Sultanate of Oman
Ministry of Education

Second Edition

Teacher's Book

Grade 12A

Engage

With English

2020



His Majesty
Sultan Haitham Bin Tarik



The Late Sultan,
Qaboos Bin Said

Ministry of Education
Sultanate of Oman

© Ministry of Education 2020

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.

Second edition 2016

Contents

Contents Map		page ii
Learning Objectives for Grade 12A		page iv
Cross - Curricular Links		page vi
Introduction		page xi
Theme 1	Retail Therapy	page 1
Theme 2	Starting University	page 25
Theme 3	Tourism and Hospitality	page 49
Theme 4	Travel and Transport	page 71

Contents

	Theme	Unit 1	Unit 2
1	**Retail Therapy**	practise skimming skills with different types of reading texts identify the main ideas in a reading text	review the different usages of the past simple and past simple passive ask and answer questions to complete a task
2	**Starting University**	calculate reading speed and practise strategies to improve it develop and use language associated with further study	review the usage of the past perfect tense consider how university study is different from school
3	**Tourism and Hospitality**	practise reading for specific information develop and use language associated with tourism and hospitality	review the usage of the first conditional consider some job opportunities in tourism and hospitality
4	**Travel and Transport**	improve reading fluency through timed reading practice identify pronouns as essential cohesive devices in a reading text	review the different usages of the present perfect and present perfect continuous understand the differentiation between 'for' and 'since'

Map

Unit 3	Unit 4	Unit 5
develop and use vocabulary associated with aspects of shopping	predict information in a listening text	develop and use vocabulary associated with advertisements
recognise and use word variables and collocations	carry out a survey of class shopping habits	write an evaluation of an advertisement
develop strategies for dealing with new words	listen for specific information in a listening text	proof-read and edit a partner's work
group together words with associated meanings	ask and answer questions about future plans	write a letter to a teacher
practise matching words with meanings	review and practise prediction skills	analyse the structure of a narrative essay
identify what parts of speech words are in order to understand meaning	develop oral fluency through role play	write a narrative essay
use language associated with road safety	listen for specific information in a talk	practise using conjunctions in an essay
focus on the language used to describe trends	ask for and give explanations about how things work	write an informative essay

Learning Objectives for Grade 12A

In Theme One you will –

- practise skimming for information to improve reading skills
- work on using new vocabulary in sentences
- build up and use vocabulary associated with the world of retail and shopping
- practise differentiating between the past simple and past simple passive
- develop the ability to guess vocabulary from context
- practise prediction skills when dealing with a listening text
- practise predicting the content of a talk
- acquire and use language required for expressing likes, dislikes and preferences
- work on improving spoken fluency through different communicative activities
- analyse the language used in advertisements
- analyse the structure of an evaluative essay
- practise writing an evaluative essay

In Theme Two you will –

- learn to calculate reading speed and practise strategies for improving it
- practise finding specific information in a reading text
- build up and use vocabulary associated with university and further study
- review and practise the formation and usage of the past perfect tense
- practise using the past perfect tense in reported speech
- develop the ability to group words together into lexical fields
- practise describing the location and features of different places
- acquire and use language required for asking for clarification
- learn to make notes when planning a piece of writing
- review punctuation in a piece of writing
- learn to check and edit a partner's letter
- practise writing a letter to a teacher

In Theme Three you will –

- practise scanning for information to improve reading skills
- build up and use vocabulary associated with the tourism and hospitality industries
- review and practise the formation and usage of the first conditional tense
- improve prediction skills when dealing with a listening text
- practise finding specific information in a listening text
- acquire and use language required for complaining and responding to complaints
- work on improving spoken fluency through quizzes and role play situations
- understand and follow the stages involved in essay writing
- learn to analyse the structure of a narrative essay
- differentiate between general ideas and supporting details in an essay
- develop the ability to sequence ideas in a narrative essay
- practise writing a narrative essay

In Theme Four you will –

- work on improving reading speed through timed reading practice
- recognise the importance of pronouns as essential cohesive devices in a text
- build up and use vocabulary associated with travel and transport
- practise differentiating between the present perfect and present perfect continuous
- work on improving spoken fluency through different communicative activities
- develop strategies for dealing with multiple choice questions in a listening text
- build up and use language associated with describing trends
- acquire and use language required for asking for and giving explanations
- develop the ability to use a variety of conjunctions accurately
- learnt to analyse the structure of an informative essay
- practise checking and editing a partner's essay draft
- practise writing an informative essay

Cross - Curricular Links

Theme 1: Retail Therapy

Life Skills

Exploring issues related to retail, shopping and the term 'retail therapy'
Developing understanding of the importance of branding in business
Examining problems related to over-shopping
Considering and comparing different shopping environments
Examining different types of advertisements and slogans
Exploring the purpose and effectiveness of advertisements

Social studies

Developing understanding of trading in ancient and modern times
Learning about the World Trade Organisation
Learning about the Omani silver trade
Developing awareness of the history of branding
Learning about the geography, history and culture of Egypt
Examining advertising for children

Social and learning skills

Working with other students through pair and group work
Taking part in classroom discussion and debate
Interviewing classmates and conducting a class survey
Expressing likes, dislikes and preferences
Asking for and giving opinions
Reflecting on what has been learned during the theme

Critical thinking skills

Processing and analysing information from a reading text
Exploring the importance and success of brand names
Considering how advertisements can influence consumers
Evaluating advertisements and the language of advertisements
Considering issues related to ethics in advertising

Theme 2: Starting University

Life Skills

Considering students' range of feelings when leaving school
Developing awareness of differences between learning at school and university
Exploring ways of how to prepare for university
Examining ways of coping during the first year at university
Analysing different types of reading and their purpose
Learning to increase reading speed through timed reading

Social studies

Examining a number of students' experience of university
Learning about the life and work of a top Omani IT professional
Developing awareness of the work of the Sultan Qaboos University Rovers
Considering possibilities for young people after leaving school
Learning about the geography, history and culture of France
Learning about a young person's journey to Antarctica

Social and learning skills

Working with other students through pair and group work
Taking part in classroom discussion and debate
Asking for, checking and confirming clarification
Writing a letter to a teacher
Learning to proofread, edit and discuss a partner's work
Reflecting on what has been learned during the theme

Critical thinking skills

Exploring strategies to make transition from school to university easier
Considering some issues faced by first year university students
Evaluating whether it is better to study at home or abroad
Analysing a poem and the emotions expressed within the poem
Considering the appropriate use of formal and informal language in a letter

Theme 3: Tourism and Hospitality

Life skills

Exploring issues related to the development of tourism and hospitality
Considering reasons why Oman is an attractive country for tourists
Increasing awareness of changes (positive and negative) that tourism can bring
Developing awareness of some jobs in tourism and hospitality
Considering and comparing different types of restaurants
Narrating events in a clear and logical order (oral and written)

Social studies

Developing awareness of the most popular tourist attractions in Oman
Learning about the world's most visited countries in 2014
Learning about courses at Oman Tourism College and the National Hospitality Institute
Increasing awareness of cruises and cruise ships
Learning about the geography, history and culture of Canada
Learning about the life and work of an Omani celebrity chef

Social and learning skills

Taking part in a quiz about Oman
Working with other students to find solutions to problems
Taking part in classroom discussion and debate
Improving spoken fluency through role play
Complaining and responding to complaints
Reflecting on what has been learned during the theme

Critical thinking skills

Analysing what makes a country attractive for tourists
Examining qualities needed for different jobs in tourism and hospitality
Considering whether the customer is always right
Exploring ways to solve problems in situations related to tourism
Analysing the stages in essay writing and the structure of a narrative essay

Theme 4: Travel and Transport

Life skills

Increasing understanding of modern transport systems
Exploring strategies to improve road safety
Processing information and comparing statistics in a table
Analysing trends and using the language of describing trends
Considering what is most important when choosing a job
Learning how to achieve cohesion in an informative essay

Social studies

Increasing awareness of powering planes through bio-fuel
Learning about the Wright Brothers, pioneers of early flying machines
Developing awareness of the work of the Traffic Safety Institute in Muscat
Learning about some jobs in airports and aviation
Learning about the geography, history and culture of Spain
Learning about the Shanghai Maglev Train

Social and learning skills

Working with other students through pair and group work
Taking part in classroom discussion and debate
Improving spoken fluency through role play about congestion
Asking for and giving explanations
Learning about child safety in cars
Reflecting on what has been learned during the theme

Critical thinking skills

Exploring how the world of aviation is changing
Considering ways to help solve the problem of traffic congestion
Examining the issue of road rage and how to reduce it
Considering the benefits brought by new transport developments in Oman
Analysing pronouns and conjunctions as essential cohesive devices

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 revised and updated in response to feedback and suggestions offered by teachers and students in schools throughout Oman.

This was followed by revision of the Grade 12 materials in 2015. The new course materials cover a wide range of topics. Every attempt has been made to include material likely to be of special relevance and interest to students – for example, *Those Teenage Things* (Grade 11A, Theme 2) and *Starting University* (Grade 12A, Theme 2).

1.1 Course Structure

At the request of teachers, the number of themes in each of the Grade 11 and 12 books 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 and 12 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. An example of this is the tourism and hospitality 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 the Social Sciences. Language and concepts introduced in one subject are recycled, reviewed and extended in other subject areas. 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 use of English.
3. Realistic and communicative use of language is given priority.
4. Maximum opportunities for student-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. 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 in Grade 12 consists of:

- a Reading Section with comprehension questions for timed reading practice
- 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 and 12 Workbooks, 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

The focus of Unit 2 in each theme is 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 English*. 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 from context. There is a wide variety of activities to maintain students' interest in vocabulary development, such as crosswords.

2.1.5 Listening and Speaking

Unit 4 of 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 for clarification on complaining and responding to complaints. 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.

Each of the writing units in the four themes in the new Grade 12 books leads up to a main task in one of four writing genres – evaluative, interactive, narrative and informative. Students are taken through the various stages of reading a model text, then analysing its language and features to help them build up a first draft of an essay. They work on editing and improving their first draft, often with the help of a partner, before producing a final draft.

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. 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

Several of the themes generate 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 related to the text. In addition, there may be vocabulary activities linked 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.

2.2.3 Vocabulary

The vocabulary pages provide opportunities for students to use the vocabulary introduced in the listening or reading texts. 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 listening activities, and to work on the functional language contained in the *Soundbites* box in the Coursebook.

2.2.5 Writing

The writing pages give students practice with a variety of tasks related to the writing genre focused on in the theme. The activities aim to build up to the writing task which is the main output of the theme such as writing an essay or a letter.

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 and practice activities for grammar and vocabulary revised in the theme. In response to requests from teachers, answer keys for the *Review and Reference* activities have been provided in the Teacher's Book at the end of each theme, as well as at the back of the Workbook.

In addition, students personalise their learning by choosing 18 words from the theme that they would like to remember – 6 nouns, 6 verbs and 6 adjectives. The last activity of the *Review and Reference* section is a *Personalise It* activity, in which students choose two things that interest them, two things new to them and two things from each theme that they wish to find out more about.

2.2.8 Communication Activities

There are a number of 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 and 12 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.

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 and 12 books from five themes to four, teachers will be able to cover most of the material. However, it is also recognised 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 are 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. 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.

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 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 as well as Omani voices. 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 1.4.2' means that the recording comes from Theme 1, Unit 4 (*Malls and Markets*) and is the second recording in the unit.

Theme 1

Retail Therapy

Summary

Lead-in Activating prior knowledge of the topic area
Coursebook: Activities 1, 2 Discussion and vocabulary development

Unit 1 A Fair Exchange (Reading)
Coursebook: Activity 1 Matching phrases to pictures
Coursebook: Activity 2 Skimming a reading text
Coursebook: Top Tip Skimming
Coursebook: Activity 3 Matching headings to paragraphs
Coursebook: Activity 4 Vocabulary development
Workbook: Activity 1 Reading comprehension
Workbook: Activities 2, 3 Skimming
Workbook: Activity 4 Reading: multiple choice
Coursebook: Time to Talk Trading and negotiating

Unit 2 What's in a Name? (Grammar)
Coursebook: Activity 1 Discussion about branding
Coursebook: Activity 2 Reading comprehension
Coursebook: Grammar Recall Review: past simple and past simple passive
Coursebook: Activities 3, 4 Practice: past simple and past simple passive
Workbook: Activities 1, 2 Practice: past simple and past simple passive
Workbook: Activity 3 Multiple choice questions
Workbook: Activity 4 Practice: past simple and past simple passive
Coursebook: Activate Your English Asking and answering questions
Workbook: Activity 5 Grammar practice activities

Unit 3 Shop Till you Drop (Vocabulary)
Lead-in Discussion about shopping
Coursebook: Activity 1 Prediction
Coursebook: Activity 2 Skimming and reading in detail
Coursebook: Activity 3 Guessing vocabulary from context
Coursebook: Activity 4 Collocations
Workbook: Activity 1 Listening for specific information
Workbook: Activity 2 Word variables (synonyms)
Workbook: Activity 3 Using new words in sentences
Workbook: Activity 4 Crossword: vocabulary review

Unit 4 Malls and Markets (Listening & Speaking)
Coursebook: Activity 1 Discussion about malls and markets
Coursebook: Activity 2 Listening: predicting information
Top Tip: Predicting
Coursebook: Activity 3 Predicting the content of a talk
Workbook: Activities 1, 2 Predicting and listening for specific information
Coursebook: Soundbites Expressing likes, dislikes and preferences
Coursebook: Activity 4 Expressing likes and dislikes
Workbook: Activities 3, 4 Class survey activity
Coursebook: Activity 5 Discussion

Unit 5 Adverts – Appealing or Appalling? (Writing)
Coursebook: Activities 1, 2 Discussion
Coursebook: Activity 3 Vocabulary development
Coursebook: Activity 4 Discussion
Workbook: Activities 1, 2, 3 Reading, discussion and making notes
Workbook: Activity 4 Writing an evaluation

Lead-in

Ask students if they have ever heard the expression 'retail therapy' before. What do they think it means? What would they normally understand by the word 'therapy'?

Therapy: The treatment of an illness or a disease over a long period.

Coursebook, page 1, Activity 1

Direct students to the cartoon and ask them to guess the meaning of 'retail therapy' from the four choices in the box. The correct answer is the last choice. 'Retail therapy' is a way to make yourself feel better by shopping.

Note: The phrase 'retail therapy' is often used in a humorous kind of way to describe the activity of shopping. It has been chosen as a broad title for the theme because the units in the theme relate loosely to different aspects of shopping, buying and selling – i.e. trading, branding, shopaholics, malls and markets and advertising.

Coursebook, page 1, Activity 2

Students read the short text and check the meanings of the words, 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 1 appear in the Glossary in the Review and Reference section on page 16 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.

passion: enthusiasm for something
addicted: over-dependent on something
trading: the activity of buying or selling goods or services
advertising: telling people about a product or service so that they will buy it
brand: the name given to a product by the company that makes it
slogans: short memorable phrases used by companies in advertisements
logos: small designs that are the official symbols of companies or organisations
persuade: try to make someone decide to do something
malls: covered areas full of shops
bargaining: discussion in order to reach an agreement about a sale
charm: special quality that attracts people

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

Lead-in

Ask students to think about the title of the unit. Ask them why trading between nations has always been important.

