. It's important to remember that shyness is normal, and cureable. You *can* do something about it.
Int:	Can you give us some advice?
Marina:	Yes. For a start, don't think about your shyness yourself when you're talking to someone else. Show that person you are really interested in what they have to say.
Int:	How can you do that?
Marina:	Well, by smiling, making eye contact and asking questions. Listen to the person's answers, and make comments to show that you are following what they are saying.
Int:	That's good advice. Anything else?
Marina:	Yes. If you can, find a role model – perhaps a friend or family member, who has good social and conversational skills. Watch how they behave and copy them. That will help you become more confident.
Int:	Excellent idea, Marina. Many thanks for talking to us today.
Marina:	Thank you!

Answers:

1 (c) actress
2 (a) yes
3 (a) shy
4 a,b,d,e,g are mentioned. c and f are not mentioned

Workbook, page 9, Activity 4

This activity gives students the opportunity to practise making everyday conversation. Give them time to write down one initial question about each topic to start the conversation. They should follow this up with other questions depending on their partner's answers. Students should try and keep the conversation going, as in the example. After talking to one partner, they should move on to another.

Workbook, page 9, Activity 5

Students turn to the phrases in the Soundbites box on page 8 of their Coursebooks, and make up two short conversations with a partner to practise using the phrases. They can then act out their dialogues in front of the class.

Coursebook, pages 10 and 11
Workbook, pages 10 and 11

Lead-in

Revise briefly the different communication technologies that students have looked at in the theme – mobile phones, the Internet, e-mails.

Coursebook, page 10, Activity 1

In groups, students discuss the questions relating to e-mails. Ask each group to appoint a spokesperson to give a summary to the class of interesting points that arose from their discussion.

Workbook, page 10, Activity 1

Show students the e-mail and go through the terms in the box at the top. Tell students to label the e-mail.

Answers:

a 1
b 4
c 7
d 2
e 10
f 13
g 14
h 8
i 12
j 9
k 3
l 6
m 11
n 5

Coursebook, page 10, Activity 2

Students read the statements and decide, in their own opinions, whether they are True or False. They can do this individually or with a partner.

Answers:

a F. Only send your e-mail to people who need to read it.
b T
c F. Only use 'smileys' in informal e-mails.
d T
e F. It is important to write a subject line.
f F. Never write out long sentences in capital letters. This is known as 'shouting'.
g F. Always check grammar carefully.
h T

Coursebook, page 10, Activity 3

This activity is related to Activity 2. Students match their answers from Activity 2 against the ten rules for writing e-mails. They have to decide which rule gives the relevant information for each sentence in Activity 2.

Answers:

a – relates to rules 3 and 9
b – relates to rule 5
c – relates to rule 7
d – relates to rules 1 and 4
e – relates to rule 8
f – relates to rules 2 and 6
g – relates to rule 5
h – relates to rule 4

Coursebook, page 11, Activity 4

Students read the four e-mails and discuss which rules are being broken in each one. They should make notes in their exercise books of how the rules are being broken.

Answers:

a
Rule 1. The writer is being impolite about Auntie Muna. This information would be better not written down.
b
Rule 4. The relationship is formal (business), but the style of the e-mail is informal and therefore inappropriate.
Rule 6. The use of capital letters means that the writer is 'shouting.'
Rule 7. The e-mail is formal, so it should not contain a 'smiley'.

Rule 8. There is no subject line.

c

Rule 5. Spelling and punctuation are careless.
Rule 9. Confidential information – a password – is being sent.

d

Rule 1. This is sensitive information – it would be better to talk about it in private.
Rule 3. The e-mail is being sent to people who don't need to read it.
Rule 9. This is confidential information which should not be sent by e-mail.

Workbook, page 11, Activity 2

Students choose one of the messages and write an e-mail. They can think of their own e-mail topic if they don't want to choose one from the list of suggestions. Give students five minutes to choose their topic and discuss with a partner why they have chosen it and what they are going to include in it.

Workbook, page 11, Activity 3

Students write their e-mails. Explain that they are going to do this in stages. As a first step, direct them to the Writing Guide on page 70 of the Workbook and go through the guidelines with them. Discuss the main elements of the layout and language appropriate for an informal e-mail. However, point out that an informal e-mail is fine when e-mailing friends, but for an e-mail to a teacher or older relative, they should use more formal language.

Tell students to write a draft of their e-mail, and to do this in their exercise books. Allocate 15 – 20 minutes for them to write their drafts in class. Circulate around the classroom offering guidance and support. Tell students to edit their draft at home, and write a second draft to bring to the next lesson. After checking, they should copy their final draft into the blank e-mail on page 11 of the Workbook.

Across Cultures
Coursebook, pages 12 and 13
Workbook, page 12

Country Focus: United Kingdom

Reading for Pleasure
Coursebook, pages 14 and 15
Workbook, page 13

William Shakespeare
Genre: Biography

Review and Reference
Coursebook, page 16
Workbook, pages 14 and 15

Note: At the end of this theme, don't forget to check students' spellings of the core words in the Glossary in the Review and Reference section on page 16 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the learning objectives for this theme in Activity 1 of the Review and Reference section on page 16 of the Coursebooks, turn to Activity 1 on page 14 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 14 and 15 of their Workbooks. They then complete the chart in Activity 3 on page 15 with 15 words of their choice from the theme – 5 verbs, 5 nouns and 5 adjectives. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 15.

Additional activities

The following are suggestions for some additional activities for this theme.

1. Internet .tags

Write the following tags on the board. Elicit from students what they mean at the end of a website address. Can students find other examples?

.com **.gov**
.edu **.om**

.net **.co**
.org **.info**

Answers:

.com – a commercial website
.gov – a government website
.edu – an educational institution's website
.om – a website in Oman
.net – a network website
.co – a private company website
.org – a non commercial organisation's website for example, a charity
.info – an information website

2. Voicemail

In groups of three, students prepare a voicemail message for their friends. Elicit the kind of information they need to include:

- their name and number
- the reason for the message
- changes in timing or other details

Give each group a different situation to prepare. Some suggestions are given below. Regroup students into new groups of three so that each student is now with different students. Students take it in turns to 'leave a message' while the others write down the details. Remind them to speak at normal speed. They can ask each other to repeat a message by saying 'replay'. Students check details together.

If you have access to recording equipment, the messages can be recorded and shared out among groups.

Ideas for messages:

- cancelling a meeting with a friend. Give a reason and suggest a new time.
- calling to say you are interested in a job advertised in the newspaper.
- your car has a puncture and you need to be picked up.
- inviting a friend to a wedding.
- your satellite TV has stopped working and you want it repaired.
- ordering a pizza for home delivery

Answers to Across Cultures:

Activity 1

Name	How It Is Made Up	Capital City
The United Kingdom (UK)	1. England 2. Scotland 3. Wales 4. Northern Ireland	1. London 2. Edinburgh 3. Cardiff 4. Belfast
Britain or Great Britain (GB)	1. England 2. Scotland 3. Wales	
People in the UK	1. English 2. Scots 3. Welsh 4. Northern Irish 5. People from the Caribbean, India, Pakistan and Hong Kong	

Activity 2

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

Activity 3

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

6 tennis

Answers to Review and Reference:

Activity 2

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

Activity 4

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

Theme 2
Those Teenage Things

Summary

Overview
Coursebook: Activities 1, 2
Lead-in: activating prior knowledge of the topic area

Unit 1 Goodbye to Childhood (Reading)
Coursebook: Activity 1 Lead-in: discussion
Coursebook: Activity 2 Reading a text for gist
Coursebook: Top Tip
Looking for the main ideas in a reading text
Coursebook: Activity 3 Words with similar meanings
Coursebook: Activity 4 Reading and understanding
Workbook: Activity 1 Discussion
Workbook: Activity 2 Vocabulary practice: gap-fill activity
Workbook: Activities 3, 4 Vocabulary development
Coursebook: Time to Talk Discussion
Workbook: Activity 5 Discussion and paragraph writing

Unit 2 Teens and Adults (Grammar)
Coursebook: Activity 1 Lead-in: discussion
Coursebook: Activity 2 Reading for specific information
Coursebook: Grammar Recall
Past simple and past continuous verb forms: review
Coursebook: Activity 3
Past simple and past continuous verb forms: practice
Workbook: Activity 1 Vocabulary development
Workbook: Activity 2 Listening for specific information
Workbook: Activities 3, 4
Past simple and past continuous verb forms: practice
Coursebook: Activate Your English
Role play and discussion
Workbook: Activity 6 Grammar practice activities

Unit 3 Teenage Friendships (Vocabulary)
Coursebook: Activity 1 Lead-in: discussion
Coursebook: Activity 2 Listening for specific information
Coursebook: Activity 3 Reading a letter: giving advice
Workbook: Activity 1 Vocabulary development
Workbook: Activity 2 Discussion: proverbs
Workbook: Activity 3 Listening for specific information
Workbook: Activity 4 Vocabulary practice: gap-fill activity
Coursebook: Activity 4 Discussion: a poem
Additional activity: writing a short poem

Unit 4 Western Influence – Good or Bad? (Listening and Speaking)
Coursebook: Activities 1, 2 Vocabulary development
Workbook: Activites 1, 2 Listening and understanding
Coursebook: Soundbites Asking questions
Coursebook: Activity 3 Asking and answering questions
Coursebook: Activity 4 Asking for and expressing opinions
Workbook: Activity 3 Agreeing and disagreeing
Workbook: Activity 4 Giving a talk from a fact file

Unit 5 Teenage Angst (Writing)
Coursebook: Activity 1
Reading and discussion: giving advice
Coursebook: Activity 2 Categorisation
Coursebook: Top Tip Checking for errors
Coursebook: Activity 3 Language in letters and e-mails
Workbook: Activity 1 Reading and vocabulary practice
Workbook: Activity 2 Proofreading practice
Workbook: Activity 3 Reading and vocabulary practice
Workbook: Activity 4
Writing an informal letter to a problem page

Overview

Lead-in

Discuss the photos with students. What is the relationship between the people? How are the man and woman feeling about the boy? How is the boy feeling?

Coursebook, page 17, Activity 1

Students consider the four choices provided and discuss what they think 'adolescence' means. The answer is **c.**

Coursebook, page 17, Activity 2

Students read the short text and check the meanings of the words and phrases, using dictionaries if necessary. They can work individually or in pairs. All the words will occur somewhere within the theme. Tell students to copy the words and their meanings into their vocabulary or exercise books.

Note: The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 2 appear in the Glossary in the Review and Reference section on page 32 of the Coursebook. Explain to students that they should learn these words for spelling and that you will be checking them at the end of the theme.

adolescence: period between childhood and adulthood
angst: strong feeling of unhappiness and worry
hanging out: spending time
acne: skin condition which causes a lot of red spots and affects mostly teenagers
teens: teenagers
suspicious: thinking that someone is doing something wrong
critical: expressing disapproval
mood swings: sudden changes in the way you feel
circle of friends: group of friends
peer pressure: strong feeling that you must do the same as people the same age as you
influence: power to affect the way someone behaves
media: newspaper and magazine publishers, TV and radio

Coursebook, pages 18 and 19
Workbook, pages 16 and 17

Coursebook, page 18, Activity 1

Direct students to page 18 in the Coursebook and the photo of the teenager with the questions. Discuss the differences between being a child and being a teenager. Encourage students to think about it and discuss the four questions the teenager is asking himself, and any other questions they may have asked themselves. Go around the different groups asking for feedback. Write up the most interesting questions on the board.

Note: Make sure that students understand the difference between **adolescence** (a period of time) and an **adolescent** (a young person in that time period). A **teenager** is someone aged between 13 and 19. **Teenage** is an adjective – for example, the **teenage** years. Teenagers are often referred to informally as **teens.** This word is derived from the endings of the years of age from 13 to 19.

Coursebook, page 18, Activity 2

Students skim the reading text on 'Adolescence.' Before they read the text, ask them to read through the four topics listed, so that as they read, they can decide which topic relates most closely to which paragraph. Ask them to identify the key words in each of the four topics – i.e. *family, adolescence, physical, mental* – as these will direct them to the correct paragraphs.

Answers:
a Paragraph 4
b Paragraph 1
c Paragraph 2
d Paragraph 3

Coursebook, page 19, Top Tip

Remind students that 'skimming' means reading only parts of a text, for example, the beginning and end of a paragraph, in order to get an idea of how the text is organised. Skimming is an excellent pre-reading habit. When students do a detailed reading of a text after skimming it first, they will find that they read it more fluently and accurately.

Coursebook, page 19, Activity 3

The focus of this activity is vocabulary development.

Note: Remind students of the advice you gave them in Theme 1 (page 5 of the Teacher's Book) – that it is very important to create a special place to record new vocabulary. Ideally, this should be a vocabulary notebook where they can write down new words and their meanings, and sentences containing the new words. Alternatively, students buy a vocabulary notebook, they should create a special section in their exercise books to record new vocabulary.

One helpful strategy for students for this type of activity is to identify the part of speech of the word they have to find. In the example phrase, they are asked to find a word which means the same as a period between 13 and 19 – in other words, a noun. So they should look for a noun in the text. This leads them to the right answer which is 'adolescence'. Point out that sometimes, a word can be used both as a noun and a verb as with **a** – *change*.

Answers:
a transition
b stressful
c physical
d spurt
e mental
f spots/acne
g security
h conflict

Coursebook, page 19, Activity 4

The four comprehension questions in this activity can be done as a quick oral activity to check understanding. If you prefer, give students time to note down the answers in their exercise books and check them with their groups before doing a whole class check.

Answers:
a Adolescence is an exciting time of discovery and new things, but also stressful and confusing.
b The growth spurt in girls takes place much earlier than in boys. Girls can begin their growth spurt as early as 10 years old; the growth spurt in boys occurs between 12 and 17 years.
c Acne is ugly red spots which appear on the face or neck during the teenage years.
d Family conflict will occur if a teenager regards his friends as more important than his family.

Workbook, page 16, Activity 1

This discussion activity generates more thought about the topic by relating it to students' personal experience. This is a very good way of deepening understanding.

Note: The quotation, the opening sentence to Charles Dickens' novel, *A Tale of Two Cities*, is one of the most famous opening sentences to a novel in English literature. The novel is set against the background of the French Revolution which took place in France in the late eighteenth century.

Workbook, page 16, Activity 2

Tell students that the best strategy for completing a gapfill activity like this is to read the whole text with the gaps before they start trying to fill in the gaps. This will give them a sense of the *gist* or meaning. They should then go back and look at each gap, then turn to the original text in their Coursebooks to select the most suitable word for each gap.

Remind students of the importance of following instructions carefully. Each answer should

consist of only one word, and its form should not be changed from how it appears in the original text.

Answers:

1 adolescence	**5** self-conscious
2 stressful	**6** acne
3 hormones	**7** independent
4 spurt	**8** conflict

Workbook, pages 16 and 17, Activity 3

The picture highlights young people's search for identity during the adolescent years. With a partner, students briefly discuss how the young person is feeling.

The young person is probably feeling confused, not very sure or confident about himself, curious, and wanting answers to important life questions.

Students then read in detail the text 'A Time to Experiment' on page 17 of their Workbooks. As a lead-in, ask students if they or any other teenagers they know have experimented with new fashions, hairstyles etc. Were their experiments successful or not? What was the reaction of:

- parents?
- other family members?
- friends?
- teachers?

Remind students to note down new vocabulary in their notebooks or exercise books. You may also ask comprehension questions on the text.

Workbook, page 17, Activity 4

Students complete the multiple choice vocabulary activity. Tell them to read all three choices before deciding on one.

Answers:

1 c
2 c
3 b
4 a

Coursebook, page 19, Time to Talk

This Time to Talk activity can be done in groups of four students. Obtain feedback from each group and then open the discussion to the whole class.

Before starting the discussions, make sure that students understand the meanings of 'stereotype' and 'mood swings'.

- ***Stereotype*** – a belief or idea of what a particular person is like. However, stereotypes are often untrue (see Theme 1, *Across Cultures*, Coursebook, page 13).
- ***Mood swings*** – sudden changes in mood, when someone changes quickly from being happy to being angry or depressed. Many teenagers experience mood swings, which are caused by hormonal changes.

Workbook, page 17, Activity 5

This activity provides material for further discussion in class. Students choose one of the topics to write about, illustrating it with examples from their own personal experience.

Tell students to write a first draft, then a second draft. They should put both their drafts and their final pieces of work into their **portfolios**.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence, then give two or three reasons or examples to support it.

Topic (a)
There are several reasons why it is easier (more difficult) to be a teenager than a child.

One important reason is .....
Another reason is .....
A third reason is .....

Topic (b)
Teenagers have several bad health habits.

One habit is .....This is bad for their health because .....
Another bad habit is .....
A third bad habit is .....

Topic (c)
I miss many things about my childhood.

One thing I miss is ..... because .....
Another thing I miss is ..... because .....
A third thing I miss is ..... because .....

Coursebook, pages 20 and 21
Workbook, pages 18 and 19

Lead-in

Discuss with students the differences between the past simple and the past continuous. Ask them to note down what they did last weekend, last night, yesterday, last week. To answer, they should use the past simple – *I visited my friend, I went to the cinema.* Then ask them to note down what they were doing when something else happened or was happening – e.g. *What were you doing when I called you? I was listening to music, I was watching TV.*

Introduce the topic of changing relationships. Many teenagers find that their relationships with adults change during the teenage years, especially with parents. Parents give teenagers more responsibility and freedom, but at the same time, expect more from them. Teenagers have to make more of their own decisions than when they were children.

Coursebook, page 20, Activity 1

In groups, students discuss the three questions, and think about their own relationships with their parents. They discuss the reasons why there might be a communication breakdown between teens and parents. This usually happens because of misunderstandings between the generations. One common teenage complaint is that "My parents don't understand me."

Teenagers often suffer from mood swings, which makes life at home difficult sometimes. On their side, parents are worried and confused about the changes they see taking place in their children, especially if they have never had to deal with teenagers before. For example sometimes a child who was always very talkative and open, becomes silent and withdrawn.

Regarding question **c,** it can be easier for a teen if their parents have already been through the teenage experience with an older brother or sister. On the other hand, some teens complain

that their parents compare them unfavourably to older siblings, and they can't seem to do anything right!

Coursebook, page 20, Activity 2

This dialogue between Nasser, a teenage boy, and his teacher, Mr Hamed, can either be read silently, or if you prefer, read or acted out between students in pairs.

As a lead-in, ask students whether they have been tempted to stay up too late online. Have their parents imposed any restrictions on the use of the Internet? If time allows, discuss the benefits and disadvantages of the Internet – e.g. the Internet is a great study resource, but also requires self-discipline as young people often waste time chatting to friends. You can link this theme with Theme 1 (Communication) and the positive and negative effects of using the Internet.

Coursebook, page 21, Grammar Recall

Direct students' attention to the Grammar Recall box, which focuses on the differences in usage between the past simple and past continuous. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right. Refer students to the Grammar Reference section on page 74 of their Workbooks for further guidance.

Answers:

1 c
2 a
3 b

Coursebook, page 21, Activity 3

Students read the dialogue in Activity 2 again and find examples of the past simple and past continuous. They then choose the best form of each verb in the sentences **a – e.**

Answers:

Examples of the past simple
wanted
did
was
looked
saw
did you go
did
watched
went
did you go
went
chatted
did you go

Examples of the past continuous
were falling
weren't paying attention
were closing
were snoring
was working
was finishing
were chatting

Answers to Activity 3:

a were having
b wrote
c experienced
d were you doing . . . was drinking
e fell

Workbook, page 18, Activity 1

Before students attempt the gap-filling activity, direct their attention to the vocabulary in the box on the left side of the page. Go over the words with them and make sure they understand the meanings. New words may be ***interrogate***, ***critical*** and ***moody***. Point out that *glued* can be used in an informal sense of giving something all your attention as in, "He's glued to his computer."

When you are sure that students understand all the vocabulary items, ask them to read each sentence and fill in the gaps with one word in each gap. They can do this with a partner.

When they have finished, and their answers have been checked, they should read the sentences

again and discuss the views expressed in the sentences. Ask sentences such as:

- Do they share these teenage views about parents?
- Have their own parents ever said these things?
- Are there other things that they or their parents have said?

Answers:
1 suspicious
2 interrogate
3 comparing
4 critical
5 moody
6 glued
7 treats
8 untidy

As a homework activity, students should write sentences containing the words in their exercise books. Make sure they understand that they should create their own sentences, not just copy the sentences from their Workbooks.

Workbook, page 19, Activity 2
Tell students they are going to hear a conversation between Carol Brown – a mother of a teenage girl, Jane – and her friend Sally. Their first task is to listen for the reason that Carol is worried about Jane, and write it on the writing line beside question **a.** Play Listening 2.2.1. Repeat as necessary.

Listening Script 2.2.1

Carol: I'm really worried about Jane.
Sally: Oh dear. What's the problem?
Carol: Well, last night she was upstairs in her room. I went up to ask her to come down to dinner. I knocked on her door but she didn't hear me. So I went inside. There was an awful smell in her room.
Sally: What kind of smell?
Carol: Cigarettes.
Sally: No! Was Jane smoking?
Carol: No, she wasn't. She was sitting on her bed, reading a book. But then I noticed something under her bed. I bent down and picked it up.
Sally: What was it?
Carol: An empty packet of cigarettes.
Sally: How shocking!
Carol: I know. I'm so worried. I don't want Jane to start smoking. She's only sixteen.

Answer to Question a:
Carol is worried because Jane has started smoking.

Direct students to the part **b** of the activity. Give them a few minutes to focus on what kind of information is needed to fill in the table – i.e. two reasons why Jane likes smoking, and three reasons why Carol says she shouldn't smoke.

Before you play the second part of the dialogue, pre-teach the phrase *freak out*. This is used informally and describes the behavior of someone who becomes extremely upset.

The answers are given in **Bold** in the Listening Script below.

Listening Script 2.2.2

Sally: What did you do? Did you freak out?
Carol: No, I tried to keep calm. I said, "Jane, are these your cigarettes?" She said "Yes." So then I said, 'But, Jane, why are you smoking? Don't you know it's bad for you?
Sally: What did she say?
Carol: She said, "Yes, Mum, I know it's a bad habit. But **smoking is so cool**. And besides, **all my friends smoke. I**

want to be like them."
Sally: Oh dear. What did you tell her?
Carol: I gave her three good reasons why she shouldn't smoke. I said that firstly, **smoking is a major cause of cancer and other diseases**. Secondly, **it will spoil her good looks**. Her teeth will turn yellow and her breath will smell. And thirdly, I told her **she'll never get a husband if she smokes**.
Sally: Did she pay any attention?
Carol: Yes, she did. She said she was sorry. And then she said, "You're right, Mum. I'm going to stop smoking!"

Workbook, page 19, Activity 3

Students read through the text and complete it by writing the verbs in the past simple or the past continuous.

1 happened
2 caught
3 was sitting
4 came
5 asked
6 answered
7 saw
8 said
9 were you doing
10 Were you smoking

Workbook, page 19, Activity 4

Students read the example sentences, and then make up five sentences of their own which contain one verb in the past simple and one verb in the past continuous. Give them time to compare their sentences with a partner. Go round the class and write some of the best examples on the board.

Coursebook, page 21, Activate Your English

This gives students the opportunity to create a role play based on the ideas in the list.

However, if they prefer, they can think of other things that might lead to conflict between parents and teenagers, and make up a role play. Students can swap roles between parents and teenagers. Emphasise that they should try and reach an agreement in their dialogues.

Choose some of the best role plays, and ask students to act them out in front of the class.

Workbook, page 19, Activity 5

The Grammar Practice activities on page 65 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 74 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 a *Irregular verbs in the past simple*
Students can choose any three of the following:
met
was
came
had
saw
began
became

b *Regular verbs in the past simple*
Students can choose any three of the following:
didn't live
invited
arrived
walked
looked
started

c *Verbs in the past continuous*
Students can choose any three of the following:
was spending
was working
was living
was studying
was wearing

2 1 happened
2 won

3 was driving
4 was listening
5 was playing
6 asked
7 knew
8 called
9 was

3 a He was watching television when the phone rang.
b She was driving to work when the police stopped her car.
c My brother learned English while (when) he was living in Britain.
d While (When) he was going upstairs, he heard a noise.
e While (When) Mary was walking on the beach, she found 100 rials.
f My cousin hurt his leg while (when) he was playing football.

Coursebook, pages 22 and 23
Workbook, pages 20 and 21

Lead-in

Discuss friendship with students. Ask them to think about their own friendships. What makes a good friend? Why are friends particularly important to teenagers? Have their friendships changed since they became teenagers?

Coursebook, page 22, Activity 1

This activity can either be done in groups, or if you prefer, opened out into a whole class discussion. Students read the questions around the teenager in the photo and discuss both the questions and possible answers.

Go round the class and ask for feedback. Write any other questions the groups give you on the board.

Coursebook, page 22, Activity 2

Ask students if they have any friends from a different culture. Ask them to read through the five questions, and discuss their own views with a partner.

Tell them they are going to hear a short interview with Emily, a 17 year old student at an international school in Muscat. They should note down the main points of Emily's answers to the five questions in their exercise books. It is not necessary to note down details.

Play Listening 2.3.1. Repeat as necessary. The answers are given in **Bold** in the Listening Script below.

Listening Script 2.3.1

Interviewer (Int)
Emily

Int: How important are your friends to you, Emily?
Emily: **Very important**. My friends are the

first people I ask about everything – homework, social life, music, movies, books and many other things. I don't think that anyone can make it through their teen years without a good circle of friends.

Int: What qualities are important to you in a friend?

Emily: I think it's really important for friends to **have similar interests and personalities**. In addition, **being loyal, dependable and honest** are extremely important.

Int: Do you have friends from other countries? If so, which ones?

Emily: I go to an international school, so **I have friends from all over the world**. My closest friends here in Oman are from **Lebanon, Afghanistan and the UK.**

Int: What are the benefits of having friends from other cultures?

Emily: Well, it **allows me to learn about other cultures and customs in a fun and informal way. And when I go to my friends' houses, it's great fun trying all the food from their different countries.**

Int: Have you experienced any difficulties in having friends from other cultures?

Emily: **Never.** There are sometimes differences in how strict our parents are. But this isn't a difficulty, it's just something we have to deal with.

Coursebook, page 23, Activity 3

Get students to read and discuss the boy's letter in groups. Have they ever met anyone with this kind of problem?

Students decide on what advice they would give to the boy who wrote the letter. Tell each group to choose a spokesperson to present their advice to the class. Get groups to ensure that their spokesperson uses the language of giving advice, as suggested in the Coursebook.

A possible reason why this boy cannot maintain friendships could be that he is not sufficiently interested in the boys he wants to make friends with. There is an old saying, "To make a good friend, you have to be one." But students may be able to think of other good reasons.

As an optional homework activity, students could write a reply from the Counsellor to the boy.

Workbook, page 20, Activity 1

Students read the list of adjectives and check the meanings if necessary. Working with a partner or in their group, they have to decide whether each adjective represents a positive or negative attribute or quality and write it into the appropriate column. Then ask students to choose five adjectives from each column and make sentences containing these adjectives. They can either do this orally or write out the sentences in their exercise books.

Answers:

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

Workbook, page 20, Activity 2

Ask students to read the four proverbs about friendship. Ask if they know any proverbs in Arabic about friendship. If yes, let students say them so that others can hear them. Get students to discuss the meanings of the four English proverbs in their groups, then come together in a class discussion.

Make sure that they have understood the meaning of the first proverb – "A friend in need is a friend indeed." This means that a true friend

is one who supports you through difficult times. The opposite kind of friend is a 'fair-weather friend', referred to later in the unit. This personis very willing to be your friend when things are going well for you, but disappears when you are in trouble.

In groups, students discuss questions **a** and **b**. Go round the groups and ask for feedback. List the important qualities in a friendship on the board. Some may already be in the list in Activity 1, but students may be able to think of other qualities too.

Workbook, page 21, Activity 3

Tell students they are going to listen to the four recordings of teenagers talking about their best friends, and they should fill in the required information in the chart. First, ask them to identify from the chart what kind of information they should listen for in each person's recording, for example:

1. a name
2. a time period
3. a reason and an attribute or quality (most attributes are in the list on page 20, Activity 1) of the Workbook

Play Listening 2.3.2. Repeat as necessary.
The answers are given in **Bold** in the Listening Script below.

Listening Script 2.3.2

Voice 1: A. My best friend's name is **Katie**. I've known her **since we were four**. She's really important to me because **I can tell her all my secrets** – you know, things I'd never be able to tell my parents. And she's always so **cheerful**.

(*Pause*)

Voice 2: B. I don't know what I'd do without my best friend, **Ali**. I've known him **for six years.** He's important to me because **we do lots of things together**, like sports. He's a great guy because he's always very **dependable.**

(*Pause*)

Voice 3: C. My best friend is called **Clare**. I've known her **all my life**. I think the most important thing to me is that **she really listens when I talk to her about my problems**. She's very **thoughtful.**

(Pause)

Voice 4: D. Best friend? That's easy! My best friend is **my mobile phone**. I've had it **for a year**, and I just couldn't live without it. It's important to me because **it keeps me in touch with what's going on. It's good-looking, smart and cool!**

Workbook, page 21, Activity 4

This activity focuses on collocations with the word *friend*. Check that students understand the meaning of *mutual*.

Answers:

1 best friend
2 mutual friend
3 fair-weather friend
4 close friend
5 old friend
6 circle of friends
7 make friends
8 lifelong friend

Additional Activity

Students can do the following activity individually for homework, or, if time allows, in groups in class. Write two words make and do on the board.

Ask students to note down collocations with the verbs. For example, *make a mistake*, *make*

your bed, make a fortune, make a profit.

Examples of collocations with *do* are: *do your homework, do your duty, do the washing up, do the shopping.*

Coursebook, page 23, Activity 4

Discuss poetry with students. Do they like poetry? What are their favourite poems? Do they write their own poems? If yes, what do they write about?

The teenage years are a time when friendships can change as new interests are discovered. Sometimes young people move away from old friends and form new friendships. So the situation described in the poem is one that teenagers may have experienced themselves, or can understand. The writer of the poem, a teenage girl called Hilary, feels that she is losing her best friend, another teenage girl, to someone else, and she is very hurt about it.

Students first read the questions for discussion and then the poem. They can either read the poem silently, or you can read it to them. Some students might also like to read the poem aloud to a partner, or to the whole class. After they have read it, discuss the questions with them and ask what they think Hilary should do now.

Additional Activity

As a homework activity, ask students to try their hand at writing a short poem in English, either to their best friend or another person. The best poems could be read aloud in class, and/or put up on the walls.

Note: Students do NOT have to write about a situation which has upset them, as in the poem in the Coursebook – they can write to the person about anything they like.
If it is too difficult for them to make the poem rhyme, that doesn't matter. They don't have to make it rhyme.

Coursebook, pages 24 and 25
Workbook, pages 22 and 23

Lead-in

This unit deals with the influences of Western culture on traditional Omani culture and values. Teenagers are particularly susceptible to new ideas. Discuss with the class whether they think young people in Oman are in danger of forgetting their own culture. Will the old Omani traditions survive the influence of the Internet and the Western media?