Suggested answer: Trading is the way in which countries can obtain essential goods which they cannot produce themselves. It is a very powerful reason for countries to form agreements and cooperate with each other.

Coursebook, page 2, Activity 1

1.1 Ask students to describe Pictures A and B. Picture A is a dhow; Picture B is an (oil) tanker. Elicit students' ideas about the connection between these two kinds of ships, and what the main differences are.

Suggested answer: The dhow and the tanker were/are methods of exporting important goods or commodities from the Arab lands to countries all over the world. The dhow was used in ancient times; the tanker is modern. The dhow was used to transport a variety of goods, whereas the tanker is used to transport oil.

1.2 Students do this activity in their exercise books.

Answers:

Picture A (the dhow):	*Picture B (the tanker):*
powered by wind	powerful engines
made of wood	made of steel
triangular sail	carries oil
carries silk and spices	electronic controls

Coursebook, page 2, Activity 2

This unit focuses on the reading technique of skimming. The main aim of this activity is to give practice with skimming. Ask students to read the text as quickly as possible and decide which is the most appropriate title out of the four options given at the top of the activity. Ask them to give reasons why they have chosen this title and rejected the others.

The most appropriate title is **d**. The other three titles only relate to *part* of the text, not the whole text.

Note: Before reading the text in Activity 2, it will be helpful for students to read the Top Tip at the top of page 3 in the Coursebook. Further opportunities to practise skimming will be given in Activities 2 and 3 on pages 2 and 3 of the Workbook.

Coursebook, page 3, Top Tip

Remind students of the importance of skimming. We use skimming to get the gist (the overall idea) of a text, and to recognise the organisation of ideas within a text. Ask students when skimming can be useful.

Suggested answers:

- When you are looking through a news paper or magazine. You find an article with an interesting title, but you want to find out what it is about before deciding to read it in detail.
- When you have a project to do, or essay to write, and there are a number of articles which may or may not be useful. You haven't enough time to read all the articles, so you skim them.

Tell students that when they are faced with a new text, it is helpful to look at the organisation (pictures, headings, sub-headings etc). This will help them to see how the ideas are organised, and to skim the text quickly.

Coursebook, page 3, Activity 3

Students re-read the text in Activity 2 and match each of the four headings to one of the four paragraphs. Remind them to look for the *topic sentence* of each paragraph as this will help them identify the main idea. Remind them that the topic sentence is usually, but not always, the first sentence of a paragraph. However, in this text, the topic sentence is the first sentence of each paragraph.

Answers:

a Paragraph **4**
b Paragraph **1**
c Paragraph **2**
d Paragraph **3**

Coursebook, page 3, Activity 4

This activity gives practice with vocabulary development, an essential part of improving reading skills.

Note: Students should be encouraged to buy their own vocabulary notebooks if possible. However, if this is not possible, they should create a special place in their exercise books to write down new vocabulary and its meanings. They should get into the habit of doing this every time they come across a new word. They should also write out sentences in their notebooks using the new words they have learned.

Ask students to copy the answers to Activity 4 into their exercise books, or vocabulary books.

It will be helpful for students to identify the kind of word they have to find. For example, the first phrase is 'people who buy and sell goods.' So students should know that they have to find a plural noun which refers to people. This will guide them to the correct answer which is *merchants*.

When students have found the words, tell them to write sentences containing each of the words.

Ask students to go through the text again and make a list of any other new vocabulary in their vocabulary notebooks or exercise books.

Answers:
1 merchants
2 dramatically
3 location
4 routes
5 exported
6 rituals
7 economic
8 gigantic

Workbook, page 2, Activity 1

This activity requires students to give short answers to questions. Make sure that students understand they cannot write more than three words for each answer.

Answers:
1 silk and spices
2 the Silk Road
3 Egypt
4 (by) gigantic supertankers

Workbook, page 2, Activity 2

This activity gives further practice in skimming, but this time, students have to skim a Fact File, not a text. Tell students that they will often have to skim information which is not in the form of a text – e.g. a graph or table.

The purpose of this activity is not for students to answer the four questions about the World Trade Organisation (WTO), but to skim the Fact File to see if the information is there.

The headings on the left of the Fact File will guide them as to what kind of information is in the Fact File.

Answers:
1 ✓
2 X
3 ✓
4 X

Note: The World Trade Organisation is the only international organisation dealing with the rules of trade between countries. Oman became a member of the World Trade Organisation on 9 November 2000.

Encourage students to find out more about the WTO by referring them to the WTO website www.wto.org

Additional writing activity:

As an additional writing activity, ask students to write a paragraph about the WTO based on the information in the Fact File.

Model Paragraph

The World Trade Organisation (WTO) was set up in Geneva, Switzerland on 1 January 1995. By 2 March 2013, it had 159 member countries. The purpose of the WTO is to make trading between countries easier, and help manufacturers carry out their business. Its functions are administering WTO trade agreements, providing a forum for trade negotiations, handling trade disputes and providing technical help and training for developing countries. It also cooperates with other international organisations.

Note: For a more challenging activity for high achieving students, you can ask them to carry out their own research into the WTO, and write a paragraph about the WTO member countries and activities.

Workbook, page 3, Activity 3

This activity gives further practice with skimming. Remind students how pictures and sub-headings can help them get the gist of a text.

Ask students to skim the text about Farooq Al Sumar and choose the best heading. They should also give reasons as to why they have rejected the other headings.

The best heading is **c** because this relates most closely to what the whole text is about.

Additional writing activity:

As an additional activity, ask students to discuss some, or all, of the following questions in groups:

- Do you know anyone who has a family business?
- What kind of business is it?
- Do you agree with Farooq Al Sumar that it's important to preserve Omani heritage? Give your reasons.
- What other ways are there to preserve Omani heritage?

Go round the groups, asking a spokesperson from each group to summarise the main points of the group's discussion to the class. Write the suggestions for preserving Omani heritage on the board.

Workbook, page 3, Activity 4

This activity provides practice with answering multiple choice questions of the type often found in exams. Go over the rubric, and make sure students understand that they have to shade in the correct bubble for each item.

Answers:

1 four people
2 Oman
3 individuals and companies
4 remember days gone by

Coursebook, page 3, Time to Talk

Both these activities can be done either in pairs or small groups.

1 Ask students to think about some everyday items, and where they come from. For example, does their family have a car? What country does it come from (*Japan, Germany, the US, Korea*) What about their phones and laptops? What about food? (*e.g. pasta from Italy, rice from Thailand, India or the US*).

2 Students trade personal items with a partner. They can use the phrases listed, or make up their own. Encourage them to use their negotiating skills to get a good bargain. When both they and their partner are satisfied with the deal, they can change partners and trade the item they have just acquired for something else. They can also trade it in a group to the person who offers the best deal.

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

Note: The topic of this theme is branding. If possible, teachers should bring a variety of international and Omani product brands to class, as examples to show students.

Lead-in

Discuss the importance of names and the meanings of names with students. Ask them to think about their own names. Does their name have a meaning? Does it suit their personality?

Coursebook, page 4, Activity 1

Direct students' attention to the quotation from a speech by Juliet in Shakespeare's play, *Romeo and Juliet*. Ask them what they think Juliet means.

Suggested answer: Juliet is saying that it doesn't matter what someone or something is called. A rose would have the same sweet smell, even if it was called something else instead of 'rose.'

Note: For the full text from which this extract is taken, refer to Grade11A, Theme One, Workbook, Reading for Pleasure, page 13.

Introduce the topic of brand names. If you have brought any examples of product brands to class, show them to students. Ask them to discuss questions **a** and **b** in groups. Go round the groups, asking for feedback. Draw two columns on the board, and elicit the brand names that students like/ dislike. Write them into the appropriate column. Ask students to give reasons as to why they like/dislike these brand names.

Additional discussion activity:

Ask students if they think that companies today would agree with Juliet's view that names are not important. Ask them to give their reasons.

Note: Companies would be extremely unlikely to agree with Juliet. Their marketing departments spend a huge amount of money finding the right brand name for their products. The brand name is the special name by which customers identify a product, and learn to trust it. It is essential for companies to choose the right brand name.

Check that students understand the meaning of *logo*, and ask them for examples of famous logos. Go round the groups, and ask a few students to come and draw some logos on the board.

Logo: A small design that is the official symbol (sign) of a company or organisation.
For example:
- World Wildlife Fund – a panda
- The Olympic Games - five rings
- Oman Sail - a sailing ship
- Al Maha petrol - an oryx

Coursebook, page 4, Activity 2

Students read the text about branding. Tell them, as they read, to make a note of unknown vocabulary items in their exercise or vocabulary books, together with their meanings.

When students have finished reading, ask them to find the answers to the three short comprehension questions under the text.

Answers:

1 Four companies (Chevrolet, Adidas, Coca Cola, Oman Air)
2 Because in Spanish, 'no va' means 'it doesn't go'
3 A swirl of frankincense smoke

As a further comprehension check, ask students more 'short answer' questions about the text.

For example:
- When was branding in business developed? (The early nineteenth century)
- What does 'nova' mean in Latin? (New)
- What do the first three letters of 'Adidas'

mean? ('Adi' is the nickname of Adolf Dassler, the founder of Adidas.)
- Why does the Oman Air logo show frankincense? (Frankincense is a symbol of Oman's traditional heritage and is still part of Oman life today.)

Coursebook, page 5, Grammar Recall

Direct students' attention to the Grammar Recall box. Remind them how to form the past simple passive tense, and how its use is different from the past simple. Direct students to the Grammar Reference section on page 81 of the Workbook for further guidance about the formation of the past simple passive, and use of the past simple and past simple passive.

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

Coursebook, page 5, Activity 3

Ask students to draw two columns into their exercise books and write the headings *Past simple* and *Past simple passive* at the top of each. Tell them to go through the text in Activity 2 again and find all the verbs in the past tense. Point out that some verbs may be in the negative. Students should write the verbs into the appropriate column – *Past simple* or *Past simple passive*.

Answers:

Past Simple verbs
burned (line 2)
chose (line 15)
did not sell (line 19)
got (line 26)
made (line 30)
changed (line 34)

Past Simple Passive verbs
was not developed (line 4)
were introduced (line 6)
was taken (line 26)
was shortened (line 28)
was derived (line 31)
was used (line 32)
was created (lines 41-42)
was given (line 42)
was chosen (line 45)

Coursebook, page 5, Activity 4

This activity is in two parts. The first part is a quick oral activity. Students work in pairs. Each student thinks of an irregular verb and says the past simple form to their partner. Their partner responds with the past simple passive form of the same verb. Students take it in turns to choose other verbs and repeat the activity.

Note: For weaker students, write a selection of verbs on the board for them to choose from.

In the second part of the activity, students re-write the five sentences, changing the verbs from the past simple tense form to the past simple passive. Write the first sentence on the board as an example.

Answers:

1 Branding was used by people in ancient times.
2 A mistake was made by *Chevrolet* about the name for their new car.
3 *Adidas* was founded by Adolf Dassler.
4 'Kola' was changed to 'Cola' by John S. Pemberton.
5 A new logo was chosen by *Oman Air*.

Workbook, page 4, Activity 1

Remind students how to form the past simple. Regular verbs are usually formed by adding **–ed**, **–d** or **–ied**, or by doubling the consonant in the word stem.

- **–ed** (*play - played*)
- **–d** (*close - closed*)
- **–ied** (*hurry - hurried*)
- chat – cha**tt**ed

Remind students that there are a number of common irregular verbs which it is essential for them to learn.

Tell students they are going to hear five irregular verbs. As they listen, they should write the past simple tense form of each verb beside the appropriate number.

Play the first part of **Listening 1.2.1** (verbs 1-5). Check students' answers.

Students are now going to hear the past simple tense forms of another five verbs. As they listen, they should write the present tense form of each verb beside the appropriate number.

Play the second part of **Listening 1.2.1** (verbs 6-10). Check students' answers.

Note: If you prefer, you can read out the verbs instead of playing the recording.

Listening Script 1.2.1

1.	shine	**6.**	stole
2.	tear	**7.**	dug
3.	kneel	**8.**	rose
4.	freeze	**9.**	stuck
5.	forgive	**10.**	hurt

Answers:

1.	shone	**6.**	steal
2.	tore	**7.**	dig
3.	knelt	**8.**	rise
4.	froze	**9.**	stick
5.	forgave	**10.**	hurt

Workbook, page 4, Activity 2

This activity gives practice with identifying the correct usage of the past simple and the past simple passive. Students look at the table of the world's top global brands in 2012 and 2013, and the text under the table. They choose the correct tense form for each of the verbs in the text, referring to the table to help them.

Answers:

1 was published
2 was taken
3 held
4 dropped
5 rose
6 was beaten
7 remained
8 changed
9 stayed

Note: The next two Workbook activities relate to the huge rival conglomerates, *Samsung* and *Apple*. In case of interest, here is some background information to both companies.

The Samsung Group

The Samsung Group is a South Korean multinational conglomerate company with its headquarters in Seoul. It was founded in 1938 by Lee Byung-Chul and consists of many subsidiaries and businesses. It has a strong influence on South Korea's economic development, and produces about a fifth of South Korea's total exports. Since the 1990s, it has increased its business globally, and electronics, particularly mobile phones, are its most important source of income.

Source: http://en.wikipedia.org/wiki/Samsung

Apple Inc.

Apple Inc is an American multinational corporation with its headquarters in Cupetino, California. It was founded by Steve Jobs, (who later became CEO, and who died in October 2011), Steve Woziak and Ronald Wayne on 1 April 1976. In 2014, it was the world's second largest information technology company by revenue after Samsung Electronics. Its best known products are the Mac line of computers, the iPod, the iPhone, and the iPad tablet computer. Its other services include iCloud, iTunes and App Store.

Source: http://en.wikipedia.org/wiki/Apple_Inc.

Workbook, page 5, Activity 3

This activity provides practice with multiple choice grammar questions of the type often found in exams. Go over the rubric, and make sure that students understand they have to shade in the correct bubble for each item.

Tell students that before attempting to choose an answer for each item, they should read through the whole text to get the gist of what it is about. They should then go back through the items one by one, and find the correct answer for each. If they are not sure, it is sometimes easier to decide which three answers they should reject. The remaining answer will be the correct one.

Answers:

1 are
2 was founded
3 entered
4 was divided
5 increase
6 began

Workbook, page 5, Activity 4

Students read the text, putting the verbs in brackets into the simple past passive tense forms.

Ask students why these verbs should be in the past simple passive tense form. Refer them to the Grammar Recall section on page 5 of the Coursebook to remind them about the use of the past simple passive – i.e. for completed actions in the past when we want to emphasise the person rather than the action, or we don't know who did the action.

Answers:

1 was founded
2 was known
3 was taken out
4 was released
5 was introduced
6 were designed

Additional writing activity:

If appropriate for your class, organise a discussion about which smartphones are the best – those produced by *Samsung* or *Apple Inc.*, or another company. You can also ask students to do further online research into companies that produce smartphones.

Coursebook, page 5, Activate your English

The purpose of this activity is to give students practice in asking and answering questions in order to find information to complete a task. It also gives them further practice in using the past simple and the past simple passive focused on in the unit.

Divide the class into two groups – A and B. Tell the students in Group A to turn to Communication Activity 1 on page 64 of the Workbook Communication Activities. They

have to make up six questions in order to find the missing information. They can do this individually or in small groups.

Meanwhile, tell the students in Group B to turn to Communication Activity 1 on page 65 of their Workbook and make up six questions in order to find the missing information.

When both groups have finished making up their questions, check them for accuracy. Then tell students in Group A each to find a student in Group B.

Students take it in turns to ask their partner the questions and find the missing information. After this, they should write their answers to the questions on the appropriate lines in their Workbooks.

Note: Students may have variations to these questions, but as long as they are grammatically correct, they are acceptable.

Answers:

Student A Questions
1 Who first created jeans?
2 When was Levi Strauss born?
3 What did he make for the miners?
4 What was the cloth coloured with?
5 What was the famous brand design?
6 Who did he leave the company to?

Student B Questions
1 What was first created by Levi Strauss?
2 Where was he born?
3 Where did he go at the time of The Gold Rush?
4 Who did he make specially strong trousers for?
5 When was the famous brand design created?
6 What did he leave to his four nephews?

Workbook, page 5, Activity 5

The Grammar Practice activities on page 70 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 81 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

1 **1** I went
2 got
3 did
4 phoned
5 tried
6 had
7 did he want
8 did not (didn't) say
9 did he call
10 spoke
11 did not (didn't) tell
12 moved

2 **1** My father was shown how to use the new iPad by my brother.
2 We weren't invited to the party by them.
3 We were sent a letter by Anne *or* A letter was sent to us by Anne.
4 No evidence was found by the police.
5 Who was the light bulb invented by?
6 Was the problem solved by your friend?

3 **1** crashed
2 was founded
3 was made
4 were invented
5 won
6 told
7 was left

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

Lead-in
Ask students if they enjoy shopping. What do they like/dislike about it? Do they think there is a danger that someone can enjoy shopping too much – in other words, that they can become addicted to shopping? Ask students if they, or anyone they know, are shopaholics!

Coursebook, page 6, Activity 1
Direct students' attention to the title of the unit and the photograph. Ask them if they can predict from the title and the photo what the unit is going to be about.

Point out that it is not only women who enjoy shopping – men do too. Discuss questions **a**, **b** and **c** with students. For question **c**, they may suggest that women tend to enjoy the whole experience of shopping, whereas men are more focused and enjoy the results of shopping – i.e. getting the purchases into the car!

Coursebook, page 6, Activity 2
Tell students they are going to read a magazine article about a modern problem. First, ask them to skim the article and find out what a 'shopaholic' is.

Answers:
A shopaholic is someone who is a compulsive buyer who is addicted to shopping. They can't control the way they spend money when they are shopping.

Ask students to read the article in detail. Give them time to do this, and also to list any unknown vocabulary items in their vocabulary or exercise books, and check the meanings.

When students have finished reading, ask them to suggest a title for the article. Go round the class to elicit their ideas and write them up on the board. Some ideas are:

- Shopping: A Modern Problem
- Is Shopping Bad For You?
- The Dangers of Over-Shopping
- An Unusual Addiction

Do a quick comprehension check by asking a few questions, such as:

- How can the women afford to spend so much money? *(They have very good jobs; one is a corporate lawyer, and the other is an accountant.)*
- Why doesn't Katy feel bad about spending a lot of money on shoes? *(She thinks she deserves a treat for working hard.)*
- What reasons does the writer suggest as to why people buy things they don't need? *(Clever marketing by modern companies; people feeling in need of consolation, or feeling lonely or depressed.)*
- Does shopping make people happier? *(Yes, but only as a short-term fix. In the long run, it creates more problems than it solves such as credit card debts.)*

Coursebook, page 7, Activity 3
This activity focuses on guessing vocabulary from context. Tell students they can sometimes find clues as to what words mean from the language that comes before or after the word.

As an example, write the following sentence from the first paragraph in the text in Activity 2 on the board:

Vanessa is a corporate lawyer, who works for a big international company.

Underline the word **corporate**. Ask students which word in the second part of the sentence enables students to guess what 'corporate' means.

Answer:
Company. 'Corporate' means 'belonging to a company.'

Students complete the matching exercise, either individually or in pairs. They should write the words and their meanings into their vocabulary or exercise books.

Answers:

1 h	**6** j
2 c	**7** i
3 f	**8** a
4 g	**9** b
5 d	**10** e

Coursebook, page 7, Activity 4

Make sure that students understand what a collocation is – i.e. the way in which certain words are often used together. Ask them to look at the definition of **collocation** and the examples given. Can they think of any other examples?

Ask students to look at the examples using **make** and **do**. The first two examples are from the text in Activity 2, and the second two are from general situations.

Point out that although collocations with **make** and **do** are very common, even advanced learners of English often make mistakes with them. Unfortunately there are no rules as to which words go with **make** and which with **do**. The only way for students to get them right is to learn the collocations and practise using them.

In part **a** of the activity, students draw two columns in their exercise books and label them **make** and **do**. They work with a partner and write the given phrases into the correct column. They then make up sentences containing each of the phrases. This can either be done in class, or as a homework activity.

Answers:
Make
a promise
a mistake
an enemy
dinner
an impression
a joke

Do
a crossword
your duty
someone a favour
the shopping
some exercise
the washing-up

Workbook, page 6, Activity 1

The aim of this activity is listening for specific information.

Note: The increased interest in shopping today has been the subject of much discussion in the media in the West. The craze for excessive spending is regarded by some as a kind of addiction.

Tell students they are going to listen to a radio phone-in programme. They will hear three speakers – the presenter, his guest (Dr Michael Thrift) and a caller (Mrs Susan Spender).

Before students listen, give them a minute or two to study the three tables so that they can get an idea of the kind of information that is missing. This will help them complete the tables. For example, in the second table, the four missing words are all items that a woman might buy when going shopping. So students should listen out for such items in the recording.

Remind students about the importance of following instructions. They should only fill in one missing word in each space.

Play **Listening 1.3.1** straight through and tell students to fill in the gaps as they listen. Repeat the listening as necessary, then go over the answers. The answers are given in **Bold** in the listening script below.

Listening Script 1.3.1

Presenter: Good morning. Welcome to the Capital Gold Studio. My guest today is Dr Michael Thrift, a consumer **psychologist**. Dr Thrift works in the Department of **Economics** at the University of Boxford. Good morning, Dr Thrift.

Dr Thrift: Good morning.

Presenter: Dr Thrift is an expert on **consumer** buying behavior. So if you have a question about your shopping habits, just pick up the phone and give us a call. First of all, Dr Thrift, could you explain about the research you're doing at the moment.

Dr Thrift: Yes, of course. I'm doing research into a growing consumer problem in today's society – over-shopping.

Presenter: What exactly is over- shopping?

Dr Thrift: Well, it can be defined as **compulsive** buying – a tendency to purchase things which we don't actually need . . .

Presenter: Sorry to interrupt you, Dr Thrift, but I believe we have our first caller on the line. Good morning, caller, what's your name, please?

Susan: Good morning. My name's Susan. Susan Spender.

Presenter: And what's your problem, Susan?

Susan: Well, I don't think I have a problem. It's my husband who's made me call. He's standing right here beside me.

Presenter: OK, so what does your husband think your problem is?

Susan: Well, I love shopping, you see. I love buying things. It's really relaxing and makes me feel good. But my husband keeps saying, 'Why are you spending all this money on things you don't need?'

Dr Thrift: Can I ask you, Susan . . . what kind of things do you like buying?

Susan: Oh, just the usual . . . **clothes**, **handbags** and **jewellery**, that sort of thing. Anything fashionable. And I've got a bit of a passion for **shoes**.

Dr Thrift: How many pairs of shoes do you have?

Susan: Well . . . just two hundred or so. But I don't wear them all. I buy them in lots of different sizes. I keep them in boxes in the spare bedroom. My husband's always complaining that they take up too much space.

Dr Thrift: In other words, you're a bit of a shopaholic, Susan.

Susan: A shopaholic? What's that? Is it a kind of illness?

Dr Thrift: A shopaholic is someone who's addicted to **shopping**. You know, like a chocoholic is addicted to **chocolate** and a **workaholic** is addicted to work. In your case, you suffer from Compulsive Shopping Disorder, or too much shopping. You buy more than you need and you probably spend more than you can afford.

Susan: Yes, but I love shopping so much. I love everything about it – getting money from the ATM, buying something new, even ripping off the price tag when I get home . . .

Dr Thrift: Yes, but it's only a temporary fix. It can only make you feel good for a short time. In the long term, it can make you feel bad for months. It can lead to credit card debt, depression, anxiety –

even the break-up of relationships.

Susan: But it's my only pleasure! I can't give it up!

Note: You might like to point out to students that the names of the characters in the dialogue, Mrs Spender and Dr Thrift, have a special meaning. A spender is someone who spends a lot of money, and thrift means using money carefully and wisely.

Workbook, page 7, Activity 2

This activity focuses on word variables, or synonyms. Direct students to the definition of a word variable and the example given (purchase = buy). Tell them that if they can build up a good store of alternatives from which to make vocabulary choices, this will greatly improve their confidence and fluency in using English.

Ask students to find a word variable for each of the words in the list. They can do this either individually or in pairs. When they have finished, for additional practice or as a homework exercise, they can make up sentences containing the words in the list and write them into their vocabulary or exercise books.

Note: All the words in the list have appeared in the glossaries in Grade 11, and/or in the first three units of Grade 12A, Theme One.

Suggested Answers:

(There are other possibilities too)

a *consumer (n)* - customer
b *research (n)* - study
c *connect (v)* - join
d *discover (v)* - find
e *ancient (adj)* - old
f *various (adj)* - different
g *gradually (adv)* - slowly
h *quickly (adv)* - fast
i *disease (n)* - illness
j *remain (v)* - stay
k *enormous (adj)* - huge
l *create (v)* - make

Workbook, page 7, Activity 3

In this activity, students select words from those listed in Activity 2 to use in sentences. This shows how the words are used in context. To help students choose the correct word, tell them to read each sentence carefully, then decide what part of speech the missing word is (noun, verb, adjective, adverb). This will guide them to a word in the list which is the same part of speech. Go over the example with students, pointing out that the correct answer must be a noun.

Answers:

a disease
b ancient
c gradually
d connect
e discover
f research

Note: For Answer 3, produce (n) and production (n) are also acceptable.

Workbook, page 7, Activity 4

This fun activity reviews some of the key vocabulary in the unit. It can be done for homework.

All the words in the crossword can be found in the unit. However, to make the activity more challenging, you can ask more advanced students to see if they can complete the crossword without looking back through the unit.

Answers:

Across

1 passion
2 consumer
3 compulsive
4 addict
5 consolation
6 affluent
7 afflict

Down

shopaholic

Additional activity

Students can be asked to make up sentences of their own containing the words in the crossword.

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

Lead-in

Ask students what kind of shopping they prefer – a mall or a market (a souq). Do they have a favourite shop, or place to shop? Have they ever shopped for anything online? If so, what kind of experience did they have?

Note: You can refer back to Grade 11A, Theme 4, Unit 5, which focused on e-shopping.

Coursebook, page 8, Activity 1

Direct students' attention to the two photographs (the market and the mall). In groups, ask students to discuss questions **a**, **b** and **c**. Go round the groups, eliciting their idea as to how malls and markets are similar and how they are different.

Coursebook, page 8, Activity 2

This activity helps students practise their prediction skills. Ask students to list six words or phrases associated with (a) a mall and (b) a market. They should do this individually. When they have finished, they should show their lists to a partner, and together choose words and phrases which they think are most probably going to occur in a listening text about malls and markets.

Draw two columns on the board, and write *Malls* at the top of one, and *Markets* at the top of the other. Go round the class, elicting their words and phrases about malls and markets, and write a selection of the words and phrases under the appropriate headings on the board.

Coursebook, page 8, Top Tip

Direct students' attention to the Top Tip.

Emphasise the importance of prediction skills. Being able to predict the probable content of a listening text makes understanding of that text much easier. If students can guess what a text is going to be about, they can also predict the vocabulary associated with it. This applies equally to both reading and listening texts.

Coursebook, page 8, Activity 3

In this activity, students practise their ability to predict the content of a talk. Ask them to draw two columns in their exercise books, and write 'Malls' at the top of one column, and 'Markets' at the top of the other.

Students read through the list of phrases. Explain that they are going to hear a talk by a tour guide talking about shopping in Muscat which will contain some, but not all, of the phrases. Ask if they can predict which phrases apply to a mall or market, or both. Tell students that as they listen to the talk, they should write the number of each phrase they hear into the appropriate column.

Point out to the students that the order of the phrases listed in their Coursebook is different from the order of the phrases they will hear in the tour guide's talk.

Note: Two of the phrases apply to both malls and markets. Four phrases listed in the Coursebook are not in the tour guide's talk.

Play **Listening 1.4.1.** Repeat as necessary.

The phrases that students hear in the tour guide's talk are given in **Bold** in the listening script below.

Listening Script 1.4.1

Most visitors who come to Muscat enjoy going to the souqs or local markets because they love the **opportunities for bargaining**. Souqs may not have the **latest fashions** which you can find in shopping malls, or a multi-level car park for **easy customer parking**. But tourists love the **traditional market style** of the souqs. They enjoy wandering along the **narrow passages with tiny shops** – quite different from the **wide walkways** of modern shopping malls.

Another thing which makes souqs so attractive for tourists is the **friendly shopkeepers** who love to welcome you into their shops for a chat. There's certainly **a great variety of things to buy** in both souqs and shopping malls. But if you're looking for **quick easy shopping**, then malls are the best place to go. I would say that in their different ways, both souqs and shopping malls are a **shopper's paradise**.

Answers:

Phrases relating to malls (in the same order as they occur in the talk)
10, 3, 12, 2, 14, 4

Phrases relating to markets (in the same order as they occur in the talk)
13, 9, 6, 8, 2, 4

Phrases that don't occur in the talk
1, 5, 7, 11

Additional writing activity:

Ask students to write a paragraph about the differences between modern shopping malls and traditional souqs.

Workbook, page 8, Activity 1

This activity gives further practice with prediction skills. Direct students' attention to the chart with the six topic areas, and the information above the chart. This tells them about two interviews they are going to hear.

Ask students to look at the first two topic areas

in the chart, and the examples of the kind of information relating to each area. Ask them if they can predict the kind of information they might hear for areas 3 – 6, and to make notes in the appropriate spaces in the chart. They can do this individually, or with a partner.