Coursebook, page 24, Activity 1

Give students a few minutes to look at the pictures and decide which are associated with Western culture and which with traditional Omani culture. Can they think of other examples of things from the two different cultures?

Omani Culture

b henna painting
c young Omani in dishdasha
d Omani food
g Omani dance
i traditional sandals
l traditional souk

Western Culture

f Western make-up
a teenager in jeans
e pizza/burger/can of soft drink
h fast sports car
j trainers
k shopping mall

Coursebook, page 24, Activity 2

Students quickly read through the twelve phrases. They draw two columns in their exercise books and write 'Eating' and 'Shopping' at the top of each one respectively.

Play Listening 2.4.1. As they listen, students write the numbers of the phrases they hear into the appropriate column. Repeat as necessary.

Listening Script 2.4.1

Good afternoon. The subject of my talk today is changing tastes among young people in Oman. We're going to look at changing tastes in two areas – eating and shopping.

First, let's take eating. Many Omani teenagers are attracted to fast food outlets. One reason for this is the food itself. Pizzas and burgers are not only delicious and tasty, but also quick and convenient. Another reason is that fast food outlets are cool places to hang out with friends.

Next, shopping. Why do we see so many Omani teenagers in the shopping malls these days? Well, the main reason is that they want to copy the Western fashions they see on TV and the Internet. They're looking for stylish jeans, as well as fashionable shoes, and hats and sunglasses.

Both eating and shopping are fun activities which teenagers can enjoy doing with their friends.

Answers:

Eating

1 fast food outlets
6 pizzas and burgers
9 delicious and tasty
8 quick and convenient
10 cool places to hang out

Shopping

7 shopping malls
4 Western fashions
5 stylish jeans
2 fashionable shoes
3 hats and sunglasses

Both

12 changing tastes
11 fun activities

Workbook, page 22, Activity 1

Tell students that predicting the kind of information a listening text may contain help with understanding. Examples of topics that might be covered in the interviews, they are going to hear, are fashion, food, health, music and behaviour.

Note: It doesn't matter if students don't guess the actual topics correctly as long as they make sensible predictions about the *types* of topics they think might be mentioned.

Workbook, page 22, Activity 2

Play the first interview (Listening 2.4.2.) As they listen, students fill in the required information. Repeat the listening as necessary, then go over the answers.

The answers are given in **Bold** in the listening script below.

Listening Script 2.4.2

Interviewer (Int)
Mohammed (Moh)

Int: Do you think Omani teenagers are in danger of forgetting their culture, Mohammed?

Moh: **No**. I think they've still got a sense of their own traditions. But it's true their behaviour has changed in some ways.

Int: Why do you think that is?

Moh: Well, **they are strongly influenced by Western culture on the Internet and TV. They think it's very cool and exciting.**

Int: Can you give me some examples of areas where changes have taken place?

Moh: Well, take **fashion**, for example. Young Omanis have changed the way they dress. They wear jeans and T-shirts now. And then there's **food**. Many Omani teenagers don't want to eat traditional Omani food. They prefer pizzas and burgers.

Int: Anything else?
Moh: Yes. There have been some changes in **behaviour**.
Int: What kind of changes?
Moh: Well, unfortunately some teenagers have picked up **bad habits like smoking, or even drugs**. That's very worrying.
Int: Do you think the changes are generally good or bad?
Moh: **Generally good.** But young Omanis shouldn't copy everything they see on TV or the Internet. They should also understand the value of keeping their own culture.

Play the second interview (Listening 2.4.3.) Again, students fill in the required information as they listen. Repeat the listening script as necessary, then go over the answers.

The answers are given in **Bold** in the listening script below.

Listening Script 2.4.3

Interviewer (Int)
Mr Ahmed (Mr A)

Int: Have things changed since you were a teenager, Mr Ahmed?
Mr A: Definitely. When I was young, we never forgot who we were. But I think young Omanis today do **sometimes** forget about their own culture.
Int: Why do you think that is?
Mr A: Oh, because of **the Western media. And the Internet**, of course.
Int: What are the main areas where we see these changes?
Mr A: **Fashion and dress**. You see teenagers wearing the most ridiculous clothes. And **food**. All this fast food. It's not proper food at all.
Int: Any other areas?
Mr A: Yes, **language**. Teenagers don't seem to use language properly any more. They cut things short. I suppose it's all this – what do you call it? – texting they do on their mobile phones.
Int: Is there anything that worries you about today's teenagers?
Mr A: Lots of things. Firstly, **they smoke too much**. They don't realise that it can cause cancer. And **they drive too fast.** Teenagers often cause accidents.
Int: Why do you think that is?
Mr A: Well, they can't judge situations on the road properly. Teenagers are dangerous drivers!
Int: Do you think the changes in teenage behaviour are generally good or bad?
Mr A: Oh, **definitely bad**. Things were much better when *I* was a teenager!

Coursebook, page 25, Soundbites

Before you do the Soundbites, ask a few volunteers to make up questions orally. Elicit a number of questions beginning with different question words. Then direct students to the Soundbites box of phrases used in asking questions. Play Listening 2.4.4. Practise the language with students, paying attention to the intonation.

Listening Script 2.4.4

Soundbites

Asking Questions

Do you think. . . ?
Why do you think . . . ?
Can you give me some examples?
What kind of changes?
What are the main areas?
Is there anything that . . . ?
How do you mean?
Can you tell me . . . ?

Coursebook, page 25, Activity 3

In pairs, students ask and answer questions about things that are important to them as

teenagers. Encourage them to use phrases from the Soundbites box. In addition, ask them for examples of other question words and phrases. Write these up on the board.

Examples of additional question words and phrases:

- *Who?*
- *Where?*
- *How many?*
- *How much?*
- *How long?*

Coursebook, page 25, Activity 4

Students read the four statements about things that are important to teenagers. They write down some statements of their own and explain them to a partner. Their partner should ask questions to obtain further information, e.g.

How do you mean?
Can you tell me . . . ?
Why do you think . . . ?

Workbook, page 23, Activity 3

Students read the statements and circle the answers according to their personal views.

Workbook, page 23, Activity 4

This activity continues the practice introduced in Theme 1, Unit 4 (Workbook, page 8, Activity 1) of using material in a Fact File to communicate information about a topic.

Tell students to work in pairs. Student A takes the topic of Fast Food and Student B, Music. Students read the information in the relevant fact file about their topic, and prepare a short talk to communicate the information to their partner. Give students time to practise by themselves first. They should speak in complete sentences, use facial expressions, maintain eye contact and present their information clearly.

Go round the classroom offering guidance and support. When students have had time to practise, you may want to ask a few confident students to give their talk to the whole class.

Coursebook, pages 26 and 27
Workbook, pages 24 and 25

Discuss the meaning of 'angst' with students. They already met this word in the Coursebook, page 17, Activity 2.

Coursebook, page 26, Activity 1

This unit focuses on writing informal letters to a problem page. Remind students that there are important differences between writing informal and formal letters in English. Writing formal letters is covered in later parts of the Post-Basic course.

Students discuss the three letters on page 26 to a problem page Auntie, and decide on the advice they would give each writer. Groups can focus on all three letters, or different groups can deal with different letters. Have a presenter from each group give feedback to the class. Remind students about the phrases associated with giving advice which they have previously encountered in Unit 3 (Coursebook, page 23, Activity 3).

Coursebook, page 27, Activity 2

This activity can be done individually or in pairs. Students should read through all the sentences before categorising them according to which letter they relate to.

Answers:
Letter A
2, 4, 7
Letter B
1, 6, 8
Letter C
3, 5, 9

Coursebook, page 27, Top Tip

Students often underestimate the importance of proofreading and editing their work. They should get into the habit of always checking their work for errors. This is particularly important when writing essay drafts.

Note: Sometimes it can be helpful for students to ask a friend to proofread their work. But this is only useful if their friend is reliable at spotting errors!

Coursebook, page 27, Activity 3

Students can do this activity orally in pairs.

Answers:

a End
b Beginning
c Beginning or end
d Beginning
e End
f End
g End
h Beginning
i Beginning

Note: In phrase **g**, PS means 'postscript' – a message written at the end of a letter or e-mail after you have signed your name.

Workbook, page 24, Activity 1

The subject of this activity is one which causes teenage sufferers much angst – acne. Make sure that students understand what acne is. Do they, or does anyone they know, suffer from acne? How do they deal with it? Reassure students that acne is a temporary state – it will disappear one day!

Possible Answers (students' definitions may vary):

a period when you change from a child to an adult
b small red lumps on your skin, especially on your face
c related to feelings
d feeling that you are a person of value or worth

Workbook, page 24, Activity 2

This activity is an exercise in simple proofreading and editing. Encourage students to refer to the suggested correction code for any future proofreading and editing work.

Tell students to write the letters related to each type of error clearly.

Type of Errors
support (line 1) = Voc
unbeautiful (line 2) = Voc
look on (line 2) = GR
doesn't (line 3) = GR
birthday (line 4) = Sp
fiends (line 4) = Sp
good look (line 4) = WO
I can (line 6) = WO

Corrected Version
I'm e-mailing you because I **suffer** badly from acne. It's terrible. I've lost all my confidence and I feel so **ugly** and depressed. I don't even want to look **in** the mirror any more.

My parents tell me I worry too much. But they **don't** understand how I feel.

It's my **birthday** next month and I want to have a party for my **friends**. I want to **look good** for my party. But I'm worried about my acne.

What **can I** do? Please help me.

Workbook, page 25, Activity 3

Students read the letter to the problem page Auntie and choose the correct answer from each group of words in bold. Tell them to read through the whole letter before they start choosing the words, in order to get the sense of it. Then play Listening 2.5.1 so students can check their answers.

The answers are given in **Bold** in the Listening Script below.

Listening Script 2.5.1

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

It's hard to be **patient**, I know. You can't cure acne, but you can **treat** it. You can buy special creams to help, but there are other things you can do too.

Look after your health in the weeks before your party. Drink lots of water, and eat a healthy **diet.** Take plenty of **exercise** and always have a shower afterwards. Keep your skin clean and don't squeeze your **spots**. Above all, get plenty of **sleep** because your body needs rest.

Workbook, page 25, Activity 4

Students write an informal letter to a problem page. They can either use the ideas given in the activity, or write about another problem – either real or imaginary.

For guidance on the layout of the letter, refer them to the three letters on pages 26 of their Coursebooks, and also to the Workbook Writing Guide on page 70 of their Workbooks. Point out how the different parts of the suggested layout in the Writing Guide match the different parts of the letters on page 26 of the Coursebook.

Across Cultures
Coursebook, pages 28 and 29
Workbook, page 26

Country Focus: United States of America

Reading for Pleasure
Coursebook, pages 30 and 31
Workbook, page 27

Teenagers Who Changed Things
Genre: Biography
Joan of Arc

Workbook, page 27

Teenagers Who Changed Things
Genre: Biography
Louis Braille

Coursebook, page 32, Review and Reference
Workbook, pages 28 and 29

Note: At the end of this theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 32 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the Learning Objectives for this theme, then turn to Activity 1 on page 28 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 28 and 29 of their Workbooks. They then complete the chart in Activity 3 on page 29 with 15 words of their choice from the theme. Finally, they look back through the theme and complete the 'Personalise It' section at the bottom of page 29.

Answers to Across Cultures:

Activity 1

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

Activity 2

a The United States is part of the North American continent.
b The city of New York was founded by the Dutch.

c Mount McKinley is over six thousand metres high.
d Hurricane Katrina caused a lot of damage.
e Thomas Edison developed the first movie camera.
f The Empire State Building is in New York.

Activity 3
a republic (paragraph 1)
b immigrants (paragraph 2)
c hurricanes (paragraph 4)
d leap (paragraph 5)
e source (paragraph 6)
f skyscrapers (paragraph 7)

Answers to Review and Reference:

Activity 2
a wasn't doing / called / was listening
b was walking / crashed
c Did you visit
d were you doing
e rained
f didn't know
g were you thinking

Activity 4
a conflict
b hormone
c moody
d growth spurt
e proofread . . . edit
f adolescent . . . self-esteem
g interrogate
h emotional
i cool
j transition

Theme 3
Travellers and Tourists

Summary

Overview

Coursebook: Activities 1,2

Lead-in: activating prior knowledge of the topic area

Unit 1 Types of Tourism (Reading)

Coursebook: Activity 1 Categorisation and listening

Coursebook: Activities 2, 3 Reading and matching

Coursebook: Top Tip Dealing with matching activities

Coursebook: Activity 4 Reading for specific information

Coursebook: Time to Talk Discussion

Additional activity: writing a paragraph

Workbook: Activity 1 Discussion

Workbook: Activities 2, 3, 4 Reading activities

Workbook: Activity 5 Writing a paragraph

Unit 2 Getting There (Grammar)

Lead-in: Discussion about holidays

Coursebook: Activity 1 Categorisation and sequencing

Coursebook: Activities 2, 3 Listening and understanding

Coursebook: Grammar Recall Future verb forms: review

Coursebook: Activity 4 Future verb forms: practice

Workbook: Activity 1 Reading and understanding

Workbook: Activities 2, 3, 4 Future verb forms: practice

Coursebook: Activate Your English

Discussion: preparing for a holiday

Workbook: Activity 5 Grammar practice activities

Unit 3 Destinations (Vocabulary)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2

Workbook: Activity 1

Focusing on adjectives describing places

Categorisation

Top Tip Learning new vocabulary

Coursebook: Activity 3 Collocations: describing places

Workbook: Activity 2 Adjectives describing places

Workbook, Activity 3 Vocabulary review: crossword

Coursebook: Activity 4 Role play and discussion

Workbook, Activity 4 Writing a paragraph

Unit 4 Tourist Information (Listening and Speaking)

Coursebook: Activity 1

Workbook: Activity 1

Reading for gist and specific information

Workbook: Activity 2 Listening for gist

Workbook: Activities 3, 4 Listening for specific information

Coursebook: Soundbites Making suggestions

Coursebook: Activity 2 Role play and discussion

Workbook: Activities 5, 6 Role play and debate

Unit 5 Designing a Tour (Writing)

Coursebook: Activities 1, 2 Discussion

Coursebook: Activity 3 Vocabulary development: gap-fill

Coursebook: Activity 4

Discussion and writing: planning a tour

Workbook: Activity 1 Reading and understanding

Workbook: Activities 2,3

Categorisation and vocabulary development

Workbook: Activity 4

Listening and sequencing

Workbook: Activity 5

Writing a description of a tour

Overview

Lead-in

Coursebook, page 33, Activity 1

Direct students to the Overview page of the Coursebook. Ask them to look at Activity 1 and match the seven photographs with the different types of holidays in the box. Ask if they can name other types of tourism, for example, educational tourism, eco-tourism and medical tourism.

Answers:

a sailing holiday
b camping trip
c history tour
d cruise
e safari holiday
f sightseeing tour
g adventure holiday

Discuss the different types of holidays briefly. Which holidays are dangerous, cheap, relaxing or exciting? For example, an adventure holiday could be dangerous. A camping trip is cheap, a cruise is relaxing and a safari holiday is exciting. But students may have their own ideas too.

Elicit what different types of holiday activities are available in Oman/in students' own regions.

Coursebook, page 33, Activity 2

Students read the short text and check the meanings of the words and phrases, using dictionaries if necessary. They can work individually or in pairs. All the words will occur somewhere within the theme. Tell students to copy the words and their meanings into their vocabulary or exercise books.