Answers:

3 types of things for sale – for example, *clothes, shoes, DVDs.*
4 types of food and drink – for example, *pizza, juice.*
5 reasons for liking a place (positive aspects)
6 reasons for disliking a place (negative aspects)

Workbook, page 8, Activity 2

Play **Listening 1.4.2.** Pause after Interview A (Tom) and repeat as necessary. Repeat with Interview B (Carol).

The information needed to complete the chart is given in **Bold** in the listening script below.

Note: Point out to your students that they may need more space to write the answers than is given in the Workbook. They may prefer to use their exercise books instead.

Listening Script 1.4.2

Interview A

Interviewer: Do you like shopping in Muscat, Tom?

Tom: Oh, yeah. It's cool! I love going to the malls with my friends. My favourite's the City Mall. We go there **every weekend and on holidays** too. I really like the atmosphere there . . . **busy and lively, always full of people.**

Interviewer: What kind of things do you buy?

Tom: Well, I'm really into electronic stuff. I'm always looking for the latest **iPod or mobile phone**. And I often buy **sports clothes and equipment**. You can find a lot of top brands at reasonable prices.

Interviewer: Do you eat in the restaurants there?

Tom: I'm not very keen on eating out. I'd rather spend my money on a new DVD or a pair of trainers. But there are lots of fast food places where you can get **burgers and pizzas**. And good **coffee shops** too.

Interviewer: What do you specially like about the City Mall?

Tom: I think . . . **the variety of shops**. And they have really **good sales** sometimes. You can get some very good discounts off the prices. But if you'd rather not spend any money, you can have fun just **window-shopping**. And it's not only the shopping I like. **It's a really cool place to hang out with my friends** – you know, meet and chat, and make plans.

Interviewer: Some people say it gets too crowded. Is that a problem for you?

Tom: I don't mind the crowds. I like places where there are lots of people. The only downside is that **it's a bit far from where I live**. Sometimes if the traffic is bad, it takes ages to get there.

Interview B

Interviewer: What do you think about shopping in Muscat, Carol? Are there good places?

Carol: Yes, very good. But I'm not a fan of modern shopping malls. I

prefer traditional places, like the souq in Muttrah. I could spend hours there. It's fascinating.

Interviewer: How often do you go there?

Carol: **Whenever I have visitors.** It's a very special experience for them. When I don't have visitors, I go **about once a fortnight**. I really love the atmosphere in the souq – **that sense of timeless charm**. But I prefer not to go when it's crowded. I don't like being around too many people.

Interviewer: What do you buy there?

Carol: Oh, everything! **Jewellery, especially necklaces and earrings, and antiques.** Oh, yes, and **pashminas**. I have a large collection of the most beautiful pashminas. I enjoy finding new designs.

Interviewer: Do you ever eat there?

Carol: Not usually, but sometimes the shopkeepers offer me **coffee**.

Interviewer: What do you specially like about the souq?

Carol: **Well, it's such an interesting place**, and **very relaxing. The shopkeepers are friendly and love to chat**, and there's no pressure to buy anything. **They make you feel like a valued customer**. I hate the impersonal feeling you get in modern shops. I greatly prefer **bargaining**. It's such fun!

Interviewer: Anything you don't like?

Carol: The only problem is the **parking**. I hate driving up and down, looking for somewhere to park. It's really hard to find a parking place sometimes.

Coursebook, page 9, Soundbites

Direct students to the Soundbites box of phrases used in expressing likes, dislikes and preferences. Ask them to repeat the phrases then play **Listening 1.4.3.** Get students to repeat the phrases, paying attention to the intonation.

Listening Script 1.4.3

Sound Bites

Expressing Likes, Dislikes and Preferences

Likes
I love going to the malls with my friends.
I really like the atmosphere there.
I'm really into electronic stuff.
I enjoy finding new designs.

Dislikes
I'm not very keen on eating out.
But **I'm not a fan of** modern shopping malls.
I don't like being around too many people.
I hate driving up and down . . .

Preferences
I'd rather spend my money on a new DVD.
But if **you'd rather not spend** any money...
I prefer traditional places.
I prefer not to go when it's crowded.

Coursebook, page 9, Activity 4

Students make a list of five things they like, or like doing, and five things they dislike, or dislike doing. They express their likes or dislikes to a partner, using a variety of the phrases in the Soundbites box.

Workbook, page 9, Activity 3

This activity gives students the opportunity to practise both listening and speaking skills as they carry out a survey of class shopping habits. Ask students to read through the five questions in the table relating to their class shopping habits. They should do this individually. Ask them to make up a question of their own, and write it in the blank space in the table. Divide students into groups of five. Tell students to conduct individual interviews with each of the other four members of their group, and record their answers in the table.

Workbook, page 9, Activity 4

This activity gives students practice with sentence writing, based on the information from the survey they completed in Activity 3. It can be started in class and finished at home.

Direct students to the language phrases in the 'Useful language' box. Show them the four example sentences underneath the box, and ask them to write a few similar sentences of their own about the shopping habits of the members of their group.

Ask students to write a paragraph about their own shopping habits, based on the type of information obtained in the survey.

Coursebook, page 9, Activity 5

In this discussion activity, students gain further practice with asking for other people's opinions, as well as expressing their own opinion. You can either ask them to work through the whole list, or, if time is limited, to choose one topic to discuss.

Before they begin, remind them of the language used in asking for and expressing opinions. They previously practised this in Soundbites, Grade 11B, Theme 2, Unit 4.

Write a few phrases on the board for students to use in their discussions:

What do you think about . . .?
How do you feel about . . .?
What's your view on . . .?
How about you?

I think that . . .
I feel that . . .
In my view, . . .
Personally speaking, . . .

Additional writing activity:

Ask students to write a paragraph about one of the four topics.

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

Lead-in

The focus of this unit is advertising. Ask students what they think about adevertisements. How strongly are they influenced by adverts? Do they tend to buy things because they have seen them advertised?

This unit culminates in the written task of evaluating an advertisement. The activities in the Coursebook and Workbook all lead up to this task.

Note: Advertisement is often shortened to 'advert' or 'ad.'

Coursebook, page 10, Activity 1

Direct students' attention to the title of the unit. Make sure they understand the difference in meaning between **appealing** and **appalling**. Which do they think best applies to advertisements? Do ads do more harm than good? *(Yes, sometimes. They can make us feel bad about ourselves if we are not as beautiful as the people in the ad.)* Do they only advertise a product, or can it be other things too? *(Yes, for example, it can be a service or an organisation such as a charity.)*

Divide students into groups and ask them to discuss questions **a**, **b** and **c**.

Answers:

a 'To persuade' is the main purpose of advertising, but the other answers are also applicable.
b Open answers.
c Open answers.

Coursebook, page 10, Activity 2

Ask students to check the meaning of *slogan* and to look at the four examples of slogans. Ask them which one they like best. Then ask them to discuss questions **a** and **b** under the slogans.

Answers:

a Slogans are very effective in determining the success or failure of a product.
b Open answers.

Ask students in their groups to list some other well-known slogans. Go round the groups, eliciting the slogans and write them on the board. You could also ask them to think of other types of products (sportswear, food and drink, beauty products) and make up slogans of their own.

Coursebook, page 11, Activity 3

This activity focuses on some vocabulary commonly found in advertisements. First, ask students to look at the sixteen words in the box and say what part of speech they are (*adjectives*).

Tell students to work in pairs and go through the adjectives in the box. They should check the meanings and write any new words and their meanings into their exercise or vocabulary books. Tell them to list the eight products pictured in their Coursebooks, and match the adjectives to the products. Point out that some of the adjectives may apply to more than one product.

Suggested Answers: (Answers may vary)

Picture a (mobile phone)
stylish, cool, powerful, fashionable, smooth, cost-saving

Picture b (trainers)
comfortable, stylish, long-lasting, cool, fashionable, cost-saving

Picture c (chocolate)
tasty, nutritious, delicious, smooth

Picture d (perfume)
fragrant, long-lasting, powerful, luxurious

Picture e (pizza)
tasty, nutritious, delicious

Picture f (soft drink)
nutritious, delicious, refreshing

Picture g (jeans)
comfortable, stylish, long-lasting, cool, fashionable, cost-saving

Picture h (car)
comfortable, fast, stylish, cool, powerful, luxurious, safe, cost-saving

Coursebook, page 11, Activity 4

This short discussion activity encourages students to think about and evaluate advertisements. It also gives them practice in describing an advert to a partner and asking for and expressing opinions.

Examples of ads which are misleading could be ads for beauty products or cars. For example, an advert for a shampoo could suggest that if you use that shampoo, you will become as beautiful as the girl in the ad. An ad for a car could suggest that if you buy that car, your life will become more exciting.

Workbook, page 10, Activity 1

This short reading activity encourages students to think about the purpose of adverts and advertising. It also gives practice with skimming a text.
Direct students to read the two questions carefully before skimming the text to find the answers.

Answers:

1 An advertisement has to get its message across quickly.
2 Hard-sell techniques emphasise the features of the product. Soft-sell techniques focus on how a product makes consumers feel.

Ask a few questions about the text to check understanding, such as:

- How long is a print ad usually?
  (*not longer than a page*)
- What is copy?
  (*the words in an ad*)
- What else can an advertisement promote besides a product?
  (*a service or an idea*)

Additional discussion activity:
Ask students if they can think of examples of ads where a hard-sell advertising technique is used.

Examples are ads for electronic equipment such as a washing machine, where consumers are interested in what the machine can do, rather than how it will make them feel. Examples of ads where a soft-sell advertising technique is used are ads for shampoo, perfume and soft drinks.

Ads sometimes use a mixture of hard-sell and soft-sell techniques. For example, an ad for a car often emphasises the design features of the product, but also focuses on how it makes you feel when driving it.

Workbook, page 10, Activity 2

Ask students to think about TV ads. Discuss whether they like them or not, and to give their reasons. Ask them what makes a good TV ad.

Ask students to fill in the information about a TV ad that they find enjoyable and one that they find irritating. Give them time to compare their answers with a partner. Go round the

class, eliciting examples of enjoyable and irritating ads. Draw two columns on the board and write examples of the most popular and unpopular ads into the appropriate column.

Workbook, page 11, Activity 3

This activity encourages student to think about the different aspects of adverts. This will help them when they write their evaluation of an ad.

Students choose an ad, and fill in the information. They make notes about it in their exercise books, considering the specific areas listed (not all of the areas will apply to every ad).

Students then write three sentences about why they like or dislike the ad they have chosen. Go round the class, eliciting sentences, and write the best examples on the board.

Workbook, page 11, Activity 4

Students write an evaluation of the ad they chose in Activity 3, or they can choose a different ad if they prefer.

Tell them that the words in the oval shapes in Activity 4 may be useful for evaluation purposes. They are not expected to use all the words! Ask them to draw two columns into their exercise books and write 'positive' and 'negative' at the top of each.

Students should check the meaning of each word and categorise the words into the correct column.

Positive words:
funny, special, memorable, amusing, creative

Negative words:
irritating, boring, annoying, misleading, repetitive

Direct students to the Writing Guide on pages 76 and 77 of their Workbooks. Go through the guidelines with them, and discuss the main elements of the structure and layout of an evaluation.

Tell students to write a draft of their evaluation into their exercise books. Allocate 20 minutes for them to write their drafts in class. Circulate around the classroom offering guidance and support. Tell students to edit their drafts at home, and write a second draft to bring to the next lesson. After checking, they should write a final draft and put it into their portfolios together with the previous drafts.

You can use the model evaluation in the box below as an example. However, this is not the only way an evaluation of an advertisement can be written. Make sure students understand that in an evaluation of an advertisment, it is not enough to describe the ad; they also have to give their opinion of it and support their opinion with reasons. Their writing should also be clear and well organised.

Note: The model evaluation is for a fictitious product. There is no such shampoo as *Smooth and Shiny.* But students' evaluations should be about real advertisements.

An Evaluation of an Advertisement

Advertisements try and persuade us to buy a product. But sometimes they mislead us about what a product can do. They imply that if only we use this product, our whole lives will improve. In my opinion, the TV ad for *Smooth and Shiny* shampoo is this kind of misleading ad.

In this ad, we see two girls. One girl is beautiful with long shiny hair. She is happy, confident and popular. The other girl is not very attractive, and has dull hair. One day, this girl asks the girl with beautiful hair what shampoo she uses. The girl puts her finger on her lips and says 'Sssh . . . . .

Smooth and Shiny.' The girl with dull hair goes out and buys a bottle of *Smooth and Shiny*. After washing her hair with *Smooth and Shiny*, it becomes beautiful and shiny too. But not only her hair, her whole appearance has become attractive. We see her enjoying life and surrounded by friends.

The ad does not give us any useful information – e.g. what chemicals in the shampoo it make hair more beautiful. It just keeps repeating the slogan 'Sssh . . . . Smooth and Shiny' which is very irritating. But worse, this ad is misleading and unrealistic. It suggests that by changing your shampoo, you can not only have beautiful hair, but you can change your personality. The shampoo will make you popular and confident. This ad may persuade girls to buy the shampoo, but they will be disappointed because it will not fulfil their expectations.

Some Suggestions for Additional Group Activities:

- Students write and perform a TV ad for the class. Their ad could be for a car, a perfume, a holiday, a restaurant or something funny, like a trip to the moon. They should create a good slogan for their ad.
- Students discuss and plan a proposal for an advertising campaign to promote holidays in Oman.
- Students advertise something in their local area to visitors.
- Students read ads in newspapers and magazines, and design alternative ads.

Across Cultures
Coursebook, pages 12 and 13
Workbook, page 12
Country Focus: Egypt

Reading for Pleasure
Coursebook, pages 14 and 15
Workbook, page 13
The Ethics of Advertising
Genre: Magazine Article

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 their Coursebooks, then turn to 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 complete the chart in Activity 3 on page 15 with 18 words of their choice from the theme – 6 verbs, 6 nouns and 6 adjectives. Finally they look back through the theme and complete the Personalise It section at the bottom of page 15.