Note: The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 3 appear in the Glossary in the Review and Reference section on page 48. Explain to students that they should learn these words and that you will be checking them at the end of the theme. However for future spelling practice you can also tell them to learn the words and phrases in bold below.

stunning: extremely beautiful and attractive
thrilling: very exciting
tourism industry: the business of providing holidays for people
unspoilt: not damaged or ruined
luxurious: very expensive and comfortable
secluded: very private and quiet
cosmopolitan: with people from many different parts of the world
tour operator: company that arranges travel for people
traditional: following ideas and methods that have existed for a long time
exotic: unusual and interesting

Coursebook, pages 34 and 35
Workbook, pages 30 and 31

Coursebook, page 34, Activity 1

Direct students to page 34 of the Coursebook. Briefly discuss the four types of tourism listed under the picture. Students read the phrases in the box to the right of the picture and with a partner predict which phrases are connected to which types of tourism. Check that students understand the meanings of *yacht* and *rafting*. They write the numbers 1, 2, 3, 4 in their exercise books and write the letters of the words and phrases against each number.

Play Listening 3.1.1 so that students can listen and check their answers.

Listening Script 3.1.1

1
We are experts in wildlife tourism. Our most popular holiday destination is Africa, where people can go on safari and see elephants and leopards in their natural habitats. But we also offer holidays in other places, for example, whale watching in the Pacific Ocean. People love seeing these huge creatures rise up out of the water.

2
Our company arranges holidays for people who are interested in the history and culture of a country, particularly the arts. There are two types of holiday – the first is cultural tourism in cities, where people can enjoy visiting museums and theatres. The other type is cultural tourism in country areas where visitors take part in local traditions and festivals.

3
We specialise in holidays for people looking for thrills and willing to pay money to be frightened! We arrange extreme sports holidays in countries with stunning scenery, such as New Zealand. One example of an extreme sport is bungee jumping. Bungee jumping may look
dangerous but actually it's very safe. Another popular sport you can do is white water rafting up rivers.

4
People are always delighted by sailing holidays and the freedom to move from one place to another. Our company has a large variety of yachts of all sizes. If you are an expert sailor, you can sail your yacht yourself, but we also have experienced crews who can sail it for you. We specialise in luxury yacht hire, where you can enjoy every comfort on a yacht of five star standard.

Answers:
1 d, g
2 c, f
3 a, h
4 b, e

Coursebook, page 34, Activity 2

With a partner or in groups, students discuss the types of holidays listed in the box, and the kind of activities you can do on each type of holiday. Then they match the types of holidays to the pictures. There is one type of holiday which has no picture.

Answers:
1 f
2 a
3 d
4 b
5 c
6 g

(e) adventure tourism has no picture

Discuss the different types of holidays listed in the following background information. Discuss whether students are familiar with any of these types of holidays. Ask them which holidays they think they would like to go on and to give their reasons.

Background Information

Cooking Holidays
These holidays are for people who want to learn to cook, or to improve their cooking skills. They take place in attractive locations, such as castles in France or villas in Italy.

Literary Tourism
This is where readers go on tours to places either described in a particular book or related to a famous author such as Dickens or Shakespeare in the UK.

Ice Tourism
Tourists stay in hotels made of ice which are built north of the Arctic Circle every year and which melt every spring. They visit local people such as the Eskimos/Inuit in Canada, and go on trips to look for wildlife such as polar bears.

Space Tourism
This is for very rich people who pay to be taken up into space with very little training. Tours are offered by the Russian Space Agency and include a seven day trip to the International Space Station on a Russian Soyuz Spacecraft.

Adventure Tourism
This covers different types of activities such as desert and animal safaris, hiking and ballooning. It is a more general term than extreme sports tourism which covers sports with a degree of

risk – for example, white water rafting.

Painting Holidays
These holidays are for people who are interested in learning to paint, or who already have experience of painting. They take place in attractive locations with a variety of scenery where the light is good for painting.

Bird-watching Tourism
These tours are for bird-lovers, and involve visiting countries which offer a variety of interesting birdlife such as Oman. The tours vary according to the seasons when different birds might be found.

Coursebook, page 35, Activity 3

Before students do this activity, it is important to direct their attention to the Top Tip under the advertisements.

Students read the five advertisements and decide which type of holiday is being advertised. This can be done orally or students can write their answers in their exercise books. They should refer to the types of holidays and tourism mentioned in the Overview section on page 33 of their Coursebooks, as well as in Activities 1 and 2 on page 34.

Encourage students to note down any new vocabulary in their exercise books together with the meanings, for example, *masterpiece* in Advert C and *ingredients* in Advert E.

Answers:

a extreme sports tourism/adventure tourism
b ice tourism
c painting holidays
d adventure tourism/safari holidays
e cooking holidays

Top Tip, Coursebook, page 35

The Top Tip focuses on the importance of identifying key words and phrases when doing a matching activity.

Coursebook, page 35, Activity 4

Students match the seven phrases to the right advertisements. Before they do this, ask them to identify the key word(s) in each phrase. The key words will direct them to the answers more quickly.

Answers:

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

Coursebook, page 35, Time to Talk

Direct students to the 'Time to Talk' box. Get them to discuss the two questions in their groups. Tell them to focus their discussion on the areas in the box at the bottom. To help them, here are some suggestions for ideas about each area, though students may also come up with their own.

	Benefits of foreign tourism	**Disadvantages of foreign tourism**
traditions	people can learn from each other	traditional values of local people may change
ways of thinking	gives people a broader outlook	could lead to inappropriate changes in outlook
the economy	provides jobs; brings in money; generates money	local people cannot enjoy or afford facilities; prices rise; environment is damaged; people are forced to move to tourist resorts to find work
awareness of other cultures	helps to promote greater understanding between people from different cultures	

As a writing task, ask students to create a paragraph based on their discussion.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs:

1. They should begin their paragraph with an introductory sentence, for example:

> Foreign tourism brings both benefits and disadvantages to local populations. There are several benefits and disadvantages to local populations from foreign tourism.

2. They should then give two or three of the most important benefits, for example:

> The main (most important) benefit is . . .
> One important advantage (benefit) is . . .
> Another benefit (advantage) is . . . .

3. They should then give two or three of the most important disadvantages, for example:

> However, the main disadvantage is . . . .
> One disadvantage is . . . .
> Another disadvantage is . . . .

4. Finally, they should end their paragraphs with a concluding sentence, for example:

> The advantages of foreign tourism are greater than the disadvantages, because foreign tourism helps to promote international understanding

Workbook, page 30, Activity 1

This focuses students' attention on the different reasons why people travel to other countries. In groups, students discuss the four types of people and try and identify the differences between them.

Here are some ideas for answers to Question 1, although students' definitions may vary.

traveller: someone on a journey

explorer: someone who travels through an unknown area in order to find out more about it. For example, Marco Polo

visitor: someone who comes to visit a place or person

tourist: someone who visits a place on holiday or for pleasure

With regard to Question 2, it is true that tourists are always travellers – i.e. someone who makes a journey. However, travellers are not always tourists. Travellers may visit places not just for pleasure, but to explore or to do business.

Workbook, page 30, Activity 2

This activity further focuses on some possible differences between travellers and tourists.

Note: Tell students they should read *all* the sentences before attempting to decide whether each one best describes a traveller or a tourist. They should write the letters of the sentences in the boxes above the appropriate column.

Answers:

Paragraph 1 (Travellers)
a, f, g, h, j

Paragraph 2 (Tourists)
b, c, d, e, i

Workbook, page 31, Activity 3

Students read the postcard and decide if it was written by a tourist or a traveller. They can do this individually or in pairs.

Answer:

The writer of the postcard is a tourist because she is not the type of person who wants to be adventurous or independent. She is staying in a hotel. She doesn't like the local food – she wants food to be similar to food back home.

Workbook, page 31, Activity 4

Students read the two paragraphs and answer the questions as a quick comprehension check.

A suitable title for the text could be 'The British on Holiday.'

Answers:

1 By the beginning of the 1900s
2 a places to stay
b organised holidays that include travel and a hotel
c place you are travelling to
d able to be paid for
3 Because air travel is becoming cheaper

Workbook, page 31, Activity 5

In this writing activity, students are asked to write a paragraph. It is strongly recommended that, if time allows, teachers get students to write the first drafts of their paragraphs in class. If possible, a first draft should be written in class whenever students are asked to produce a piece of written work during the Grade 11 course. In this way, teachers can best guide and help students.

Students review the different types of holidays presented in Activities 2 and 3 on pages 34 and 35 of their Coursebooks, and choose one type of holiday to write a paragraph about.

Note: If they prefer, students can choose to write about a type of holiday not presented in the Coursebook.

The following is a suggested procedure for helping students to write their paragraphs. Teachers may also come up with their own ideas.

Step One
Give students time to think about and discuss the reasons why they have chosen this particular type of holiday.

Step Two
Elicit students' ideas orally and encourage them to express them in complete sentences.

Step Three
Build up a model paragraph as follows. You can exploit this in different ways – either by preparing it in advance on an OHT, or by writing some or all of it on the board.

The first sentence of the paragraph states what kind of holiday you prefer to go on and why. Use a structure such as:

- I would like to go on a (type of holiday) because . . .
- I prefer going on a (type of holiday) because . . .

The rest of the paragraph gives more details about this type of holiday. Some things you could mention are:

- activities you can do /fun you can have on this type of holiday
- things you can see
- skills you can learn
- places you can explore
- exciting challenges you can experience
- the cost

Example of a model paragraph

I would like to go on an adventure tourism holiday because it is different from the typical kind of tourism. It involves exploring natural places and travelling to remote areas. It also involves a variety of enjoyable and exciting activities such as mountaineering, bungee jumping, rafting and rock climbing. It can be challenging but I enjoy taking risks. I know this type of tourism is usually costly because it needs some expensive equipment, but I don't mind paying for the chance to have a thrilling adventure, free from my normal daily routine.

Step Four
Ideally, give students time to write their draft paragraphs in class. Circulate around the classroom offering guidance and support. They should write a second (final) draft at home, attach it to their first draft and put everything into their portfolios.

Coursebook, pages 36 and 37
Workbook, pages 32 and 33

Lead-in
Discuss with students what they are planning to do after class, that evening, that weekend, next week, in the summer, next year. The students note down their answers and tell each other their plans, in pairs or small groups.

Discuss popular holiday destinations in Oman for visitors from other Gulf countries. Discuss the reasons why tourists might visit Salalah in July and August, and the different ways to get there.

Coursebook, page 36, Activity 1
Outline the situation. A group of people who live in Dubai are planning to take a short holiday break in Salalah. They are considering whether to travel to Salalah by bus or by plane. They have brochures from two travel companies with information about the bus trip and the flight.

Students skim the jumbled paragraphs and decide which paragraphs belong to which form of transport. Tell them first to think of possible key words associated with each form of transport. They can then look for these keywords in each paragraph. This will help them skim more quickly.

Suggested keywords are *bus, drive, flight, airport.*

Get students to identify other words or phrases in the text that give clues about whether a journey is by bus or by plane, for example:

Bus: *bus station, drive, border, border control post, border formalities*
Plane: *Terminal 1, Speedy Flight, airport formalities*

Answers:
Paragraphs relating to the bus:
b, c, e, g

Paragraphs relating to the plane:
a, d, f, h

Ask students to read the paragraphs for a second time and put them in the correct order. This requires a more detailed reading. Students note down the letters of the correctly-ordered paragraphs in their exercise books.

Answers:
Order of paragraphs describing the bus journey:
c, e, g, b

Order of paragraphs describing the plane journey:
f, h, a, d

Coursebook, page 36, Activity 2

Students listen to a car driver leaving a message on his friend's answerphone about his plans to drive from Dubai to Salalah. Before they listen, get them to look at the pictures carefully, and make sure they understand the task – i.e. to find the picture of the thing the car driver is NOT planning to do. Play Listening 3.2.1.

Listening Script 3.2.1

Hey, Clive, it's me, Steve. I've got a few days holiday so I've decided to head off to Salalah. It's too late to get a flight now so I'm going to drive down. I thought I'd better let you know where I'm going in case I get lost on the way!

I'm planning to set off from Dubai at about 5.30 tomorrow morning to avoid all the traffic. I'm driving to Al Ain to cross the border there. I've already got my visa for Oman, so I won't have to wait at the border. Then I'm going to drive through Ibri and Nizwa. I'll stop for coffee in Ibri then I'm thinking about taking a short detour to Bahla to visit a pottery shop there. After that I'll drive on to Nizwa and meet my friend Paul for lunch in a café near the fort. After that I'm going to drive all the way down to Salalah. I'm only planning to stop for petrol or if I see anything I want to take photographs of.

I'm hoping to arrive in Salalah at about 6.30 p.m. I'm staying at the Dhofar Heights Resort. The number is – hang on a minute – it's here – 228793444. Got that? I'll repeat it. 228793444. I'll call you when I get there so you know I've arrived safely. Thanks a lot. Bye!

Answer:
The speaker doesn't mention Picture 3 — he is not planning to make a stop in the desert.

Coursebook, page 37, Activity 3

Students listen to Listening 3.2.1 again and decide if the statements are True, False or if there is no information given. Ask them to write down the letters **a – i** in their exercise books and write **T**, **F** or **NG** beside each one.

Before playing the recording again, give students time to read all the statements.

Answers:
a T
b NG. We don't know what size of car he has.
c F. He is going to set out in the early morning.
d T
e F. He's already got his visa for Oman.
f F. He is planning to visit a pottery shop in Bahla.
g T
h F. The number is 228973444.
i NG. We don't know if he has a friend in Salalah or not.

Coursebook, page 37, Grammar Recall

Discuss students' attention to the Grammar Recall box. This focuses on three different ways of expressing the future. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right. Refer students to the Grammar Reference section on page 75 of their Workbooks for further guidance.

Answers:

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

Coursebook, page 37, Activity 4

Before focusing on the sentences in Activity 4, students read the sentences in Activity 3 again and find three different ways of expressing the future. Then they look at sentences **a – g** in Activity 4 and choose the most suitable forms of the verbs.

Answers concerning sentences in Activity 3:

Expressing the future using 'will'
Sentences **d, e, f** and **g**
Expressing the future using 'going to'
Sentence **c**
Expressing the future using the present continuous
Sentence **i**

Note about answers for sentences in Activity 4: Although sometimes the alternative choice of verb is not grammatically wrong, the best answer is the one which sounds more natural. For example, in sentence **a**, the phrase 'we will go to Dubai' is not wrong, but it doesn't sound as natural as 'we're going to go.'

Answers concerning sentences in Activity 4:

a 're going to go
b will happen
c 'm visiting
d 'll work
e going to have
f won't replace
g 's meeting

Workbook, page 32, Activity 1

This activity provides further practice with expressing the future. Ask students if they have ever been on a tour, either in Oman or in a foreign country. If yes, did they enjoy it? If no, would they like to go on a tour? Why/why not?

Students look at the map and read the tour programme then write answers to Questions **a – f** on the writing lines beside the questions.

Answers:

a The tour will start in Muscat.
b They will see Nizwa Fort.
c They will stay at a hotel in Nizwa.
d They will arrive at the Wahiba Sands on Friday afternoon.
e They will visit Sur on the third day.
f They will return to Muscat on Saturday afternoon.

If time allows, get students to make up other questions to ask a partner about the tour.

Workbook, page 32, Activity 2

This activity can either be done in class or given as homework. Students write a description of the tour. In order to do this, they have to combine the information about the tour programme given in Activity 2 with the information about the tour in the Communication Activity on page 61 of the Workbook.

Before writing, students should study the pictures and information in the Workbook Communication Activity carefully. The pictures show the places included on the tour. The verbs under each picture give details about what the tourists will do in each place.

A model answer is given below. Students' tour descriptions may vary. However, they should include examples of the future with *will* when describing the tour programme. They should also say what people can see or do in each place visited.

Tours of Oman

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

We will leave Muscat at 8.30 on Thursday morning and drive to Nizwa Souk. In the

souk you can see and buy local pottery. In the afternoon, we will visit Nizwa Fort, which was built in 1660. You can go inside the fort and learn about it.