Answers to Across Cultures
Activity 1
1 Mediterranean Sea, Red Sea
2 deserts, the River Nile
3 Al-Azhar University
4 Any of the following, provided the answer is not more than four words in total: agriculture (farming), oil, natural gas, the Suez Canal, tourism
5 Nobel Prize (for literature)

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

Activity 3

1 investment
2 fan
3 prestigious
4 fertile
5 literacy

Answers to Review and Reference

Activity 2

a was invented
b navigated
c was founded
d lost
e did not sell
f was discovered
g were not created

Activity 4

a shopaholic
b bankruptcy
c location
d mislead
e export
f retail therapy
g excessive
h ritual
i affluent
j compulsive
k influence
l economic
m consumer
n dramatically

Theme 2
Starting University

Summary

Lead-in Activating prior knowledge of the topic area
Coursebook: Activities 1, 2 Discussion and vocabulary development

Unit 1 A Goodbye, School! (Reading)
Coursebook: Activity 1 Discussion
Coursebook: Top Tip Improving reading speed
Coursebook: Activity 2 Skimming
Coursebook: Activity 3 Vocabulary development
Coursebook: Activity 4 Reading comprehension
Workbook: Activity 1 Reading and discussion
Workbook: Activity 2 Listening for specific information
Workbook: Activities 3, 4 Timed reading: calculating reading speed
Coursebook: Time to Talk Discussion

Unit 2 Coping with Change (Grammar)
Coursebook: Activity 1 Discussion
Coursebook: Activity 2 Reading and discussion
Coursebook: Grammar Recall Review: past perfect tense
Coursebook: Activity 3 Practice: past perfect tense
Workbook: Activity 1 Listening and chart completion
Workbook: Activities 2, 3, 4 Practice: past perfect tense
Coursebook: Activate Your English Practice: past perfect tense
Workbook: Activity 5 Grammar practice activities

Unit 3 Studying Abroad (Vocabulary)
Coursebook: Activity 1 Discussion
Coursebook: Activity 2 Reading for detail
Coursebook: Activity 3 Guessing vocabulary from context
Workbook: Activity 1 Listening for specific information
Coursebook: Top Tip Grouping words with associated meanings
Coursebook: Activity 4 Practice: grouping lexical items
Workbook: Activities 2, 3 Practice: grouping lexical items
Workbook: Activity 4 Describing and asking questions

Unit 4 A Helping Hand (Listening & Speaking)
Coursebook: Activity 1 Discussion
Coursebook: Soundbites Asking for, checking and confirming clarification
Coursebook: Activity 4 Practice: asking for and giving clarification
Workbook: Activity 1 Verb forms and scanning
Workbook: Activity 2 Listening: True/False answers
Workbook: Activity 3 Interviewing
Workbook: Activity 4 Poem: discussion

Unit 5 A Letter to a Teacher (Writing)
Coursebook: Activities 1, 2 Reading and discussion
Workbook: Activity 1 Multiple choice questions
Workbook: Activity 2 Error correction
Coursebook: Top Tip Making notes
Coursebook: Activity 3 Planning and making notes
Coursebook: Activity 4 Formal and informal language
Workbook: Activities 3,4 Checking and editing

Lead-in

This theme focuses on starting tertiary education at university or college. It is appreciated that not all Grade 12 students will want to continue their education after leaving school, or have the option to do so.

However, even if students are not sure if they want to continue their education, they can be encouraged to start thinking seriously about what they do want to do.

Before starting the theme, discuss some options with them, e.g.

- further education in Oman or abroad
- getting a job, locally or away from home
- training for a career
- joining the army
- travelling
- starting their own business
- other plans and ambitions

Coursebook, page 17, Activity 1

Discuss the picture with students. Who is the boy, and what is his situation? Elicit that he is a Grade 12 student who has just left, or is about to leave school. He is thinking about going to university next year, but has a lot of questions, and decisions to make.

Discuss the picture further. How is the boy feeling? (unsure, confused, full of questions). Ask students if they have had similar thoughts themselves about next year. How do they feel about leaving school? (sad, happy, mixed emotions)

Coursebook, page 17, Activity 2

Students read the short text and check the meanings of the words in bold, 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, and that you will be checking them at the end of the theme.

transition: when something changes from one state to another
scary: frightening
apprehensive: worried or nervous about something
prospects: future chances of success
abroad: in or to another country
degree: qualification obtained after completing a university course
foreign: relating to a country that is not your own
challenging: difficult in an interesting or enjoyable way
rewarding: making you feel happy and satisfied
confident: sure that you have the ability to do things well
independent: able to manage and do things by yourself
culture: beliefs, way of life and customs in a society

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

Lead-in

Ask students to think about the title of the unit. Remind them that this last year of school is the time when they have to make important choices about their future.

Coursebook, page 18, Activity 1

Students discuss the three questions in groups. Go around the groups, eliciting feedback. Alternatively, you can open the discussion out into a whole class discussion so they can share their ideas with their classmates.

Coursebook, page 18, Top Tip

Tell students that the focus of this unit is reading quickly (speed reading).

The aim of this unit is to improve students' reading speed. Ask students if they find reading in English difficult. If yes, what do they find difficult? Do they also find reading in Arabic difficult?

Explain there are ways in which students can improve their reading speed and become more confident and fluent readers. A faster reading speed will help them not only with reading in English, but with other subjects too.

As students read more and more in English, they will inevitably come across vocabulary which is unfamiliar to them. They have to learn how to deal with this.

Tell students they are not expected to understand every word when skimming a new text. Looking up every word in a dictionary will slow them down and detract from their ability to read for gist.

Coursebook, page 18, Activity 2

This activity gives further practice with skimming (focused on in Theme 1, Unit 1). Ask students to read the text as quickly as possible and decide which is the most appropriate title out of the four options given at the top. Ask them to give reasons why they have chosen this title and rejected the others.

Remind students that when skimming, they should look at how the text is organised. They should use illustrations (pictures, diagrams) and sub-headings to help them. This was explained in Theme 1, Unit 1.

The most appropriate title is **d**. Title **c** only describes the challenges young people may face when starting university, but the text also covers how to cope with them. The text is not about someone's first year at university (title **a**), or the differences between school and university (title **b**).

Coursebook, page 19, Activity 3

This activity gives further practice with vocabulary development. Go through the example with students, then ask them to copy the words and the answers into their exercise books or vocabulary notebooks.

When students have found the words, tell them to write sentences containing each of the words.

Answers:

a apprehensive
b homesickness
c campus
d prioritise
e deadline
f emotions
g anxiety
h independence

Ask students to go through the text again and make a list of any other new vocabulary in their exercise books or vocabulary notebooks.

Coursebook, page 19, Activity 4

Students write individual answers to the four comprehension questions. They write the answers into their exercise books.

Answers:

1 Excited but terrified. They also have a lot of worries.
2 Other students, tutors (teachers), or student support services
3 Getting lost, forgetting a deadline
4 Join clubs and societies

Workbook, page 16, Activity 1

Ask students to read the information about reading, then discuss the three questions in groups. Go round the groups, eliciting feedback so that students can share their ideas with the whole class. Encourage them to share their solutions to improve their reading speed.

Note: Make students aware that the type of reading they will be expected to do at university is very different from reading at school. They will have a lot of reading assignments. So they will need to figure out how to read as fast as possible, while still understanding what they are reading. They need to save time, especially when reading for essay, research papers and exams. You can direct students to websites such as www.spreeder.com and www.zapreader.com. These are helpful tools to make students read faster and faster each time, and improve their reading speed.

Workbook, page 16, Activity 2

Tell students they are going to hear a short talk about different types of reading. As they listen they should fill in the information in the table.

Before playing the recording, give students a few minutes to look at the table so they can make sure they understand the task. They have to listen for four types of reading, and an example of each type. Direct them to the examples to help them understand what is required.

Play **Listening 2.1.1**. Repeat as necessary, then go over the answers. The answers are given in **Bold** in the listening script below.

Listening Script 2.1.1

We read for various purposes: pleasure, study, gist and to find particular information. Different reading speeds are helpful for each purpose.

Here is some information about reading speeds. These numbers are only a rough guide, but they will give you an idea of the different types of reading.

Our reading speed varies according to the reason *why* we are reading something. For example, below 100 words per minute is the usual speed for **close reading** – when we need to read slowly and consider every detail. This speed is good if you need to analyse something and study it closely – **reading a contract**, for example.

Between 100 and 250 words per minute is the usual speed at which we read for **academic purposes**, such as when we are **studying textbooks and learning**. But for **casual or informal reading** – for example, **when we read newspapers and magazines** – we read at a faster speed - 250 to 400 words per minute. We use a speed of above 400 words per minute when we need to **skim** something or read it very quickly. This speed is useful for **getting the gist of an article** before deciding to read it in more detail.

Workbook, page 16, Activity 3

Tell students they are going to learn how to time their own reading and find out their reading speed. They are then going to practise reading a text.

Go through the procedure for timing a reading text with students. Make sure they understand the steps. Also make sure they can see an accurate timing device, which shows the

seconds as well as minutes.

How to Calculate Reading Speed
Reading speed is usually calculated as words per minute (WPM). It can be calculated by using the following formula:

The total number of words in the text divided by the time taken to read the text.

The time taken to read the text should be expressed in minutes with the number of seconds being converted to decimals.

Example
If a text has **546 words** and your reading time is **3 minutes 25 seconds**, you would calculate your reading speed as follows:

Total no of words = 546
Reading time = 3.417 minutes
Reading speed = 546 ÷ 3.417 = 160 words per minute (approx)

Note: Theme 4 also contains a text which can be used for timed reading practice.

Workbook, page 17, Activity 4

Tell students to read the text as quickly as possible, recording the times they start and finish. When each student has finished, they should turn to page 60 of their Workbook and answer the multiple choice questions, **but without looking back at the text.**

Note: It is important that students answer the questions *after* they have finished reading the text. If they try and answer the questions *while* they are reading the text, the questions will distract them from their reading. Students should aim for 75% accuracy when answering the questions.

Note: Remind students of the importance of following instructions. They are asked to **circle** the correct answer.

You can either give the answers to students individually as they finish, or write them up on the board when all students have finished. If you choose the former method, faster students can go through the text again and note down new vocabulary, while waiting for slower students to catch up.

Answers:

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

Tell students to calculate their reading speed and record it in the box under the questions, along with their score for answering the questions. They can refer to these scores when doing other readings, to see if they are improving.

Coursebook, page 19, Time to Talk

This activity gives students the opportunity to go over the tips in Coursebook, page 18, Activity 1 again, and discuss the tips that they think would be most important for new students.

Students should spend a few minutes ranking the tips individually before comparing their rankings with other members of their group.

After students have had time for discussion, and have made a list based on the opinions of the group, ask a presenter from each group to give feedback to the rest of the class. List the nine tips on the board. Write the number **1** beside the tip which each group considers to be the most important. At the end, you can see if there is a tip which the whole class agree on as being the most valuable.

Note: If nine tips are too many, you can ask students to rank the first six. Ask them if they can think of other tips which should be included in the list.

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

Lead-in

The grammar focus of this theme is the past perfect tense. Discuss with students the various past tenses they know in English and their usage – e.g. the simple past, the present perfect, the past continuous.

Coursebook, page 20, Activity 1

Many young people ask themselves what life at university will be like. ---Ask students to read the four questions. What other things might a student going to university want to know?

Ask students if they have relatives or friends at university, and what experiences they have had. Was university life as they expected? What was similar/different?

Coursebook, page 20, Activity 2

The dialogue between Faisal and Abdullah can either be read silently or if you prefer, acted out between students in pairs.

Note: The dialogue illustrates that there are many new things for students to learn about university life apart from academic studies. They have to learn to manage their time, and also how to live independently by doing things for themselves. The dialogue also shows how new students can learn from helpful older students.

When students have read the dialogue, discuss the answers to questions **a** and **b** with them.

Answers:

a. Faisal is having some problems coping with university. He needs to learn to manage his time better, and allow plenty of time to write his essays, rather than leaving everything to the last minute. He's also finding looking after himself challenging – for example, cooking and washing his clothes.

b. Abdullah helps Faisal by giving him a lift so he won't be late for class. He also tells Faisal that it's normal to find university life strange at first, and as a friendly gesture, he invites Faisal to dinner. Abdullah also reassures Faisal by saying that he will give him a lift any time.

Additional writing activity:

Students can write and act out a dialogue between Faisal and Abdullah when Faisal goes to Abdullah's place for dinner.

Coursebook, page 21, Grammar Recall

Direct students' attention to the Grammar Recall box. Remind them how to form the past perfect tense, and how its use is different from other past tenses in English. Direct students to the Grammar Reference section on page 82 of the Workbook for further guidance about the formation and usage of the past perfect.

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** b
2 a **4** c

Coursebook, page 21, Activity 3

Students read the dialogue in Activity 2 again, and identify examples of the verbs in the past perfect.

Answers:

Past perfect verbs
But I wish **I'd started** it sooner.
If only **I'd gone** to bed ealier.

Then **I'd have got up** in time.
I **hadn't realised** there would be so many new things to learn apart from studing.
Before I started university, **I'd** never **lived** away from home.
I'd never **cooked** for myself, or **done** my own ironing.

Students work through the sentences and choose the best form of the verb in each sentence. This can be done orally or they can write the sentences out in full in their exercise books. They should also say what the form of the verb is, and why it is in this form.

Answers:

1 had lived (event in the past which happened before another event)
2 had remembered (regret about the past after 'if only')
3 did (completed action in the past)
4 had never seen (event in the past which happened before another event)
5 hadn't wasted (regret about the past after 'wish')

Workbook, page 18, Activity 1

Tell students they are going to listen to four new students talking about their first weeks at university. Their task is to fill in the information in the chart about each person. They should write brief notes, not complete sentences.

Play **Listening 2.2.1**. Repeat as necessary. The answers are given in **Bold** in the listening script below.

Listening Script 2.2.1

Voice 1 (Sara): A. I think life at university is **amazing**. I'm really enjoying it. Before I came here, I wanted to find out what the university was like. So I came to visit it with my sister – she's older than me – and my cousin. I'd expected there to be **a huge number of students**. But I hadn't expected **teachers from so many different nationalities**.

(Pause)

Voice 2 (Ali): B. Well, I have to admit I'm finding university life **a bit difficult**. I haven't got used to it yet. I tried to find out as much as I could by reading the university website. But my main problem is finding my way around. I get lost all the time. I'd expected **the campus to be large**, but I hadn't expected **such a long way between the buildings.**

(Pause)

Voice 3 (Mazoon): C. University life? It's **cool**. It's **challenging** but I like it. Before I came here, I'd never read English books outside class, or borrowed them from the school library. Now I'm using the library all the time. As for free time, I'd expected there would be **lots of things to do outside class**. But I hadn't expected **so many different clubs and societies**.

(Pause)

Voice 4 (Zaher): D. I've only one word to say about university life – **awesome**! I'd found out before I came here about the amazing sports facilities. I believe 100% in keeping fit. So as soon as I can get away from class, I'm in the gym. Either that or playing volleyball. I'd expected there to be **a great gym and swimming pool**. But I hadn't expected **such a brilliant volleyball club**. Keep the ball flying!

Workbook, page 18, Activity 2

Tell students to read the four statements and underline the past perfect verb in each one.

Answers:

1 had….visited
2 had prepared
3 had….borrowed
4 had found out

Direct students to the four statements and give them a minute or two to read the three options for each one. Play **Listening 2.2.1** again and tell them to circle the correct answer for each statement.

Answers:

1 a
2 b
3 c
4 b

Workbook, page 19, Activity 3

This activity gives practice with choosing the most appropriate past tense form of the verb from two options. The past perfect, which is focused on in this unit, is not always the correct choice.

Tell students that before attempting to find the right choice for each verb, they should read through each paragraph. In this way they can see which verb fits best with the overall sense.

Answers:

1 realised
2 had learned
3 had represented
4 offered
5 had become
6 developed
7 received
8 graduated
9 completed
10 had proved

Workbook, page 19, Activity 4

This activity provides further practice in using the past perfect.