On Friday morning we will see the Souk at Sinaw. You can meet local craftsmen there and buy old silver and jewellery. On Friday afternoon, we will visit the Wahiba Sands. You can walk or ride a camel there.

On Saturday morning, we will go to Sur and see a boatyard. On Friday afternoon we will return to Muscat. We will stop and swim at a beach on the coast road.

Workbook, page 33, Activity 3

Students think about their summer holidays and fill in the information about their plans. They ask a partner the same questions and fill in his/her answers in the other column. Then they ask other students in the class the same questions, and note down the information in their exercise books. Finally, they can report back orally to the class about their findings.

Go round the class and write up students' findings on the board. Where is the most popular holiday destination for your class?

Workbook, page 33, Activity 4

Students write up the information about their partner's holiday, using the sentences about Tariq's summer holiday as an example. Tell them to write a heading on the writing line, e.g. **Khalid's summer holiday**.

Note: If you prefer, depending on your students' level, you can ask them to write a paragraph rather than sentences. It is also possible to combine two pieces of information in one sentence, for example: 'She is going to stay in a hotel for a week' instead of 'She is going to stay in a hotel. She is going to stay for a week.'

It is also possible to use the future tense formed either with 'going to' or the present continuous. But the future tense formed with 'will' is not so suitable for this activity. It is more natural to express future plans and intentions using 'going to' or the present continuous.

Coursebook, page 37, Activate Your English

Discuss with students the kind of things that people need to do before going on holiday. Direct them to the 'Activate Your English' box and play Listening 3.2.2 as an example dialogue. Practise the sentences, paying attention to the intonation.

Listening Script 3.2.2

Presenter:	Listen to these two people preparing for a holiday.
Student A:	We need to buy the plane tickets.
Student B:	I'm going into town on Wednesday. I'll get them then. We need to change some money.
Student A:	I'm going to the bank on Thursday. I'll change it then.

In pairs, students draw up a list of things to do before going on holiday. Then they practise making sentences using future verbs to talk about who is going to do the things on their list.

Workbook, page 33, Activity 5

The Grammar Practice activities on page 66 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on Activities page 75 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

1 a I'm going to China next month.
b Khalid is going to Qatar for a conference.

c John is going on a business trip to Dubai.
d We are spending the summer in Italy.
e Asma is travelling to Turkey in July.

2 a it's going to
b Are you doing
c I'll have
d They are planning
e you'll win
f you won't finish

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

Coursebook, pages 38 and 39
Workbook, pages 34 and 35

Coursebook, page 38, Activity 1

Discuss with students what types of holidays they would like to go on. Students can discuss in groups then present their ideas to the class. Then they look at the brochures and match each brochure with one of the four groups of holidaymakers.

Answers:
1 d
2 b
3 a
4 c

Coursebook, page 38, Activity 2
Workbook, page 34, Activity 1

In groups, students look through the adjectives in the box in Activity 2 on page 38 of their Coursebooks. They write any adjectives they already know into the boxes in Activity 1 on page 34 of their Workbooks. They use dictionaries to look up the other words, and share the meanings with their group. Help them to see that the clues to finding the right adjectives lie in the wording of the headings.

Play Listening 3.3.1 and check that students have written the adjectives into the correct boxes. The answers are given in **Bold** in the listening script below.

Listening Script 3.3.1

A. 'Where only the best is good enough'.
For a **superb** and completely relaxing holiday experience, enjoy a stay at the wonderful **five star** accommodation offered by the Poshasus Hotel. Our **luxurious** rooms all have a view of the sea, and our restaurants and swimming pool are **first-class.**

B. 'Come away with us to Paradise'.

The Luna de Miel Island Resort is perfect for couples on honeymoon who are looking for a **romantic** place far from the crowds. You'll stay in one of our **secluded** villas and enjoy a **dreamy** time together relaxing on our **private** beach.

C. 'We'll take you on roads less travelled.'

Are you an independent and **adventurous** traveller who wants to get away from everything? Then come with Treehugger Rainforest Tours to one of the world's most **unspoilt** holiday destinations. We offer **exotic** holidays in a natural environment, surrounded by a variety of **rare** animals and plants.

D. 'Where fun never sleeps.'

Looking for excitement and a **lively** nightlife? then come and party with us at Singhong Tours. We organise short breaks in **cosmopolitan** cities where the atmosphere is buzzing and **vibrant**. We promise you a holiday that is both **entertaining** and fun.

Coursebook, page 39, Top Tip

Direct students' attention to the Top Tip, which encourages them to try and learn new vocabulary in phrases rather than as isolated words.

Note: The topic of collocations, or the ways in which some words are often used together, will be covered in more depth in Grade 12. There are some examples of collocations in Activity 3.

Coursebook, page 39, Activity 3

Students work with a partner or in groups to go through the phrases in the box and make sure they understand them. Remind them to write down any new words in their vocabulary notebooks or exercise books so that they will remember them better.

Ask students to think of places in Oman which the phrases could apply to. If time allows, they can think of places in other countries too where you can find some of these things.

Some examples of places in Oman (but there are other places too):

rolling sand dunes – the Wahiba Sands Desert in the Sharqiyah region
variety of wildlife – the Ras El Hadd Turtle Beach, Khor Rori bird sanctuary, oryx sanctuary
old forts – Nakhal, Rustaq, Nizwa, Al Sulaif and many others
traditional handicrafts – Bedouin jewellery, pottery, chests
expert craftsmen – boatbuilders at Sur, silver and jewellery makers and many others
busy souks – Muttrah, Nizwa and many others
beautiful beaches – everywhere along the coast
interesting museums – Muscat and other places
wooden dhows – Sur
high mountains – Al Jebel Al Akhdar, Al Jebel Al Shams

Workbook, page 34, Activity 2

This activity shows how important adjectives are in making a description come alive. The adjectives used in Postcard A create a very positive impression; the ones in Postcard B create a negative impression.

As a homework activity, students should write sentences containing the adjectives in their exercise books. Make sure they understand they should create their own sentences, not just copy the sentences on the postcards.

Students read Postcards A and B and choose the adjectives which make the holiday sound great or miserable. Again, tell them to check unknown words and note them down in their vocabulary notebooks or exercise books together with their meanings.

Answers:

Postcard A

1 fantastic
2 amazing
3 stunning
4 spectacular
5 beautiful
6 thrilling

7 excellent
8 delicious

Postcard B

1 terrible
2 noisy
3 uncomfortable
4 disgusting
5 rainy
6 crowded
7 expensive
8 impossible

After checking the adjectives for Postcards A and B, get students to write a postcard of their own about a place they have enjoyed (or not enjoyed) visiting. If they cannot think of a real place, tell them to imagine a place. Refer them to the postcard in Unit 1, page 31, Activity 3 of this theme, as well as Postcards A and B on page 34, to use as models. Encourage students to use some of the adjectives and phrases they have encountered in the theme, and refer them to the beginnings and endings of the postcards. Discuss other ways they could end their postcards, such as 'Best wishes', 'All the best', 'Love from Jane'.

Workbook, page 35, Activity 3

The verbs focused on in this activity are often found in travel brochures, but their use is also common in everyday life.

In the first part of the activity, students match the verbs in the left hand column at the top of the page with their meanings on the right. Then they use these verbs to complete the gaps in the crossword puzzle clues to the right of the crossword. Finally, they fill in the verbs in the crossword.

Answers to Matching Activity:

1 f
2 d
3 e
4 g
5 a
6 b
7 c

Answers to Crossword:

Across
2 reveal
5 sample
6 stroll
7 encounter

Down:
1 wander
3 discover
4 imagine

Coursebook, page 39, Activity 4

Explain to students they are going to do a role play, and outline the situation. Students work in groups of three. Student A is a hotel owner, and Students B and C are prospective guests (they choose which kind from the list of guests given in the activity).

Before starting the role play, give students a few minutes to make notes about their situations and write down the questions they need to ask. These notes will help them to prepare for the role play.

The prospective guests should think about and discuss their needs with each other. For example, an elderly couple will be looking for a hotel with efficient lifts. A couple with children will be looking for a hotel which has plenty of things for children to do. The hotel owner should think about what facilities his or her hotel can offer.

The hotel owner should think of a good name for his/her hotel. He/she should write this name on a piece of paper and put it in front of him/her on his/her desk. The prospective guests should sit on the other side of the desk from the hotel owner while they ask their questions.

If time allows, prospective guests should visit other hotel owners in the classroom. Finally, they decide on the hotel they would most like to stay at.

Workbook, page 35, Activity 4

This writing activity is suitable for homework. Students write a paragraph in their exercise books describing a place which they think is a good place for visitors to go to.

Encourage students to look back through the unit for suitable words or phrases to include in their descriptions. Ideally, give students time to write their draft paragraphs in class. Circulate around the classroom offering guidance and support. They should write a second (final) draft at home, attach it to their first draft and put everything into their portfolios.

Suggested structure of the paragraph:

1. An introductory sentence to state the name

of the place, for example:

> Musandum, in the northernmost part of Oman, is a wonderful place for people to visit if they want to relax and get away from it all.

2. Brief information about the place and how to get there:

> The Musandum peninsula is very beautiful and peaceful. You can get there either by a short plane trip, or a five hour ferry trip from Muscat up the coast of Oman.

3. Information about what you can see or do in the place:

> From Khasab, the capital of the Musandum area, you can take a day trip in a traditional dhow. You will sail among beautiful islands, and have the chance to see dolphins and go snorkelling in the clear blue waters. You can also take a trip up into the mountains and enjoy dramatic scenery. If you are interested in history, you may also want to visit the old fort in Khasab.

Coursebook, pages 40 and 41
Workbook, pages 36 and 37

Coursebook, page 40 and 41, Activity 1
Workbook, page 36, Activity 1

Direct students to the pictures and descriptions of various tourist sites in Dhofar on pages 40 and 41 of their Coursebooks. Discuss whether students (if any) have been to any of the sites and what they thought of them. Students read the text about each site and complete Activity 1 on page 36 of the Workbook by writing the appropriate numbers in the appropriate boxes. .

Note: There are other possible answers for some places.

Answers:

a 1, 3, 10
b 2, 3, 5
c 4, 5, 8 (but 2, 6,and 9 are also possible)
d 3, 6, 7 (but 9 is also possible)
e 5, 6, 7 (but 9 is also possible)

Workbook, page 36, Activity 2

Students listen to the five descriptions in Listening 3.4.1 and decide what kind of tourist attraction is being described. Before they listen, give them time to read through the list of the attractions. What kind of words might they *expect* to hear to go with each one?

Check that they understand the meaning of *sanctuary*. What other kind of sanctuaries do they known in Oman? (turtle, oryx)

Listening Script 3.4.1

A

If you stand here very quietly and watch, you can see several species that travel through this area in winter and stop here on their way further south.

B
The views are spectacular, and you can look down over the wadis and villages for miles around. The air so high up is very clean and pure, and the silence is very peaceful.

C
As you can see from the thick walls and round towers, this was built to keep attackers out. It was built in the 16th century CE and was defended many times right up to the 20th century CE.

D
Please be back at the coach by 4.30 p.m. Sun umbrellas can be rented from the kiosk. Remember that the currents in the sea are very strong, so please stay near the shore when swimming.

E
As you can see from the inscription, this object was found in 1992 together with a number of pottery fragments and coins. It dates back to the 1st century BCE.

CE – *Common Era*. Used after a date to show it was after the birth of Christ

BCE – *Before the Common Era*. Used after a date to show it was before the birth of Christ.

Answers:
a bird sanctuary
b mountain
c fort
d beach
e museum

Workbook, page 36, Activity 3

Tell students they are going to hear a conversation in the Dhofar Tourist Information Centre between a tourist official and a woman asking for information.

Make sure that students understand the task – i.e. to listen for the names of family members and tick the box beside each name they hear. Give them a few minutes to read through the nine names listed.

Play Listening 3.4.2. Repeat as necessary.

Listening Script 3.4.2

Official: Good morning. Welcome to the Dhofar Tourist Information Centre. How can I help you?
Woman: Good morning. I'm here on holiday, and I'd like some suggestions for things we can do.
Official: Certainly, madam. What kind of interests does your family have?
Woman: Well, my husband loves history and my daughter wants to be an archaeologist. So they'd like to visit some historic sites.
Official: Well, then, madam, may I suggest that first, you take them to Salalah Museum. It has artefacts from different archaeological sites in Dhofar. After that, why don't you visit Khor Rori with them? It's the site of the old city of Sumharam. Your husband and daughter will enjoy wandering around it. In the afternoon, how about taking them to Taqah to visit the fort? It's fascinating.
Woman: OK, that sounds like fun for them. Now what about my parents? They're quite old and won't want to do anything very energetic. But they do enjoy birdwatching and gentle hiking.
Official: Well, you might like to take them to the Khor Rori bird sanctuary – it's next to the archaeological site. Another suggestion is Tawi Attair – here on the map. Many different birds visit the area. It's a spectacular sight to watch them flying into the sinkhole in the evening.
Woman: Good idea. Thank you very much.

Now my son is mad keen on sports. What do you think would interest him?

Official: Hmm, let me see. If I were you, I'd send him down the coast to Mughsayl to the water sports centre near the beach. He can go swimming or scuba diving, or paraglide along the beach.

Woman: That would certainly keep him amused.

Official: And what about you, madam? What are you planning to do?

Woman: Me? I'm just happy to have some time to myself. I'll stay here in the hotel and relax. Then later I might go to the souk and buy some perfume.

Official: That sounds a good plan.

Woman: Thank you very much for your help.

Official: You're welcome. Have a good day!

Answers:
husband, daughter, parents, son

Workbook, page 36, Activity 4

Tell students to copy the names of the family members into the table headings in the following way:

a husband
b daughter
c parents
d son

Students listen to Listening 3.4.2 again and tick the tourist official's recommendations for the woman's family members in the boxes.

	a husband	**b** daughter	**c** parents	**d** son
Salalah Museum	✓	✓		
Taqah	✓	✓		
Khor Rori bird sanctuary			✓	
Mughsayl				✓
Tawi Attair			✓	
Khor Rori/ Sumharam	✓	✓		

Coursebook, page 41, Soundbites

Direct students to the Soundbites box of phrases used in making and responding to suggestions. Play Listening 3.4.3. Practise the language with students, paying attention to the intonation.

Listening Script 3.4.3

Soundbites
Making Suggestions

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

Why don't you visit Khor Rori with them?

How about taking them to Taqah to visit the fort?

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

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

Responding to Suggestions

Good idea.
I'd prefer to go to the wadi.
I'd rather go on Thursday.
Let's go diving instead.

Coursebook, page 41, Activity 2

Students work in groups of three, and practise making and responding to suggestions. Students A and B are visitors to Dhofar and ask the official in the Tourist Information Centre for ideas about local things to do. Student C is the Tourist Information official and makes suggestions using the information on pages 40 and 41 of the Coursebook, plus any other information he/she has. Students A and B respond to the suggestions and decide what to do.

Tell students to practise using the phrases in the Soundbites box when making and responding to the suggestions.

Workbook, page 37, Activity 5

Lead-in

Explain to the class that they are going to do a role play. Some students will represent groups of three different travel industry consultants who are going to propose different ideas for a new tourist resort on the island of Mustaqbal off the coast of Oman. The rest of the class will act as local residents and will be invited to respond to each proposal.

Ask students to turn to page 70 of their Coursebooks and look at the map of the island. Discuss the layout of the island. Direct their attention to the different features such as the mountains, the sand dunes, the river, the beach, the village, the harbour, the bridge. Discuss where these places are located. For example, the mountains are in the south-east of the island.

Direct students to the instructions for Activity 5 on page 37 of their Workbooks. Read through the instructions with them and then divide them into four groups. It is suggested that a maximum of four students should be assigned to Groups A, B and C. More students can be assigned roles as islanders in Group D as they will further divide into two smaller groups.

Ask Groups A, B and C to turn to pages 66, 67 and 68 respectively of their Coursebooks and discuss ideas for their proposals. Meanwhile, ask students in Group D to turn to page 69 and look at the information given there about the various roles. They should discuss which people would support the development of the island and which would be against it. Students in Group D can then divide into objectors or supporters and discuss their arguments for or against the development of the island, according to their roles.

Workbook, page 37, Activity 6

Students prepare their presentations and arguments and make notes in the space allocated on page 37 of their Workbooks. When students are ready, set up the role play.

Role play

The teacher should act as facilitator of the discussion. The 'meeting' should be as authentic as possible, with real debate to be encouraged. If students make errors, note them down to discuss later, but don't interrupt the flow of the debate with error correction.

Students in Groups A, B and C, the three groups of 'developers', present their ideas. They might like to make a poster, or do their presentation on Power Point if available.

Students in Group D, the 'islanders', should express their opinions and ask questions after the presentation of each proposal.

You will need to keep a careful watch on the time. If students seem stuck for ideas or are unsure how to respond, especially at the beginning, give them some suggestions. As they gain more confidence, the discussion will flow more smoothly.

Round-up

At the end of the session, students vote on the most appropriate proposal.

Discuss the role play and ask if students enjoyed it. How did they feel about taking part in a debate? (confident, nervous, shy)

Coursebook, pages 42 and 43
Workbook, pages 38 and 39

Coursebook, page 42, Activity 1

These discussion questions aim to get students thinking about why people travel to other countries, and to talk about where they would like to go themselves. The questions can be discussed in groups, with a spokesperson from each group summarising the group's ideas.

Coursebook, page 42, Activity 2

Ask students what they know about Istanbul and Turkey. Have they, or has anyone they know, visited Istanbul or other places in Turkey? If yes, what did they do there? Did they like it? Why/why not? Did they go on any tours? If no, are they familiar with any of the places in the photographs, perhaps from films or books?

Background Information

Istanbul

Istanbul is a popular tourist destination and attracts thousands of visitors. It is the largest city in Turkey with a population of 13,000,000. It is located in the north-west of the country, on the Bosphorous Strait, and is the only city in the world to span two continents (Europe and Asia). It is a city rich in beauty and history, and in the past has been the capital of several different Empires, including the Roman Empire and the Ottoman Empire. The old part of Istanbul is full of historical streets, palaces, mosques, museums and bazaars. Istanbul also has many modern attractions. It is a shopper's paradise, has excellent restaurants and hosts a variety of cultural events. Istanbul was chosen as a European Capital of Culture for 2010, and European Capital of Sports for 2012.

http://en.wikipedia.org/wiki/Istanbul

Students work in pairs and read the list of tours in and around Istanbul. They discuss with a partner which tour they would most like to go on, and give their reasons.

Coursebook, page 43, Activity 3

Students read the description of the tour of Istanbul and complete the gap-fill.

Tell students that when doing such an activity, they should read the whole text first before attempting to fill in the gaps. This will help them understand the text better. They should also decide what part of speech each missing word is – e.g. noun, verb, adjective.

Answers:

1 foot
2 easy
3 contains
4 emerald
5 historical
6 tiles
7 wander
8 desserts

Coursebook, page 43, Activity 4

This is intended mainly as an oral activity (the main writing task for this unit is given in the Workbook). In groups of four, students design a tour of Oman for visitors. They discuss the tour and make notes of an itinerary in their Workbooks. Then a spokesperson from each group gives an oral presentation of the tour to their classmates. At the end of the presentations, students could vote which is the best designed tour.

Workbook, page 38, Activity 1

This activity focuses on a tour in Oman – more specifically, an overnight camping tour to the Wahiba Sands Desert. First, students read the information about the tour company, 'Desert Adventure', and the tour they offer.

Workbook, page 38, Activity 2

This activity gives practice with categorisation. First, students match each of the four headings **a**, **b**, **c**, and **d** to pictures 1, 2, 3, or 4. They read through the two lists of phrases underneath the headings and write each phrase under the appropriate picture.

Answers:

1 The Bedouin
1 desert people
2 simple lifestyle
3 traditional crafts

2 The camp
1 open from October to May
2 comfortable huts
3 modern bathrooms

3 Desert activities
1 sand skiing
2 dune driving
3 camel riding

4 Wahiba Sands
1 home of the Bedouin
2 rolling sand dunes
3 peaceful beauty

Workbook, page 39, Activity 3

This activity focuses on descriptive adjectives. In addition to the eight adjectives listed, ask students to think of more adjectives to describe each of the four categories.

Answers:

a guides
b huts
c views
d activities
e guides
f activities
g views
h huts

Workbook, page 39, Activity 4

Tell students they are going to hear a short description of the programme of events at the camp. Before they listen, give them time to read through the events. Then play Listening 3.5.1. As they listen, students number the events in the correct order in the programme.

Go over the answers then play Listening 3.5.1 again. This time, students write the time beside each event.

Note: Although most of the times are stated, there is one time which is not given exactly, but which students have to work out for themselves. This is the time for sand skiing. Students hear that sand skiing takes place an hour after dune driving. Dune driving is at 5.00 so sand skiing is at 6.00. But the actual time of 6.00 is not mentioned.

Listening Script 3.5.1

Visitors to the 'Desert Adventure Camp' should arrive at camp by 4 o'clock. After being taken to your comfortable hut, everyone will meet for welcome coffee and dates at 4.30. At 5.00 our drivers will take you dune driving in the desert. This lasts for an hour, and is followed by sand skiing for the more active visitors. Later, we will all meet for dinner at 7.30. After dinner, there will be a show of traditional Bedouin music and dancing. This show will begin at 9.00.

In the morning, breakfast will be served from 7.00 to 9.00. During breakfast, local Bedouin will arrive at the camp. Visitors will have the chance to go camel riding, or watch Bedouin ladies do henna painting. Both these activities will take place between 8.00 and 9.30. Visitors can leave the camp any time between 10.00 and 11.00.

Answers:

1 arrive at camp	4.00
2 welcome coffee and dates	4.30
3 dune driving	5.00
4 sand skiing	6.00
5 have dinner	7.30
6 Bedouin music and dancing	9.00
7 have breakfast	7.00 – 9.00
8 camel riding	8.00 – 9.30
8 henna painting	8.00 – 9.30
9 leave camp	10.00 – 11.00

Workbook, page 39, Activity 5

Students write a description of a tour with 'Desert Adventure.' They should refer to page 71 of their Workbooks for the guidelines.

The writing should consist of a short introductory sentence or two plus three main paragraphs. Each of the three main paragraphs should deal with a different topic (the Wahiba Sands Desert, a description of the camp and the activities respectively). The main focus of the writing is descriptive. Students should try and incorporate some of the words and phrases they have encountered earlier in the unit. Refer them also the Writing Guide on page 71 of the Workbook for further guidance.

Note: The model answer below shows only one way of writing the description. Students may choose to include different information. This is fine, although they should follow the structure of the model – i.e. introductory paragraph about the company followed by three other paragraphs, each one covering a different topic.

A Tour to the Wahiba Sands Desert

Model Answer

Desert Adventure arranges tours to the Wahiba Sands for people who want to experience an overnight stay in the Omani desert.

The Wahiba Sands desert is an area of peaceful beauty. It has spectacular views with rolling sand dunes. It is also home to the Bedouin, the people of the desert. Today, the Bedouin still have a simple lifestyle.

The camp is open from October to May. Visitors stay in furnished wooden huts. These huts are small but comfortable, with modern bathrooms.

The camp offers a range of fun activities. You can go dune driving, sand skiing and camel riding. You can also see a show with traditional Bedouin music and dancing, and watch Bedouin ladies do henna painting.

Across Cultures
Coursebook, pages 44 and 45
Workbook, page 40

Country Focus: New Zealand

Reading for Pleasure
Coursebook, pages 46 and 47
Workbook, page 41

Sailing Heroes Past and Present
Interview with Mohsin Al Busaidi
Genre: Sailing Magazine

Note on Oman Sail: Oman Sail was formed in 2008 to re-awaken interest in Oman's maritime heritage and encourage young Omanis to become interested in sailing. It is supported by the Ministry of Tourism. As part of the Oman Sail project, a sailing academy has been established in Muscat. Oman Sail's long term objective is to make sailing accessible to schools and young enthusiasts, and give keen young sailors the opportunity and training to progress to the Oman sail racing team. The creation of role models such as Mohsin Al Busaidi shows young people that with determination and hard work, anything is possible.

For further information about Oman Sail, teachers can advise students to visit the Oman Sail website on www.omansail.com

Additional Note: In English, boats and cars are commonly referred to as 'she'.

Coursebook, page 48,
Review and Reference
Workbook, pages 42 and 43

Note: At the end of the theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 48 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the Learning Objectives for this theme, then turn to Activity 1 on page 42 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 42 and 43 of their Workbooks. They then complete the chart in Activity 3 on page 43 with 15 words of their choice from the theme – 5 verbs, 5 nouns and 5 adjectives. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 43.

Answers to Across Cultures:

Activity 1

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

Activity 2

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

Activity 3

1 F. New Zealand is made up of two large islands and many smaller islands.
2 F. The first settlers were Polynesians.
3 NG
4 T
5 T
6 T
7 F. Zorbing began in New Zealand.
8 F. Maori culture is ancient.
9 NG
10 F. In a modern *haka*, the men dance at the front.

Answers to Review and Reference:

Activity 2

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

Activity 4

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

Theme 4
Innovation

Summary

Overview

Coursebook: Activities 1, 2

Lead-in: activating prior knowledge of the topic area

Unit 1 Smart Homes (Reading)

Coursebook: Activity 1 Listening for specific information

Coursebook: Activities 2, 3, 4 Reading actvities

Coursebook: Top Tip Extensive reading

Workbook: Activity 1 Matching words to meanings

Workbook: Activities 2, 3, 4 Reading for understanding

Workbook: Activity 5 Writing: sentence building

Coursebook: Time to Talk

Discussion and paragraph writing

Unit 2 Questions and Answers (Grammar)

Coursebook: Activity 1 Discussion and listening: quiz

Coursebook: Activity 2 Listening and understanding

Coursebook: Grammar Recall

Past passive verb forms: review

Coursebook: Activity 3 Past passive verb forms: practice

Coursebook: Activate Your English

Creating dialogues: matching questions and answers

Workbook: Activity 1 Past participles: practice

Workbook: Activities 2, 3, 4, 5 Past passive verb forms

Workbook: Activity 6 Grammar practice activities

Unit 3 The Best and the Worst (Vocabulary)

Coursebook: Activity 1 Lead-in: discussion

Coursebook: Activities 2, 3 Reading for information

Coursebook: Activity 4 Discussion

Top Tip Increasing vocabulary through reading

Workbook: Activities 1, 2, 3 Vocabulary development

Workbook: Activity 4 Vocabulary review: crossword

Workbook: Activity 5 Vocabulary and discussion

Additional activity: Paragraph writing

Unit 4 Virtual Reality (Listening and Speaking)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading for specific information

Coursebook: Soundbites Indirect questions

Top Tip Making a listening text easier

Workbook: Activity 1 Listening for specific information

Workbook: Activity 2 Vocabulary practice: gap-fill activity

Coursebook: Activity 3

Workbook: Activity 3

Practice with adverbs of time: questionnaire

Additional activity: Paragraph writing

Unit 5 E-Shopping (Writing)

Lead-in E-Shopping: discussion

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading and understanding

Coursebook: Activity 3 Reading for specific information

Workbook: Activity 1 Listening for specific information

Workbook: Activities 2, 3, 4 Vocabulary development

Coursebook: Activity 4 Writing an e-mail of complaint

Theme 4 Unit 1
Smart Homes

Overview
Lead in:
Direct students to page 49 of their Coursebooks. Tell them to look at the title of Theme Four and the pictures. Ask if they can guess what 'innovation' means.

Innovation (n) new ideas, methods or inventions; the introduction of new ideas, methods or inventions

Ask students what topics they think will be covered in this theme. They should look through the titles of the five units to get the answers.

Answers:
Smart homes, the best and worst innovations and inventions, virtual reality and e-shopping.

Coursebook, page 49, Activity 1
In groups, students discuss the three items they would miss most if they had to live without technology for a week. Elicit ideas from different groups, and write them on the board.

Coursebook, page 49, Activity 2
Students read the short text and check the meanings of the words and phrases, using dictionaries if necessary. They can work individually or in pairs. All the words will occur somewhere within the theme. Tell students to copy the words and their meanings into their vocabulary or exercise books.

Note: The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 4 appear in the Glossary in the Review and Reference section on page 64 of the Coursebook. Explain to students that they should learn these words and that you will be checking them at the end of the theme.

electronic (adj) using electricity
devices (n) machines or pieces of equipment
discoveries (n) things that were unknown in the past and have now been found
innovations (n) new ideas, methods or inventions; the introduction of new ideas, methods or inventions
inventions (n) things that have been made or designed for the first time
appliances (n) equipment used in the home – for example, refrigerators, washing machines, and coffee makers
technology (n) advanced scientific knowledge or equipment
improved (adj) made better
nuclear weapons (n) bombs made with energy from the central part of atoms
CAD (Computer Assisted Design) (n) computer software that helps designers
virtual reality (n) an environment produced by a computer that looks and seems real to the person experiencing it

Coursebook, pages 50 and 51
Workbook, pages 44 and 45

Lead-in
The aims of this unit are to introduce the topic of smart homes and to provide reading practice. Tell students to look at the title of the unit and the pictures on pages 50 and 51 of their Coursebooks. Ask if they can guess what a 'smart home' is.

Smart home (n) a house in which the appliances, heating system, cooling system, security systems and other features are connected by an electrical system, and controlled by computer

Coursebook, page 50, Activity 1
Students listen to four people talking about the technology they would miss if it disappeared from their lives. Although each person mentions two types of technology, students are asked to write down only one type. They should do this in their exercise books. They then listen again for the reasons each person gives as to why they would find it hard to do without this technology and write them down. Play Listening 4.1.1 twice.

Listening Script 4.1.1

1
Oh, I think I would miss my mobile phone and the Internet definitely! How else would I stay in touch with my friends?

2
I would have to say my car first of all. I have a long way to drive to work and it would be too expensive in a taxi. The second thing? (Pause) I think I would have to say electricity. Without it, nothing would work at home – no lights, no computer, no TV, nothing. Yes, electricity – if it counts as one thing.

3
Is a watch a kind of technology? I like to know what time it is wherever I am. And my digital camera. No, no, I'm going to go for my mobile phone and my digital camera because my mobile has a clock in it. Mind you, it also has a camera. OK, final choice, my mobile phone and my DVD player. I need to stay in touch with my family and I love watching films. That's it, my mobile phone and my DVD player.

4
Mmm…Ooh, a difficult one. The TV for the first thing. I can't do without my soap operas. It keeps my kids entertained while I'm doing the housework, too. The second thing? My fridge. I hate food shopping and in this heat, I would have to go every day if I didn't have a fridge to keep things fresh.

Answers:

Speaker 1:
Would miss: mobile phone and the Internet
Reason: needs them to stay in touch with friends

Speaker 2
Would miss: car, electricity
Reasons: taxi too expensive, nothing would work at home

Speaker 3
Would miss: mobile phone, DVD player
Reasons: stay in touch with family, loves to watch films

Speaker 4
Would miss: TV, fridge
Reasons: loves watching soap operas and TV keeps kids entertained. Without a fridge it would be necessary to go food shopping every day.

Coursebook, page 50, Activity 2

Students read the short text, then discuss the three questions in their groups. Elicit answers from a few of the groups. If you prefer, open the discussion out into a class discussion.