Point out to students that the text consists of a number of statements in reported speech after the verb **told** in the first line. The verb **told** is in the simple past, which means that the verbs in the reported statements all move back a tense into the past perfect. All the verbs in brackets are irregular verbs.

Answers:

1 had forgotten
2 had swum
3 had caught
4 had eaten
5 had built
6 had been
7 had not seen
8 had not spoken
9 had made
10 had not come

The short forms 'he'd' and 'hadn't' are also acceptable.

Coursebook, page 21, Activate Your English

Students work with a partner and practise making up sentences about themselves using the past perfect. Give them a few minutes before they start to note down some examples. Encourage students to use both phrases *I wish* and *If only* with both positive and negative examples.

You can develop the activity further by getting students to ask their partner why they wish they had/hadn't done these things.

Workbook, page 19, Activity 5

The Grammar Practice activities on page 71 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 pages 82 and 83 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 **1** Fatma told me that she had not (hadn't) passed her driving test.
2 My friend asked me where I had (I'd) bought my new phone.
3 The teacher asked the girl why she had not (hadn't) come to see him/her before.
4 Ali said that he had not (hadn't) had time to finish his essay.

2 **a** had not understood/hadn't answered
b met/had forgotten
c went
d hadn't eaten
e had learned/had expected

3 **1** started
2 missed
3 come
4 have
5 was
6 went
7 joined
8 knew

Extra verbs: studied, liked

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

Lead-in
Studying abroad has become more and more popular with young Omanis, as there are now many scholarships available. Ask students to think how they feel about studying abroad. Is it something they are interested in or would consider?

Coursebook, page 22, Activity 1
Give students time to discuss the two questions in groups. Go round the groups, eliciting feedback.

Note: Students may have older family members or friends who are studying abroad. Ask them how their relatives or friends are finding the experience.

For question **b**, some advantages are that studying abroad gives students the opportunity to learn about a foreign culture and improve their language skills, as well as opening the way to better job opportunities. Disadvantages are that it is expensive, and that students can suffer from homesickness and culture shock.

Additional writing activity:
Later in this unit, as an additional writing activity, students can be asked to write an essay about the advantages and disadvantages of studying abroad.

Coursebook, page 22, Activity 2
Tell students they are going to read a text about how to prepare for studying abroad.

Before they read the text in detail, they should skim it to find the answer to the question about why it is important to have a positive attitude.

Note: When skimming a text, you can often find out what it is about by reading the first and last paragraphs. In this case, the answer to the question is in the final paragraph of the last section.

Answer:
It is important to keep a positive attitude because it will influence how you behave.

Give students time to read the text in detail. They should list any unknown vocabulary items in their vocabulary or exercise books, together with the meanings.

When students have finished reading, do a quick comprehension check. Ask questions, such as:

- Why is it important to prepare yourself for studying abroad? *(The more you can find out before you go, the easier your life will be when you arrive in your new country).*
- How can students find out about the university or college they are going to? *(Read the website)*
- What kind of things can they find out the town the university is in? *(big or small; inland or on the coast; how you can get there; special attractions and features)*
- Why should students try and sort out any issues at home before they leave? *(So they can focus more on their new life)*
- Why is it helpful for students to do their own washing and ironing before they leave? *(It will make them feel more confident about coping on their own).*

Coursebook, page 23, Activity 3
As a lead-in, ask students to list their strategies for dealing with new words. These might include:

- ignoring the word
- looking it up in a dictionary
- guessing the meaning from context (the surrounding text)

This activity focuses on guessing vocabulary from context. Students find the best meaning of a word by looking at how it is used in the text, before deciding which of three possible meanings makes the best sense.

Answers:
1 c
2 b
3 c
4 a
5 c
6 c
7 b

Workbook, page 20, Activity 1

This activity gives practice with listening for specific information. Students listen to a dialogue between a father and his son, then choose the correct option out of three choices in a number of statements.
Before they listen, tell students to read through the seven statements, in order to give themselves a chance to familiarise themselves with the kind of information they are listening for.

Play **Listening 2.3.1**. Repeat as necessary.

Listening Script 2.3.1

Majid: Dad, can I ask you something?
Father: Of course, Majid, what is it?
Majid: Well, as you know, this is my last year of school, and I'm hoping to go and study at a foreign university next year. In the UK…… or maybe Australia.
Father: Yes. You told me you want to study airport management. An excellent career choice.
Majid: But first, I really need to improve my English. So after I leave school next summer, I was thinking about doing a course at a language school in England.
Father: That's great. Where in England do you want to go?
Majid: Oh, London, of course. There are a lot of big language schools there.
Father: London? Hmm. I don't think that's a very good idea.
Majid: Why not, Dad? Salim and Nasser are going to London. We could have lots of fun.
Father: Yes, but you're not going to England to have fun. You're going there to improve your English. And you won't improve it if you're speaking Arabic with your friends all day.
Majid: But, Dad……
Father: I support the idea of you going to England. But it's much better if you go to a town outside London. *(Pause)*. Like Chichester.
Majid *(disappointed)*: Chichester? Where's that? I've never heard of it.
Father: It's a small city in the south-east of England, not far from the sea.
Majid: Well, it doesn't sound very exciting. I'm sure there won't be any other Omanis there!
Father: That's the point. You'll *have* to speak English to communicate with local people. And you can stay with a nice English family.
Majid: But I don't want to stay with strangers! I might not like their food.
Father: Yes, but that's all part of learning about a foreign culture. It will be a good experience for you. And there's a direct rail link from Chichester to London. So you can still visit Salim and Nasser at weekends. Now why don't we go online and find out all about Chichester?
Son *(sighs)*: Oh, all right, Dad.

Answers:
1 Grade 12
2 airport managment

3 a place outside London
4 small city
5 with an English family
6 the food
7 train

Coursebook, page 23, Top Tip

Tell students that grouping words with associated meanings together can be a help with learning them, rather than trying to learn isolated words. Students should get into the habit of grouping words into common subject areas, or lexical fields.

Coursebook, page 23, Activity 4

This activity could first be presented as an example on the board. Write the word **cities** on the board and draw a circle round it.

Ask students what words they associate with **cities**, and make a diagram joining these words to **cities**, like the diagram in Activity 3 on page 21 of the Workbook.

Possible words associated with **cities** are: *roads, streets, houses, buildings, banks, traffic, hospitals, hotels, people etc*. But there are many others.

Tell students to work with a partner and do the same with the lexical fields of **school**, **learning English** and **studying abroad.** They should add their partner's words to the words they think of themselves. Then in groups they can think of other lexical fields, and draw diagrams of words associated with them.

Note: Lexical fields and their associated words can also be organised as a list rather than a diagram. It's a matter of personal preference.

Workbook, page 20, Activity 2

This activity gives further practice with grouping words together into lexical fields. Students read the text about Chichester and underline the nouns which relate to features of **cities**. Before doing the activity, elicit some general features of cities - e.g. *hotels, restaurants*.

Examples of nouns in the text which students could select are: *buildings; shopping malls; museums; theatre; parks; sports clubs; sporting facilities; football club; leisure centre; swimming pool.*

Workbook, page 21, Activity 3

Students continue working with lexical fields. They look at the diagram with the lexical field of **university** in the centre.

Ask students to think of words and phrases associated with **university**, and to add them to the diagram. They can do this individually or in pairs. One example, *tutor*, has been given. Other examples could be *campus; students* and *degree*. But there are many others too.

Draw the diagram on the board, and ask students for their examples. Add the best ones into your diagram, and ask students to add new examples to their own diagrams.

Ask students in pairs to choose three features of a city from the text in Activity 2. They should think of words associated with each feature and create similar diagrams to the one with cities.

Workbook, page 21, Activity 4

In this oral activity, students are asked to describe a place they know well – a village, town or city – to a partner, using the suggested language and ideas to help them. Encourage them to add their own ideas as well.

Their partner should listen and ask some

questions about the place that is being described.

This activity can be extended by getting students to present their talks to the rest of their group. You can also choose a few students to present their talks to the whole class.

Additional writing activity 1:

You can ask students to write up their descriptions of a village, town or city, basing the plan for their descriptions on the three sections outlined in the Workbook.

Tell students to write a draft of their description into their exercise books. Allocate 20 minutes for them to write their drafts in class. Circulate around the classroom offering guidance and support. Tell students to edit their drafts at home, and write a second draft to bring to the next lesson. After checking, they should write a final draft and put it into their portfolios together with the previous drafts.

Additional writing activity 2:

For a more challenging writing activity, ask students to plan and write an essay with the following title.

Is it better for Omani students to study abroad or at home?

1. Get students to discuss the title in groups and note down their ideas. They could do this under four main headings:

   - The advantages of studying abroad *(e.g. can improve language skills; leads to better job opportunities)*
   - The disadvantages of studying abroad *(e.g. expensive; may suffer homesickness and culture shock)*
   - The advantages of studying at home *(e.g. close to family and friends; comfortable familiar environment)*
   - The disadvantages of studying at home *(e.g. more limited choice of subjects; doesn't develop independence and self-confidence)*

   Elicit some ideas from students and write them on the board. These will form the main body of the essay.

2. Help students plan their essay. Go round the class offering guidance and support.

   Ask students to think about the introduction and conclusion.

   - How are they going to begin it? *(Give a background to the subject)*
   - How are they going to end it? *(Give a summary, and say whether it is better to study abroad or at home)*

Tell students that the introduction and conclusion should consist of one paragraph each, and each of the main body sections should also consist of a paragraph.

Model Essay

Is it better for Omani students to study abroad or at home?

Many Omani students think about studying abroad rather than at home, although not all students have the option. But there are advantages and disadvantages to both.

One advantage of studying abroad is that it can improve students' language skills. A degree from a foreign university can also lead to better job opportunities.

On the other hand, a disadvantage of studying abroad is that it is very expensive. In addition, students may suffer from homesickness and culture shock.

An advantage of studying at home is that students are close to their family and friends. They are in a comfortable and familiar

environment.

However, a disadvantage is that the choice of subjects may be more limited. Also, students will not develop the same kind of independence and self-confidence as students who study abroad.

To summarise, although studying abroad can be a very positive experience, individual Omani students should consider carefully whether it is the right choice for them.

Additional writing activity 3:

Here are some more suggested titles for essays which you can ask your students to discuss, then plan and write.

- The Qualities of a Good Teacher
- The Things I Enjoy Most (Least) About School
- My Goals for the Future
- Choices for Omani Students after Leaving School
- Ways that Parents Can Help Their Children Study

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

Lead-in

Students starting their tertiary education often have a challenging time during the first few weeks. There are so many new people to meet, and things for them to get used to. It is not just a case of getting used to a new system of teaching and learning, but also learning how to be independent and to look after themselves.

Universities and colleges run a special week before the semester starts for students to get used to their new surroundings and programmes of study. At SQU in Oman, a team of students called the SQU Rovers work closely with the Foundation Programme to help new students. They look out for new students and assist them with any problems to make their first few weeks of university life easier.

Note: Tell students they can find out more information about the SQU Rovers on the following social media sites: Instagram (squ_rovers); Facebook: (squ.rovers); YouTube: (roversqu) Twitter: (@squrovers)

Coursebook, page 24, Activity 1

Students identify with the student in the picture and imagine how he is feeling. In groups, they discuss the three questions.

Elicit that this is a new student. His problem is that he is new, and doesn't know where to go. He is feeling lost and confused and in need of help.

Coursebook, page 24, Activity 2

Students read the background information to the SQU Rovers, then do the listening activity. They have to listen for the problems which Nasser mentions, and write the letters in the order in which they hear them.

Before they listen, tell students to read through the eight problems listed so they prepare themselves to listen out for these topics in the talk.

Play **Listening 2.4.1**. Repeat as necessary.

Listening Script 2.4.1

Int = Interviewer

Int: So, Nasser, how do you and your team of Rovers help new students at SQU?

Nasser: Well, we work closely with the Foundation Programme to give new students every support. We set up stations around the university where they can easily find us, such as the cafeteria or in front of the mosque.

Int: What common problems do new students have?

Nasser: Let me see. The most common problem is **finding their way around.** The campus is big and they get lost very easily.

Int: So do they have problems getting to where they're supposed to be?

Nasser: Yes, many of them find it difficult **to be in the right place at the right time.** For example, during the first week, they have to take a placement test in English, Maths and IT to find out their level in those subjects. But sometimes they can't find the room where the placement test is.

Int: So you have to direct them to the right room?

Nasser: Yes. Another problem is that they aren't used to carrying their University ID cards all the time. They're always **losing their ID cards**, and that makes them very upset.

Int: How do you help them?

Nasser: We tell them not to worry, but to go to the Administration Office to report that they've lost their cards and get them replaced.

Int: Do new students get very homesick?
Nasser: Oh, yes, **they miss their families and friends a lot**, especially at first.
Int: What advice do you give them about homesickness?
Nasser: We tell them that everyone is going through the same thing so they don't feel so alone. And that it will get better as time passes. But many new students have never lived away from home before, and they find it very **difficult to manage on their own.**

Answers:
Problems mentioned in the talk, in the order in which they occur:
e, g, d, h, c, a

Problems not mentioned in the talk:
b, f

Coursebook, page 25, Activity 3

Students listen to the conversation between Nadia and Fatma. Before they listen, direct them to the picture and the three questions above it. The questions focus students on what to listen for.

Play **Listening 2.4.2.** Repeat as necessary.

Listening Script 2.4.2

Nadia: You look lost. Can I help you?
Fatma *(worriedly)*: Yes, I'm looking for Hall B. The place where the Director's going to give a welcome talk to new students. But I think I'm in the wrong building. Can you tell me where Hall B is?
Nadia: Don't worry. You're in the right building. Look, you see that door over there?
Fatma: The one on the right, or the one on the left?
Nadia: The one on the right. With the picture of the university beside it. **Are you with me**?
Fatma: **Yes, I see.**
Nadia: Well, go through that door and down the corridor and Hall B is at the end. You'll see a lot of new students inside.
Fatma: **Thanks, I'm clear now.** *(Pause)*. Can I ask you something?
Nadia: Sure, what is it?
Fatma: Are you a supervisor?
Nadia *(laughing)*: No, I'm a Rover.
Fatma: A Rover? **I'm not clear** what that is. **Do you mean** a kind of teacher?
Nadia: No, I'm a student too. I'm in my third year. I'm part of a group called the Rovers. We help new students to find their way around.
Fatma: Oh, that's great. **Could you explain** what's going to happen this week? I heard there's some kind of test for new students.
Nadia: That's right. The placement test.
Fatma: Placement test? **I'm not sure I follow you.** What's the placement test? Is it some kind of exam?
Nadia: No, don't worry. It's just to find out your level in English, Maths and IT. So they can put you in the right class.
Fatma: Oh, OK. **I understand.**
Nadia: **Are you clear about** how to get to Hall B now? Through the door and down the corridor.
Fatma: **Got it**! Thank you very much.
Nadia: You're welcome!