Coursebook, pages 50 and 51, Activity 3

Before students start reading the text 'Smart Homes', it is helpful to give them a question to focus on so that they have a purpose for reading – i.e. to find the answer to this 'focus question.'

As the focus question, use Question **a** from Activity 2 - **What do you think a smart home can do?** Write this question on the board or on an OHT, and tell students to look for the answers as they read the text.

Note: There are many things that a smart home can do.

When students have finished, get them to compare their answers in groups. Do a whole class check and elicit the answers.

Answers:

According to the text, a smart home can:

- turn on lights
- control temperature
- play one's favourite music
- display one's favourite pictures
- cupboards and fridges can say what food is needed or contact shops through the

Internet and have food delivered
- they can also tell you if you have everything needed to cook a certain food, or what can be cooked with the food you have
- coffee makers, lights and air conditioners can be told when to turn on
- when you are at home, you can use your voice to turn things on and off
- when you are away, you can use a mobile phone or computer to send a message to turn things on and off
- save you money by turning off lights and air conditioners when they are not needed
- tell you how much money you are saving

Coursebook, page 51, Activity 4

Students read the text 'Smart Homes' again and find answers to the comprehension questions. Do a whole class check and elicit the answers.

Answers:

1 Smart homes can have special lights, heaters and air conditioners (implied), video screen pictures, refrigerators, washing machines, electronic cupboards, coffee makers.
2 They are connected through the electrical wires in the home.
3 Electronic cupboards and fridges can talk to shops.
4 Yes. You can turn things on and off with a mobile phone or send a message over the Internet from a computer.
5 It can save you a lot of money, and also tell you how much money you are saving.

If time allows, have a discussion about what other features students think smart homes will have in the future.

Coursebook, page 51, Top Tip

Direct students to read the Top Tip. Mention again that extensive reading practice is the only way to improve reading. If students read things that they enjoy, however simple, they will become more interested in reading.

Workbook, page 44, Activity 1

This vocabulary activity focuses on some of the words from the reading text, 'Smart Homes', on pages 50 and 51 of the Coursebook. Students complete the activity and then compare answers in their groups. Elicit the answers and write them on the board or display them on an OHT.

Note: Tell students there is one word in the box for which no meaning is given. The presence of 'distractors' or extra words helps students improve their discrimination skills when reading.

Answers:

1 available
2 appliances
3 features
4 convenient
5 refrigerators
6 electronic
7 increases
8 decreases
9 washing machines

Extra word (distractor): control

Workbook, page 44, Activity 2

As a lead-in to this activity, ask students if they have grandparents who talk about life in Oman in the old days. Do their grandparents think life was better or worse in the past? Tell students they are going to read a text about an old couple, Mr Ahmed and Mrs Aysha, discussing past times.

Tell students to read the three possible titles **a**, **b** and **c**, then read the text to determine which is best. Elicit the best title, and ask students to explain why they chose it.

Answer:

The best answer is **a -** (**Oman then and now**.) The focus of the text is on differences between the past and the present, not on technology or electricity, as in titles **b** and **c**.

Workbook, page 45, Activity 3

Students fill in the gaps in the sentences with the words in bold from the reading text in Activity 2. Elicit the answers and write them on the board.

Note: Tell students there are two 'distractors' in this activity – i.e. two words in bold in the text which do not fit into any gap.

Answers:

1 Storing
2 Dried . . . kept
3 able
4 unwell
5 closer
6 shaded
7 Heat
8 roof

Distractors: healthier, grandmothers

Workbook, page 45, Activity 4

The aim of this activity is to check students' understanding of the text about Mr Ahmed and Mrs Aysha. Students read each pair of sentences, and choose the one whose meaning best fits the text. They will have to reread the text in order to do this. Elicit the answers from the class.

Answers:

1 b
2 a
3 b
4 a
5 b

Workbook, page 45, Activity 5

Students make complete sentences from the prompts using the structure 'used to' (positive) or 'didn't use to' (negative). Point out the two examples. After students have completed the activity, elicit the answers and write them on the board or display them on an OHT. Alternatively, this activity could be given as a homework exercise.

Answers:

1 They used to go to bed very early.
2 She didn't use to have a cooker.
3 Their children used to play outside.
4 She used to cook on an open fire.
5 They used to store water in clay pots.
6 She didn't use to have a washing machine.
7 She used to wash clothes by hand in the falaj.
8 Their family used to be much closer.

As a homework exercise, students can be asked to write four sentences about their own lives, describing two things they used to do, and two things they didn't use to do.

Coursebook, page 51, Time To Talk

Before they start the discussion, tell students to note down individually their answers to the four questions in their exercise books. They should then discuss the questions in their groups. Elicit the answers.

As a homework exercise, students can write their answers out as a paragraph. If possible, get them to write the first draft of their paragraph in class. After editing and proofreading, they should write the second draft at home and store their paragraph in their portfolios.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence, for example:

> Many things about my home are different from ten years ago.
>
> My home has changed a lot in the past ten years.
>
> Many changes have taken place in my home in the last ten years.

They should then say whether their homes have any smart features. If not, they should give examples of the smart features they would like it to have, and give their reasons. They should link their sentences together using conjunctions and other connecting words. For example:

Although my home doesn't have any smart features at present, I would very much like it to have some smart features in the future. For example, it would be very helpful if my cupboard and fridge could tell me when food is about to run out. This would allow me plenty of time to buy more food.

Finally, they should say what disadvantages a smart home might have:

However, we couldn't always rely on a smart home working perfectly. It would break down if there was an electricity cut, or if the computer that controlled it crashed.

Coursebook, pages 52 and 53
Workbook, pages 46 and 47

Lead-in

Ask students if they have ever taken part in a trivia quiz.

Trivia quiz: a quiz with questions and answers involving facts about history, geography, famous people etc

Coursebook, page 52, Activity 1

Activity 1 introduces the language of the target grammar point for this unit - past passive verb forms.

Students read the questions, then discuss them in their groups and note the answers in their exercise books. If they don't know the answer to a question, encourage them to guess.

Explain that students are going to hear an excerpt from a radio quiz show, with the host asking a contestant the questions. Play Listening 4.2.1. Students listen and check their own answers.

Listening Script 4.2.1

A Trivia Quiz

Host: Let's begin today's quiz. Question number one: Where were bananas first grown – in South America, in Africa or in Southeast Asia?

Contestant: In Southeast Asia.

Host: That's right. Question number two: The English word 'giraffe' was taken from which language – Arabic, Greek or Latin?

Contestant: Er . . . Latin.

Host: No, I'm sorry. The correct answer is Arabic. Question number three: The first Gulf Cup football tournament was won by which national team – Bahrain, Kuwait or the UAE?

Contestant: Um . . . the UAE.
Host: No, I'm sorry. It was Kuwait. Question number four: How was the city of Pompeii, in Italy, destroyed – by a volcano, by an earthquake or by a cyclone?
Contestant: By a volcano.
Host: That's right. Question number five: By what name was Oman first known – Al Sahil, Mazoon, or Majan?
Contestant: Majan.
Host: That's right. Question number six: Where were the first modern Olympic Games held - in Athens, Greece; Paris, France; or Berlin, Germany?
Contestant: Athens, Greece.
Host: Right again. Question number seven: Which animal was first sent into space – a bear, a monkey or a dog?
Contestant: A monkey.
Host: No, sorry. It was a dog. Question number eight, the last question: By whom was *Romeo and Juliet* written – Charles Dickens, William Shakespeare or Alexander Dumas?
Contestant: William Shakespeare.
Host: That's right. Well done. Thank you very much for taking part in our trivia quiz today.

Answers:
1 Southeast Asia
2 Arabic
3 Kuwait
4 by a volcano
5 Majan
6 Athens, Greece
7 a dog
8 William Shakespeare

Coursebook, page 52, Activity 2

Activity 2 provides further practice with the target grammar point - past passive verb forms. Students work in pairs. Student A asks Student B the questions from Trivia Quiz A in Activity 2 on page 52 of the Coursebook. Student B asks Student A the questions from Trivia Quiz B from the Communication Activity on page 71 of the Coursebook.

When students have completed the quiz, write the answers on the board or display them on an OHT.

Answers:

Trivia Quiz A

1 Asia
2 Kazakhstan
3 Iraq
4 Uruguay
5 Leonardo da Vinci
6 Arabic
7 Iran
8 Bell

Trivia Quiz B

1 Ethiopia
2 Leonardo da Vinci
3 Mexico
4 the camera
5 South Africa
6 Italy
7 Paris
8 franc

Coursebook, page 53, Grammar Recall

Tell students to read the Grammar Reference for Theme 4 on page 76 of the Workbook. They should then match each of the example sentences on the left of the Grammar Recall box with usage description **a**, **b** or **c** on the right. Elicit the answers.

Answers:
1 b
2 c
3 a

Coursebook, page 53, Activity 3

Students rewrite the sentences in their exercise books, changing each of the verbs into the past passive form. Elicit the answers and write the verbs on the board or display them on an OHT.

Answers:
1 The world wide web was invented by Tim

Berners-Lee.
2 The first satellite was sent into space by the Russians.
3 The *Titanic* was sunk by an iceberg.
4 Radium was discovered by Marie Curie.
5 The Taj Mahal was designed by Ustad Ahmad Lahauri.
6 Dynamite was invented by Alfred Nobel.
7 Potatoes were first grown by South Americans.

Coursebook, page 53, Activate your English

Students match the questions and answers to create simple dialogues which practise the past passive. Do a whole class check of the answers, then tell students to practise the dialogues with a partner.

Answers:

a – 3
b – 5
c – 6
d – 2
e – 7
f – 1
g – 8
h – 4

Workbook, page 46, Activity 1

Students fill in the blanks with the past participles of the verbs. Elicit the answers from the class and write them on the board or display them on an OHT. Get students to make a few sentences orally containing the past participles of some of the verbs.

Answers:

begun
broken
brought
built
caught
chosen
eaten
found
grown
made
ridden
seen
sent
spoken
stolen
told
won
written

Workbook, page 46, Activity 2

Students complete the sentences using the past passive forms of the verbs in brackets. Elicit the answers and write them on the board or display them on an OHT.

Answers:

1 was taken
2 was built
3 was destroyed
4 was eaten
5 was grown
6 was written
7 was stolen
8 was won

Workbook, page 46, Activity 3

Students work individually on correcting the mistakes in the sentences. Ask them to compare answers in their groups.

Answers:

1 That book was given **to** me by my friend.
2 Those shoes **were made** in Italy.
3 The thief was caught **by** the police.
4 The potato was first **grown** in South America.
5 I **studied** that last year.
6 It **happened** yesterday.

Workbook, page 47, Activity 4

This activity gives further practice with recognition of the past passive. Students first read the paragraph about the Leaning Tower of Pisa, then go back through it and underline the verbs in the passive forms.

Answers:

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

Workbook, page 47, Activity 5

Students complete the paragraph about the Taj Mahal, using the passive forms of the verbs in brackets.

Answers:

1 was built
2 was designed
3 was built
4 were used
5 were brought
6 were completed
7 was buried
8 was named
9 was visited

Workbook, page 47, Activity 6

The Grammar Practice activities on page 67 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 76 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

1 **1** was born
2 grew up
3 became
4 developed
5 was developed
6 left
7 was formed
8 wrote
9 was married
10 was born

2 **a** The cakes were all eaten.
b My computer was switched on.
c I was pushed.
d They weren't invited to the party.
e The thief wasn't seen.
f You weren't asked to come here.

3 **1** were built
2 was divided
3 weren't joined
4 drew
5 followed
6 were made
7 were placed
8 were lost
9 died
10 were buried

Coursebook, pages 54 and 55
Workbook, pages 48 and 49

Lead-in

Ask students if they can name some important inventions and their inventors. Discuss what benefits these inventions have brought us.

Students first started learning about inventions in English in the Grade 5B of the *English for Me* course. (Unit 5, *Inventions and discoveries)*. Some inventions which you could remind them about are:

- the aeroplane (invented by Orville and Wilbur Wright)
- paper (invented by Ts'ai Lun)
- the biro (invented by Lazlo Biro)
- the electric light bulb, the phonograph, the film projector (invented by Thomas Edison)

Coursebook, page 54, Activity 1

Students make lists individually of what they consider to be the five most helpful and the five most harmful inventions, then discuss their lists in their groups. Draw two columns on the board with the headings 'Best' and 'Worst'. Ask different groups to give you their ideas and write each invention in the appropriate column as students call it out.

Coursebook, pages 54 and 55, Activity 2

Students read the text and make lists of the writer's 'best' and 'worst' inventions. Draw their attention to the last sentence of the first paragraph, where the writer points out that these lists are based on his own opinion. Students will probably have different things on their lists. When they have finished reading, ask whether any things on their list were the same as on the writer's lists.

Coursebook, page 55, Activity 3

Students write answers to the five comprehension questions in their exercise books, then discuss the questions in their groups. Elicit the answers.

Answers:

1 The tea bag.
2 These inventions have allowed us to keep and share information. Modern technology would not exist without them.
3 World Health Organisation.
4 More people die from smoking cigarettes than are killed in wars.
5 Guns and nuclear weapons.

Coursebook, page 55, Activity 4

Students discuss the questions in their groups. Ask a spokesperson from each group to summarise their ideas and present them to the class.

Coursebook, page 55, Top Tip

Go over the Top Tip with students. Emphasise that the best way to improve vocabulary is reading. Students may read anything they like. However, it is best if the material they read is at their level or below. They should not struggle with texts that are too difficult as this will undermine their confidence, causing them to lose interest and give up.

Workbook, page 48, Activity 1

This activity focuses on some of the vocabulary from the reading text, 'The Best and Worst Inventions', in Activity 2 on pages 54 and 55 of the Coursebook. Students read the text again, then match each word with its correct meaning. Do a whole class check.

Answers:

1 i	6 b
2 j	7 e
3 g	8 d
4 a	9 c
5 h	10 f

Workbook, page 48, Activity 2

Students complete the table of word forms, using dictionaries if necessary. Give them time to compare their answers in groups, then elicit the answers and write them on the board or display them on an OHT.

Answers:

1 invention (n) invent (v) inventive (adj) inventively (adv)
2 innovation (n), innovate (v), innovative (adj) innovatively (adv)
3 harm (n) harm (v) harmful (adj) harmfully (adv)
4 help (n) help (v) helpful (adj) helpfully (adv)
5 improvement (n) improve (v) improved (adj)
6 system (n) systematic (adj) systematically (adv)
7 convenience (n) convenient (adj) conveniently (adv)
8 design / designer (n) design (v)

Workbook, page 48, Activity 3

Students fill in the gaps and compare their answers in their groups. They have to think carefully in order to decide not only on the word with the appropriate meaning, but also on its correct form (noun, verb, adjective or adverb).

Answers:

1 harmful
2 invention
3 improve
4 system
5 conveniently
6 design
7 help
8 innovative

Workbook, page 49, Activity 4

This crossword puzzle reviews some of the vocabulary in Unit 3. Refer students to Activities 1 and 2 on page 48 of their Workbooks to find the words. **Note:** Three of the answers in the crossword appear in a slightly different form from Activities 1 and 2.

These words are:

- report (Answer to 5 Across). In Activity 1 it appears in the past form – 'reported'.
- allow (Answer to 12 Across). In Activity 1 it appears in the past form – 'allowed'.
- system (Answer to 1 Down). In Activity 1 it appears in the plural form – 'systems'.

Students complete the crossword and compare answers. Elicit the answers, and write them on the board or display them on an OHT.

Answers:

Across:
4 improve
5 report
7 innovation
8 design
10 invent
11 related
12 allow

Down
1 system
2 harmful
3 convenient
6 technology
9 essay

Workbook, page 49, Activity 5

Languages are inventions that undergo constant change. One change is the addition of words which have come from other languages. This activity looks at some English words which have come from Arabic.

Students complete the activity and discuss their answers in their groups. Do a whole class check and elicit the answers.

Answers:

English words taken from Arabic
1 algebra
3 camel
4 cotton
6 Gibraltar
9 lime
11 sugar

English words not taken from Arabic
2 biscuit
5 film
7 laptop
8 licence
10 piano
12 television

Optional Writing Activity

Students write a paragraph about the invention or inventions which they feel are the most useful. They should give reasons for their choices. Remind them to proofread and edit their work. If possible, do the first draft in class and tell students to write the second draft at home, and put their work into their portfolios.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence stating what invention they feel is the most useful, for example:

> I think (I feel) the most useful invention is the Internet.
>
> The most useful invention, in my view, is the Internet.
>
> I consider that the most useful invention is the Internet.

They should then give two or three reasons and examples why they think this invention is useful (social and business networking, finding out information, sending e-mails, online shopping, booking holidays)

> The Internet has changed the way we live. It has enabled us to . . . . .
>
> In addition, we can . . . .
>
> Moreover, it has allowed us to . . . .
>
> Furthermore, we can . . .

Finally, they should write a concluding sentence:

> For all these reasons, I consider the Internet to be the most useful invention.
>
> The above reasons are why I think the Internet is the most useful invention.

Coursebook, pages 56 and 57
Workbook, pages 50 and 51

Lead-in

Ask students if they know what virtual reality is. Where can you find a virtual reality environment? Have students ever experienced virtual reality themselves?

Virtual reality: an environment produced by a computer that looks and seems real to the person experiencing it, for example, in computer games.

Coursebook, page 56, Activity 1

Students discuss the three questions in their groups with a spokesperson from each group giving a summary of their group's ideas. If you prefer, you can open the discussion out into a whole class discussion.

Coursebook, page 56, Activity 2

Students consider questions **a**, **b**, and **c** then read the text 'Virtual Reality' and find the answers.

Answers:

1 Virtual reality is an interactive environment which is made using a computer.
2 Virtual reality can be used for many purposes – e.g. training, education and design, and computer games.
3 Virtual reality is limited because it does not always seem real. Computers and the Internet are not powerful enough to provide a better experience than reality.

Coursebook, page 57 Soundbites

Direct students to the Soundbites box of phrases used in indirect questions. Play Listening 4.4.1. Practise the language with students, paying attention to the intonation.

Listening Script 4.4.1

Soundbites

Indirect Questions

Can you tell us what virtual reality is?
Do you know when virtual reality began?
Can you explain what the first virtual reality displays were?
Could you give some examples of how virtual reality is used?
Would you explain some of the limitations of virtual reality?
Do you have any idea what virtual reality will be like in the future?

Coursebook, page 57, Top Tip

Students read the Top Tip. Tell them that before doing listening practice, they should think about the topic - what they already know and what more they would like to know. This will help them to prepare themselves for the subject. Reassure them they shouldn't worry about trying to understand every word.

Workbook, page 50, Activity 1

Tell students they are going to listen to a radio interview with an expert (Cindy Jones) talking about virtual reality. First, they should read the six questions as these will focus their attention on what they should listen out for in the text. When they have had time to read the questions, play Listening 4.4.2 twice. As they listen, students write the answers. They do NOT have to write complete sentences.

Students discuss the answers in their groups. Play the recording again so that they can check their work, then elicit the answers. The answers, are given in **Bold** in Listening Script 4.4.2.

Listening Script 4.4.2

Interviewer (Int)
Expert

Int: Good afternoon and welcome to our radio show, Tech News. Today our guest speaker is virtual reality expert, Cindy Jones. Thank you for coming on the show, Cindy.

Expert: Thank you for inviting me.

Int: Can you tell us what virtual reality is?

Expert: Yes, it's **a computer environment which looks like a real environment**. The person using virtual reality can interact with it.

Int: Do you know when virtual reality began?

Expert: The first computers didn't have screens. So, we can say that **the idea came in the 1950s when someone suggested connecting a screen or monitor to a computer.**

Int: Can you explain what the first virutal reality displays were?

Expert: Some people say that **the first virtual reality displays were radar screens.** These were used in places like airports by air traffic controllers to guide planes.

Int: Could you give some examples of how virtual reality is used today?

Expert: It's used for many things. Apart from **computer games, it's used in education and training – for example, to train pilots and doctors. It's also used for designing buildings and cars and many other things.**

Int: Would you explain some of the limitations of virtual reality?

Expert: One limitation is that **the images are more like cartoons than real life.** This is mainly because computers are not powerful enough to make the displays more realistic.

Another limitation is that **the experience is limited to audio and visual.**

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

Expert: I'm sure that **the images will be more realistic and move faster. There will probably also be a sense of touch and smell in future virtual reality.**

Int: That's very interesting. Thank you very much for talking to us today, Cindy.

Expert: It was a pleasure.

Workbook, page 51, Activity 2

The text in this vocabulary activity leads into the questionnaire in Activity 3.

Discuss briefly with students whether they, or anyone they know, suffers from addictive computer use. Tell them to fill in the gaps in the text, then compare answers in their groups. Play Listening 4.4.3 for students to check their answers.

Listening Script 4.4.3

Addictive Computer Use

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

The extra word is **advice**.

Coursebook, page 57, Activity 3

Students copy the adverbs into their exercise books and arrange them in order of least to most frequent. Elicit the answers and write the words in order on the board, or display them on an OHT.

Answers:

In order of least to most frequent:

never
rarely
sometimes
often
always

Workbook, page 51, Activity 3

For this activity, students first read the questionnaire individually, then work in pairs. They ask a partner the questions and calculate their partner's score according to the points method underneath the questions. They should then find what their score means according to the information at the bottom of page 51.

Get students to discuss their scores with their group. Go round the class and ask some of the students what their scores were.

Optional Writing Activity

Tell students to write a paragraph about their computer usage. They can base their paragraph on their answers to the questions in Coursebook page 56, Activity 1 and include such information as how much time they spend on a computer every week, what they use the computer for, what computer games they play etc. Students should write a first draft which they should proofread and edit before writing a second draft. Remind them to put all their drafts into their portfolios.

Suggested structure of the paragraph:

Students should begin their paragraph with an introductory sentence, for example:

I use/don't use the computer very much.

I usually use the computer only at evenings and weekends.

They should then continue by saying what they use the computer for, and giving examples:

I use the computer mainly for doing my homework.

I play/don't play computer games.

My favourite computer games are . . . .

I enjoy playing . . . .

Coursebook, pages 58 and 59
Workbook, pages 52 and 53

Lead-in

This unit looks at Internet shopping and gives guidelines for writing an e-mail complaint message. Ask students what they usually use the Internet for. Have they, or has anyone they know, ever used it for shopping?

Coursebook, page 58, Activity 1

Students read the three questions and discuss them in their groups. Go round the groups and ask a spokesperson from each one to summarise the group's ideas.

Coursebook, page 58, Activity 2

Tell students they are going to read about an online club which sells DVDs. First, they are going to read the terms and conditions for membership of the club. Make sure they understand all the terms and conditions.

Students read the questions beside the terms and conditions, and write the answers in their exercise books. They discuss their answers with their group. Do a whole class check and elicit the answers. Ask students which item in the list of terms and conditions provides the answer to each question.

Answers:

a yes (item 1
b yes (item 6)
c no (item 8)
d no (item 4)
e no (item 2)
f no (item 3)
g no (item 7)
h yes (item 8)

Coursebook, page 59, Activity 3

Tell students this is an e-mail message from a customer complaining about problems with an online DVD purchase. After students have read

the message, ask a few quick questions to check understanding, for example:

- What is the name of the person sending the e-mail? (Helen Brown)
- Who is the e-mail being sent to? (The Online DVD Club – admin@onlinedvdclub.com)
- What is the subject of the e-mail? (She is dissatisfied with the service she has received on her July DVD order).

Draw students' attention to the greeting (Dear Sir or Madam:) and the closing (Yours faithfully). Point out that we use these greeting and closing forms because we don't know the specific name of the person who will read the e-mail.

Tell students to read the e-mail in their groups and find the four complaints that Helen Brown mentions. Elicit the answers.

Answers:

1 She did not want the recommended DVD but she had to order it because of the membership conditions.
2 She received a bill for an additional 10 percent of the price listed on the website and does not want to pay it.
3 She thinks Online DVD Club should only sell DVDs that most people like.
4 She says she did not know that she could not return DVDs after she had watched them.

Ask students to discuss in their groups whether the company or the customer Helen Brown is at fault concerning each of the complaints. To do this, they need to refer to the terms and conditions for membership listed in Activity 2 on page 58. Elicit answers from the class, and ask them to give their reasons.

Answers:

1 **The customer is at fault.** According to item #4 in the terms and conditions, it is not necessary to buy the recommended DVDs. So there was no need for Helen Brown to buy the recommended DVD for March.
2 **The customer is at fault.** According to item #7, DVDs must be paid for within three months or 10 percent of the cost is added to the charge. But it does not say that a customer should wait for 3 months before paying for a DVD.
3 **The customer is at fault.** There is no guarantee in the terms and conditions that Online DVD Club will sell only DVDs that most people like. A company cannot know in advance if the customer will like every product.
4 **The customer is at fault.** Item #8 states that DVDs can only be returned if they are faulty.

Workbook, page 52, Activity 1

Tell students they are going to hear recorded instructions from a company's telephone complaint helpline. They have to listen and number the correct telephone extension for each option. Play Listening 4.5.1 twice, then elicit the answers.

Listening Script 4.5.1

[*sfx: phone ringing tone*]

Thank you for calling the 'Dial-a-Complaint' helpline. We are here to advise you how to make a complaint. Press 1 for advice on making a written complaint, press 2 for advice on making a verbal complaint, press 3 to speak to an advisor, and press 4 to hear the options again.

Answers:

a 4 c 1
b 2 d 3

Workbook, page 52, Activity 2

This text lists key points in making a written complaint. First, students fill in the gaps with words from the box at the top. Remind them to read the whole text through before deciding on which word best fits in each gap. There is

Note: one extra word in the box.

Students discuss the answers in their groups. Then play Listening 4.5.2 so they can check their answers. The listening begins with the instructions students have already heard in Listening 4.5.1.

The answers are given in **Bold** in the listening script below.

Listening Script 4.5.2

[*sfx phone ringing tone*]

Thank you for calling the 'Dial-a-Complaint' helpline. We are here to advise you how to make a complaint. Press 1 for advice on making a written complaint, press 2 for advice on making a verbal complaint, press 3 to speak to an advisor, and press 4 to hear the options again.

[*sfx noise of pressing a number*]

Advice on making a written complaint

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

Think carefully before you complain.

Reread any information that is related to the problem.

Make your **(1) complaint** as soon as possible. Do not delay.

Say where and when you bought the product, and how much it **(2) cost**.

Describe the **(3) product** or service you bought.

Explain the problem clearly in your letter or e-mail.

Keep your letter or **(4) e-mail** short and to the point.

Describe what **(5) action** you have already taken, and what happened.

Tell the company what you want them to do them to do about the problem.

Tell the company that you expect a **(6) reply** within a certain period of time.

Do not send original **(7) documents**. Send photocopies or scan documents and attach them to your e-mail.

Keep **(8) copies** of any letters or e-mails you send.

The extra word is **brought.**

Workbook, page 53, Activity 3

This matching activity introduces some vocabulary commonly used in making complaints. Elicit the answers and write them on the board or display them on an OHT.

Answers:

1 f	6 j
2 h	7 c
3 e	8 d
4 a	9 i
5 g	10 b

Workbook, page 53, Activity 4

This activity provides controlled practice in using some of the vocabulary introduced in Activity 3. Tell students this is an e-mail complaint message. Elicit the following information:

- the type of product or service that is the subject of the complaint (a sofa)
- the name of the person making the complaint (Helen Brown)
- the name of the company the complaint is directed to (Furniture Online)

Ask students to explain why the greeting is 'Dear Sir or Madam:' (This is used when the name of the person is unknown).

Students complete the activity. Elicit the answers and write them on the board or display them on an OHT.

Answers:

1 faulty	5 claim
2 guarantee	6 refund
3 dissatisfied	7 replacement
4 reject	8 complaint

Coursebook, page 59, Activity 4

Tell students they are going to write an e-mail of complaint. Tell them first to read the Writing Guide for Theme 4 on page 72 of the Workbook. Then have them choose ONE of the topics in the list in Activity 4 on page 59 of their Coursebook, and write an e-mail complaining about the problem. They should follow the format and style suggested in the Writing Guide and refer to the example given. They should also refer to the e-mails of complaint in Coursebook, page 59, Activity 3 and Workbook, page 53, Activity 4.

Students should write a first draft of their e-mail in their exercise books.

Across Cultures
Coursebook, pages 60 and 61
Workbook, page 54

Country Focus: Malaysia

Reading for Pleasure
Coursebook, pages 62 and 63

Omani Invention: Making Paper Out of Palm Leaves
Genre: Interview

Workbook, page 55

The Imagine Cup Competition
Genre: Interview

Background Information

KnowledgeOman.com is a voluntary online platform which was set up in 2008 by Tariq Al Barwani. Its aim is to give people in the community in Oman the opportunity to create, share and promote knowledge through online and offline initiatives.
It features community news, and also interviews with people who have achieved success in contributing to the community.
The two interviews featured in Theme 4 first appeared in KnowledgeOman.com newsletters in 2010. The website can be accessed on www.knowledgeoman.com.

Review and Reference
Coursebook, page 64
Workbook, pages 56 and 57

Note: At the end of this theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 64 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the learning objectives in Activity 1 of the Review and Reference section on page 56 of the Coursebook, then turn to Activity 1 on page 14 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 56 and 57 of their Workbooks. They then copy the chart in Activity 3 on page 57 into their exercise books, and complete it with 15 words of their choice from the theme. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 57.

Answers to Across Cultures

Activity 1
1 linked
2 interior
3 multicultural
4 population

5 maximum
6 orang-utan
7 unemployment
8 rubber
9 bamboo
10 popular

Activity 2
a 28
b 250
c 2,607
d 45
e 2,000
f 4,095.2
g 300
h 40

Activity 3
1 F. East Malaysia is divided into two states.
2 NG
3 F. Most of the population live in West Malaysia.

4 T
5 F. There are about 150 species of frogs in Malaysia.
6 F. Many forests have been cut down.
7 NG
8 F. You play *Sepak Takraw* with a ball of bamboo.

Answers to Review and Reference

Activity 2
a was born . . . . died
b were built
c destroyed
d was made
e arrested
f told

Activity 4
a harmful
b faulty
c essay
d According to
e convenient
f dissatisfied . . . complain
g electronic
h architect
i Global warming
j available
k repair
l systems

رقم الإيداع ٢٠١١/١٩١

Modern Colour Printers LLC Tel.: 24505274, Fax: 24505792

Engage with English is a two-level English course for Grades 11 and 12. The course recycles and extends language structures, functions and vocabulary introduced in previous *English for Me* courses.

Stimulating, international, up-to-date themes have been chosen to engage and encourage discussion through comparison with life in Oman and look forward to life after school.

Each theme contains five units covering a wide range of topic areas and focussing on a specific language area. This wide-ranging thematic approach provides the background for integrated language skills practice, as well as systematic vocabulary development.

An *Across Cultures* section at the end of each theme introduces students to aspects of life in the English-speaking world, while a *Reading for Pleasure* section invites students to engage with more extended texts and different text types.

The choice and variety of themes will help each and every student find many things to interest and excite them.

التواصل بالإنجليزية
كتاب المعلم
الصف الحادي عشر لما بعد التعليم الاساسي
(الجزء أ)
EWE TB 11A
Second Edition
رقم الإيداع : 191/2011

www.moe.gov.om