Answers:
a Fatma is looking for Hall B.
b Help new students to find their way around.
c To find out students' level in English, Maths and IT.

Coursebook, page 25, Soundbites

Direct students to the Soundbites box of phrases used in asking for, checking and confirming clarification. Ask them to read the phrases.

Coursebook, page 25, Activity 4

Play **Listening 2.4.3.** Get students to repeat the phrases, paying attention to the intonation.

Listening Script 2.4.3

Sound Bites

Asking for clarification

Can you tell me where Hall B is?
I'm not clear what that is.
Do you mean a kind of teacher?
Could you explain what's going to happen this week?
I'm not sure I follow you.

Checking clarification
Are you with me?
Are you clear about .....?

Confirming clarification
Yes, I see.
Thanks, I'm clear now.
I understand.
Got it!

Tell students to work in pairs. Student A chooses one of the three topics listed, and explains it to Student B. Student B interrupts Student A from time to time to ask for clarification about anything he/she doesn't understand, using the phrases in the Soundbites box.

Workbook, page 22, Activity 1

Direct students to the picture of the group of girls in Grade 12. As a grammar practice activity, students read the text about each girl and circle the correct form of the verb.

Answers:
A (1) study (2) do (3) in
B (1) perform (2) can't remember (3) about
C (1) study (2) get (3) for
D (1) want (2) has (3) making

Additional reading activity:

Ask students some quick questions to practise their scanning skills, such as:

a Who is worried about her exam performance? *(Asma)*
b Who wants to study abroad? *(Salima)*
c Who would like her own business? *(Maryam)*
d Who is interested in fashion design? *(Fatma)*

Students can continue to ask and answer questions in pairs.

Workbook, page 22, Activity 2

This listening activity continues the theme of talking about future plans introduced in Activity 1. Students listen to a conversation between a brother and sister. They decide if four statements are True or False, then rewrite the false statements with the correct information.

Play **Listening 2.4.4.** Repeat as necessary.

Listening Script 2.4.4

Maha: Hi Ali. Have you done your homework?

Ali: No, not yet. I've been thinking about something very important.

Maha: Something very important? What's that?

Ali: I'm worried about my future.

Maha: What do you mean?

Ali: Well, you know I'm in Grade 12 and this is my last year at school…..

Maha: Yes, so have you thought about your plans after you leave?

Ali: Well, I've got lots of exciting ideas. I want to go to university and study engineering.

Maha *(surprised)*: Really? Engineering?

Ali: Yes, I'd love to be an engineer. But there's a problem.

Maha: Ah……you mean because Dad wants you to study medicine.

Ali: Yes. He wants me to be a doctor just like him. *(Pause)* But what about you, Maha? I know you're still in Grade 11. But have you any idea about what you'd like to do?

Maha: Oh, yes! I want to be an IT programmer and design smart applications…….

Answers:
1 T
2 F. Ali wants to study engineering.
3 F. Ali's father is a doctor.
4 F. Ali is in Grade 12, but Maha is in Grade 11.

Workbook, page 23, Activity 3

Students interview each other about their plans for the future.

Before they begin, get students to write down a number of questions they are going to ask under the different headings. Go round the class, eliciting questions, and write them on the board as examples.
For example:

- What job do you want to do?
- Are you planning to go to university?
- Do you want to travel?
- What are your ambitions?

Encourage students not to respond to questions simply by answering 'yes' or 'no.' For example, if they are planning to go to university or college, they should say:

- which university or college they are planning to go to
- what subjects they want to study
- why they want to go there
- what they have found out about it (if anything)

Additional speaking activity:
As a follow-up activity, students can present the information about the other two students in their group to the rest of the class.

Workbook, page 23, Activity 4

Discuss poetry with students and find out their views. Do they like poetry? What are their favourite poems? Have they ever written a poem, and if so, what was it about?

Note: Students may remember reading a poem in English in Grade 11A, Theme 2, Unit 3 about how friendships can change during the teenage years. Some students may even have written their own poem on this topic.

The poem expresses the emotions that a student is experiencing on leaving school. The writer's emotions are mixed as he/she looks back on his/her schooldays. The writer is looking forward to the future, but is also remembering teachers and classmates with affection, and is fully aware of the importance of everything he/she has learned at school.

Before students read the poem, ask them to read the three discussion questions **a, b** and **c**. They can either then read the poem silently, or you can read it to them. Some students might also enjoy reading the poem aloud to a partner.

Alternatively, you can play the recording of the poem while students follow it in their books. Play **Listening 2.4.5.** Repeat as necessary.

Listening Script 2.4.5

Goodbye, School

There were times when it seemed that our school days, though happy,
Would go on forever, with no end in sight,
Till the moment that we could begin a fresh chapter,
For when we looked forward, our prospects were bright.

And now it's upon us, the end of this journey,
Our classmates will leave on their separate ways,
To the next stage, a job, a degree – something different,
An exciting new start full of colourful days.

But I can see clearly the things school has taught me,
The close friends who shared in both good times and bad,
The patience of teachers who helped with our learning,
And shared in the sense of achievement we had.

So we leave here in hope, well prepared for the future,
And soon our new life will take over – and yet
There'll be times I'll remember why school was important,
I'll value my memories, I will not forget.

Make sure that students understand the meanings of **prospects** (line 4), **patience** (line 11) and **achievement** (line 12). Also, the phrase **with no end in sight.**

Students then discuss the poem in groups and say whether they agree with the feelings and ideas expressed.

Additional writing activity:
Ask students to try their hand at writing a short poem in English about leaving school. The best poems could be read aloud in class, or put up on the walls.

If it is too difficult for students to make their poems rhyme, that is OK. They don't have to make their poems rhyme.

Encourage students to think about the following when writing their poem:

- how they feel (excited, sad)
- what they will miss about school (teachers, friends)
- what they are looking forward to in the future
- how they will look back on their schooldays

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

Lead-in

The focus of this unit is an interactive writing task. Students write a letter introducing themselves to a new English teacher. The activities in the Coursebook and Workbook all lead up to this task.

Coursebook, page 26, Activity 1

Students read the letter that a course co-ordinator at a university has written to new students. Discuss the function of a course co-ordinator with them.

Note: A co-ordinator brings people together and organises the way that they work together on an activity. A course co-ordinator draws all the different aspects of a course together – students, teachers and administration – and sorts out any problems so that the course runs smoothly.

Note: This letter is adapted from an actual task that students are asked to do in the first week at Sultan Qaboos University.

Discuss the structure of the letter with students. Ask them to note how the letter begins *(Dear….)*, how it ends *(Best wishes)* and how many paragraphs in the main body *(five)*.

Students decide on the purpose of the letter. The correct answer is **(d)**. The letter has three purposes.

Coursebook, page 27, Activity 2

In this activity, students examine the letter in more detail. In groups, they discuss the tone of the letter, and the punctuation.

Answers:

1 (a) (c) and (d). The tone is official, but in a friendly way.

2 (a) Capital letters are used at the beginning of sentences. They are also used in names – e.g. the name of a person *(Saif Al Jabri)*, a place *(The English Language Centre)* and a language *(English)*.
(b) Full stops are used at the end of sentences.
(c) Commas are used to indicate a pause – e.g. after *first, second and third* - or to break up a long sentence into more manageable sections.
(d) Apostrophes are used to indicate when two words have been joined together with some letters deleted *(you'll, Here's, don't, I'd)*

Additional punctuation activity:

If time allows, write some sentences up on the board and ask students if they need to use any apostrophes in them, e.g.

a There are some new buildings in our street. *(No. Apostrophes are not needed in plurals)*.
b Shes very late today. *(Yes, to indicate the contraction of 'She' and 'is')*.
c I cant go out this evening. *(Yes, to indicate the contraction of 'can' and 'not')*.
d I am from Oman. *(No. This sentence is correct. But you can also say 'I'm from Oman')*.
e He doesnt like shopping. *(Yes, to indicate the contraction of 'does' and 'not')*.

Workbook, page 24, Activity 1

This activity provides practice with answering multiple choice type questions. Go over the rubric, and make sure students understand they have to shade in the correct bubble for each item.

Answers:

1 three
2 the Course Co-ordinator
3 get to know them
4 what subjects they enjoy

You can ask students more questions about the

letter, for example, which piece of advice do they think is the most important, and if they can think of any other advice that would be useful for new students.

Workbook, page 24, Activity 2

Students correct the mistakes in a letter. They can either do this individually, or in pairs. Tell them to work through the types of mistakes one by one.

Note: This letter is intended as a proofreading exercise, and not as a model for the letter that students will be asked to write in Activity 3. However, it contains some useful ideas and phrases. A closer model for the letter which is the writing task of this unit is given in the Teacher's Book under Workbook, page 25, Activity 5.

Answers:

Capital letters:
'myself' doesn't need a capital letter (line 2)
'salalah' needs a capital letter (line 3)
'english' needs a capital letter (line 7)
'ahmed' needs a capital letter (line 12)

Full stops
Full stop needed after sentence ending with 'sisters' (line 4)
Full stop needed after sentence ending with 'here' (line 10)

Apostrophes
'Im' should be 'I'm' (line 5)
'dont' should be 'don't' (line 8)
'Im' should be 'I'm' (line 9)

Spellings
'fammily' should be 'family' (line 4)
'gim' should be 'gym' (line 6)
'week' should be 'weak' (line 9)

Coursebook, page 27, Top Tip

Direct students to the Top Tip. Tell them that when they are planning a piece of writing, they should make notes to help them remember their ideas. Notes should consist of key words, not complete sentences.

Coursebook, page 27, Activity 3

Students imagine they are writing a letter about themselves to their new teacher at college or university. The first step is to plan what they are going to write.

Tell students to read the letter in Activity 2 again. Ask them which paragraph tells them what they have to write about *(the third)* and how many things they have to write about *(four)*.

Ask students to find the phrases which tell them what they have to write about. These are:

- your family
- what you enjoy doing in your spare time
- what your plans for the future are
- your feelings and ideas about learning English

Ask them to copy the four headings into their exercise books and make notes under each heading about what they want to include. Emphasise that the notes should be key words, not complete sentences.

Note: For the 'learning English' section, students could write notes such as: 'like it'; grammar difficult'; 'not good at writing'; 'need more listening practice'.

Tell students to discuss their ideas with a partner.

Coursebook, page 27, Activity 4

This activity focuses on the difference between formal and informal language, and what is appropriate for different kinds of letters.

Students draw two columns into their exercise books, headed 'Formal language' and 'Informal language', and write the expressions into the appropriate column.

Tell students that two expressions can be found in both formal and informal letters.

Answers:
Formal language
I would be grateful if …
Yours faithfully …
I would like to …
Kind regards …
I am writing to …

Informal language:
Love from …
Have fun!
'Bye for now
Hi there!
See ya!

'Dear' is used to begin both formal and informal letters.
Although the phrase 'Best wishes' is an informal phrase, it is often found at the end of a formal letter with a friendly tone (as in Activity 2).

Workbook, page 25, Activity 3

Students write a draft of their letter to an English teacher, using the information in their notes in Coursebook, Activity 3.

Direct students to the Writing Guide on page 77 of their Workbooks. Go through the guidelines with them, and discuss the main elements of the structure and layout of the letter.

Tell students to write a draft of their letter into their exercise books. Allocate 20 minutes for them to write their drafts in class. Circulate around the classroom offering guidance and support.

When students have finished the draft of their letter, tell them to exchange it with a partner. Go over the editing checklist with them and make sure they understand it.

Note: Some students may believe that their teacher is the only one qualified to check their work. However, explain that it is important for them to practise editing their own and other students' work. Editing their own work is a skill they will need in exams and in the world of work.

First, students check their partner's letter for meaning and content. They go over their partner's letter and answer the question in Part 1 of the checklist. They underline in pencil any ideas they don't understand.

Students go over their partner's letter again, this time focusing on the language (questions 1-7) listed in the **Language** section of the checklist. Circulate around the classroom, offering guidance and support as students check their partner's letter.

Workbook, page 25, Activity 4

Students return their partners' letters, and give them feedback on what they have written. This is a good opportunity for students to ask specific questions and clarify their understanding of certain language points. Encourage them to use some of the language from the Soundbites box in Unit 4, which focused on asking for, checking and confirming clarification.

After students receive the first draft of their letters back, tell them they will be writing a second draft taking into account the comments and corrections their partner has made.

Note: Some of the comments and advice their partner has given may need to be disregarded, but it is also a useful lesson for students to be able to discriminate between which to discard and which to keep.

Ask students to choose the correct choice from the four options given about writing a second draft. The correct option is **b.**

Make sure that students understand the purpose of the second draft. They are not going to write a whole new letter. They are going to rewrite their original letter (their first draft), but correcting any errors and incorporating any changes. They are then going to write an improved copy (their second draft).

Workbook, page 25, Activity 5

Tell students to write the second draft of their letter. They should do this at home, and then give it to you. They should also attach their first draft to it, so you can see what changes have been made. After you have checked their second draft, they should write a final draft and put it into their portfolios together with the previous drafts.

You can use the model letter in the box as an example of layout and structure. But students' letters will differ in the information they contain.

A Letter to a Teacher

Dear Miss Claire,

I am writing this letter to introduce myself to you.

I was born in Rustaq, but later my family moved to Nizwa. I have four brothers and three sisters. My eldest brother and sister are both studying at university. My brother is studying in Leeds in the UK, and my sister is at SQU. All my younger brothers and sisters are still at school.

I don't have a lot of spare time because I have to study for my exams. But I love listening to music and going shopping with my friends. Sometimes we go to Muscat and spend time in the shopping malls there.

I love learning English and I'm good at listening and speaking. But I find writing difficult and I make lots of spelling mistakes. I try to practise English outside class as much as possible, and I watch English DVDs whenever I can.

As for the future, I would like a career in science, especially biological science. I'd like to travel too, especially to South America and Africa. One of my dreams is to climb Mount Kilimanjaro in Tanzania.

Best wishes

Asma

Across Cultures

Coursebook, pages 28 and 29
Workbook, page 26
Country Focus: France

Note: The names of the places mentioned in the Across Cultures section of this theme (France) have been recorded on the CD in order to help students with the pronunciation.

Listening Script

Across Cultures – France

the Loire valley
Mont Blanc
the Bastille prison in Paris
Napoléon Bonaparte
the Eiffel Tower
the Palace of Versailles
the River Seine
the Louvre Museum
Provence
Brittany
Normandy
Charles de Gaulle International Airport
the Tour de France

Reading for Pleasure

Coursebook, pages 30 and 31
Workbook, page 27
Rumaitha Al Busaidi: Preserving the Antarctic
Genre: Interview

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 32 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 32 of their Coursebooks, then turn to 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 complete the chart in Activity 3 on page 29 with 18 words of their choice from the theme – 6 verbs, 6 nouns and 6 adjectives. 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
The Land
the River Loire
Mont Blanc

History
Napoléon Bonaparte
the French Revolution

Paris
parks and gardens
the Eiffel Tower

Food
local recipes
simple ingredients

Travel and Transport
high-speed trains
the Chunnel

Sport
Tour de France
tennis tournaments

Activity 2
1 destination
2 released
3 romantic
4 recipes
5 extensive
6 tournaments

Activity 3
1 F
2 T
3 NG
4 T
5 F
6 NG

Answers to Review and Reference

Activity 2
a had taken ('d taken)
b had not wasted (hadn't wasted)
c had planned ('d planned)
d had played ('d played)
e had failed ('d failed)
f had not checked (hadn't checked)
g had made ('d made)

Activity 4
a homesick
b reduce
c deadline
d emotions
e terrifying
f placement test
g career
h co-ordinator
i edit
j positive
k campus
l Foundation Programme
m cope with

Theme 3
Tourism and Hospitality

Summary

Lead-in Activating prior knowledge of the topic area
Coursebook: Activities 1, 2 Discussion and vocabulary development

Unit 1 A Warm Welcome (Reading)
Coursebook: Activity 1 Reading and discussion
Coursebook: Activity 2 Multiple choice questions
Coursebook: Activity 3 Vocabulary development: matching
Coursebook: Activity 4 Using new words in sentences
Coursebook: Time to Talk Discussion about places to visit
Workbook: Activites 1, 2 Quiz: asking and answering questions
Workbook: Activities 3, 4 Reading and comprehension

Unit 2 Work and Travel (Grammar)
Coursebook: Activity 1 Reading for detail
Coursebook: Activity 2 Reading and matching
Coursebook: Grammar Recall First conditionals
Coursebook: Activity 3 Practice: first conditionals
Coursebook: Activate Your English Discussion about jobs
Workbook: Activity 1 Listening: multiple choice questions
Workbook: Activity 2 Practice: first conditional sentences
Workbook: Activity 3 Practice: correct verb forms
Workbook: Activity 4 Puzzle: discussion
Workbook: Activity 5 Grammar Practice Activities

Unit 3 Popular Destinations (Vocabulary)
Coursebook: Activity 1 Discussion
Coursebook: Activity 2 Reading comprehension
Workbook: Activity 1 Scanning
Coursebook: Top Tip Parts of speech
Coursebook: Activity 3 Vocabulary matching
Coursebook: Activity 4 Using new words in sentences
Workbook: Activity 2 Reading comprehension
Workbook: Activity 3 Vocabulary matching
Workbook: Activity 4 Crossword: vocabulary review

Unit 4 Service With a Smile (Listening & Speaking)
Coursebook: Activity 1 Discussion
Coursebook: Activity 2 Listening: multiple choice
Workbook: Activity 1 Vocabulary matching
Workbook: Activity 2 Listening: predicting and comprehension
Coursebook: Activity 3 Listening for specific information
Coursebook: Soundbites Complaining and responding to complaints
Coursebook: Activity 4 Practice: complaining
Coursebook: Activity 5 Role play and discussion
Workbook: Activity 3 Discussion

Unit 5 Eating Out (Writing)
Coursebook: Activity 1 Discussion
Top Tip: Essay organisation
Workbook: Activity 1 Listening and making notes
Coursebook: Activity 2 Paragraph ordering
Coursebook: Activity 3 Writing a story ending
Coursebook: Activity 4 Planning a narrative essay
Workbook: Activity 2 Ordering stages of essay writing
Workbook: Activity 3 Matching sentence halves
Workbook: Activity 4 Analysing essay structure
Coursebook, Activities 5, 6 Planning and writing a narrative essay

Lead-in

This theme focuses on the tourism and hospitality industries, which are rapidly developing and expanding in Oman. It also aims to raise student awareness of the types of careers these industries offer.

Before starting the theme, make sure that students understand the meaning of 'hospitality.'

Hospitality: Friendly reception and treatment of visitors and guests in order to make them feel welcome.

Note: If students require further information about training and career opportunites, you can refer them to the Oman Tourism College (OTC) and the National Hospitality Institute (NHI) websites. The former is www.otc.edu.om and the latter is www.nhioman.com

Coursebook, page 33, Activity 1

Ask students to discuss the picture in groups. Ask them to comment on who the people in the picture are, where they are and what they are doing.

This is a picture of students with their trainer at the National Hospitality Institute in Muscat. The students are trainees on the professional cookery diploma course. They are training to be chefs.

Coursebook, page 33, Activity 2

Students read the short text and check the meanings of the words and phrases in bold, using dictionaries if necessary. They can work individually or in pairs. Tell students to copy the words and phrases 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 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.

hospitality industry: group of industries relating to travel and entertainment
source: place where something comes from
employment: work
chefs: professional cooks
cabin crew: group of people who take care of passengers on a plane or ship
cruises: holidays at sea on large ships
stunning: extremely attractive or beautiful
scenery: natural features of a country such as mountains, deserts and forests
variety: different things
training: teaching someone to do a particular job or activity
skilled: having the ability and experience to do something well
professionals: people who work in jobs that need special education and training
formal: official
qualifications: something such as a degree or diploma that you get when you finish a course of study

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

Lead-in

Ask students to think about the title of the unit, *A Warm Welcome,* and discuss its relevance to the title of the theme – *Tourism and Hospitality.* Why is it important to give tourists a warm welcome? (so they can recommend their experience of a country to others so that it will attract more and more visitors). Point out that it is an important part of Omani culture to show respect for others.

Ask students to consider Oman as a tourist destination and to think about the importance of tourism in Oman. As students will discover in

Coursebook, Activity 1, in 2015 the *New York Times,* a very prestigious newspaper, listed Oman as Number 20 out of the top 52 tourist destinations in the world. Why do students think the newspaper recommended Oman so highly? What makes it so popular with tourists? (wonderful scenery, friendly people, variety of things to see and do, good amenities). Oman is also a very safe country where visitors can feel secure.

Ask students what changes they can see which indicate that tourism in Oman is growing (more hotels being built, more travel agencies being established)

Coursebook, page 34, Activity 1

Students read the views of six tourists of different nationalities expressing what they found most enjoyable about Oman. They discuss the title in groups and think of some alternative titles.

The title is a good one because it shows that there are many aspects to Oman and that different types of tourists can all find something to enjoy. Oman is a country with diverse attractions.

Suggestions for alternative titles could be *Six Views of Oman; Different Aspects of Oman; Why Visitors Love Oman.*

Go round the groups, eliciting alternative titles. Write a selection of titles on the board and ask the class to decide on the best one.

Coursebook, page 35, Activity 2

This activity provides practice with multiple choice questions. Go over the rubric, and make sure students understand that they have to shade in the correct bubble for each item.

Answers:
1 Jebel Shams
2 different kinds of scenery
3 all historical things
4 flamingoes

Coursebook, page 35, Activity 3

This activity focuses on vocabulary development. Students match words with meanings.

First, ask students to try and guess the meanings from the context in the texts in Activity 1. After doing the matching exercise, they should check the meanings in their dictionaries.

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

Coursebook, page 35, Activity 4

Students practise using the words listed in Activity 3 in sentences. They should write complete sentences into their exercise books.

Answers:
a wildlife
b explore
c awesome
d canyon
e trek
f proud

Coursebook, page 35, Time to Talk

In groups, students explain to each other about

a place they would like to visit and why. Tell students to make notes about the place before they start telling their group about it.

Encourage the other members of the group to ask questions about the places being described.

Additional writing activity:
Ask students to write a paragraph about their chosen place, and why they would like to visit it.

Workbook, page 30, Activity 1
Students read the questions in the quiz about Oman, then discuss them in their groups. They circle the option which they think is correct from the three choices given. If they don't know an answer, encourage them to guess.

Explain to students that they are going to hear an excerpt from a quiz show, with a host asking a contestant the questions. As they listen, they will be able to check their answers. Make sure they understand the meaning of 'contestant'.

Contestant: Someone who takes part in a competition.

Play **Listening 3.1.1.** Repeat as necessary.

Listening Script 3.1.1

Contestant (Con)

Host: Good evening. Let's begin our quiz about Oman and find out what you know about this beautiful country. Here's question number one. How long is Oman's coastline? 1000 kilometres, 2000 kilometres or over 3000 kilometres?
Con: Let me see. I think it's over 3000 kilometres.
Host: That's right. Question number two. How big is Oman's population? 2.5 million, 3 million, or over 4 million?
Con: Er… over 4 million?*
Host: Right again. Well done. Now for question number three. How many countries border Oman? Two, three or four?
Con: Four?
Host: No, sorry, it's three. Saudi Arabia, Yemen and the UAE. Question number four. What place in Oman is a UNESCO heritage site? Nizwa Fort, Jibreen Castle or Bahla Fort?
Con: Um…Jibreen Castle?
Host: No, it's Bahla Fort. It became a UNESCO heritage site in 1987.
Con: Oh yes, that's right.
Host: Let's move on to question number five. This one's about animals.
Con: Oh good, I like animals.
Host: Which animals are not found in Oman? Leopards, wolves or bears?
Con: Oh, that's easy. Bears.
Host: Correct. Question number six. Where can you find a famous rock garden? Duqm, Sohar or Salalah?
Con: Sorry, I've no idea.
Host: Well, take a guess.
Con: OK. Duqm.
Host: Excellent. Moving on to question number seven. This is a question about birds. How many species of birds are there in Oman? About 50, 100 to 150, or nearly 500?
Con: 500 sounds too many. I'll go for 100 to 150.
Host: I'm afraid that's the wrong answer. It's nearly 500. Question number eight. What year did Cyclone Gonu happen? 2006, 2007 or 2008?
Con: Oh, I know that. 2007.
Host: Excellent. Question number nine. How far is Masirah Island from the mainland? 15 kilometres, 30 kilometres or 45 kilometres?
Con: Oh, dear, I haven't a clue. I'll make a guess. 30 kilometres.
Host: Sorry, that's not right. It's 15 kilometres. Now for our last question. When is the best time to see turtles in Oman? February, July or October?
Con: July?
Host: Very good! Well, that's the end of our Oman Quiz. Thank you for taking part. By the way, your score was 6 out of 10.

Con: Oh dear, that's not very good. I've got a lot of things to learn about Oman

*** Note:** At the end of March 2015, the population of Oman consisted of 4.15 million people including expatriates *(National Centre for Statistics and Information)*.

Answers:
1 (c) over 3000 kms
2 (b) over 4 million
3 (b) three
4 (c) Bahla Fort
5 (c) bears
6 (a) Duqm
7 (c) nearly 500
8 (b) 2007
9 (a) 15 kms
10 (b) July

Workbook, page 30, Activity 2

This fun activity is a way of providing further practice with reading, as well as asking and answering questions. Students work in pairs. They turn to Communication Activity 2 on pages 66 and 67 of the Workbook. Student A asks Student B the questions from Oman Quiz A on page 66. Student B asks Student A the questions from Oman Quiz B on page 67.

When students have completed the quiz, elicit the answers and write them on the board or display them on an OHT. Students should give their partners a score out of 10.

Answers:
Oman Quiz A
1 (a) halwa
2 (b) 3075 m
3 (c) a tree
4 (b) Singapore
5 (a) 2011
6 (c) fireman
7 (b) Sohar
8 (b) pottery
9 (c) frankincense
10 (b) 20,000

Oman Quiz B
1 (a) oryx
2 (c) Sur
3 (c) 2009
4 (b) 70
5 (c) skiing
6 (b) Dubai
7 (c) 11
8 (b) Salalah
9 (b) September
10 (a) the desert

Workbook, pages 30-31, Activity 3

Students read the text in detail, checking any unknown vocabulary in their dictionaries.

Note: Point out to students that this text, which describes a visit to a dolphin centre, is an example of a narrative essay. This is the type of essay which will be focused on in Unit 5 of the theme.

Workbook, page 31, Activity 4

This activity gives students practice with short answer type questions.

Answers:
1 (the) Royal Swim
2 eats (only) fish
3 across your stomach
4 smooth, shiny, hard (*alternative answer,* a giant aubergine)

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

Lead-in

The theme focuses on some jobs in the tourism and hospitality industries, and encourages students to think of employment in the wider world. The grammar focus is the first conditional and the first conditional with modal verbs.

Coursebook, page 36, Activity 1

Student read the five texts, each of which focuses on a different job. As they read, they list three skills and/or qualities needed for each job, which could be any of the following.

Note: If you feel that three skills and/or qualities are too many for students to list, ask them to list one skill for each job.

Skills and qualities needed:

A. Hotel Managers
- balancing several tasks
- keeping staff and guests happy
- handling problems with a patient and pleasant attitude

B. Chefs
- a passion for food and cooking
- selecting food, preparing meals and creating menus
- a good business sense

C. Tour Guides
- excellent communication skills
- good at different languages
- skilled in speaking in public
- patient

D. Travel Agents
- strong organizational skills
- good computer skills
- sales and marketing skills
- able to listen patiently to people's complaints

E. Airline Cabin Crew
- mixture of skills - the ability to be a nurse, a chef, a waiter or waitress, a babysitter and a cleaner
- work well in a team
- understand people's needs

Coursebook, page 37, Activity 2

Students read the text in Activity 1 again, then do the matching exercise about the responsibilities that go with each job. Make sure they write the numbers and letters into their exercise books.

Answers:

1 d
2 e
3 a
4 b
5 c

Coursebook, page 37, Grammar Recall

Direct students' attention to the Grammar Recall box. Go over the information at the top of the box about the formation and usage of the first conditional.

Direct students to the Grammar Reference section on pages 83 and 84 of the Workbook for further guidance and examples relating to the first conditional, and the first conditional with modal verbs.

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.

Note: When 'may' is used with the sense of possibility – e.g. 'She may visit London next year' its meaning is generally interchangeable with 'might'. In the past, the distinction between the usage of 'may' and 'might' was greater, but in

modern English, there is not much difference. www.oxforddictionary.com

Answers:

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

Coursebook, page 37, Activity 3

Students select the correct verbs from the choices given in each sentence. They should refer to the Grammar Recall section in order to complete the activity. Tell students to write out the complete sentences in their exercise books.

Answers:

a If I **get** good marks in my exams, I **will be** very happy.
b If you **visit** Oman, what places **might** you go to?
c If people **want** to stay healthy, they **should** eat a lot of vegetables.
d If he **doesn't work** harder, he **will lose** his job.
e If you **leave** the office after me, **could** you please switch off the light?
f If you **finish** your homework, you **may** watch a little TV.

Coursebook, page 37, Activate Your English

This activity gives students practice in fluency and also gives them a chance to express their ideas through discussion. Give students time to discuss, then go round the groups eliciting feedback. Guide students to think of other jobs in the hospitality industry for Question 3.

Note: Don't correct grammar or pronunciation mistakes while students are speaking. This will cause them to lose confidence. Make notes as they are speaking and then draw attention to mistakes afterwards, without naming the students who actually made them.

Additional writing activity:

As a follow up to the activity in Activate Your English, ask students to write a paragraph describing any job they would like to have in the future (it doesn't have to be in the hospitality industry). They should say why they would like this job, and mention the steps they need to take to prepare for it. Remind students to make notes about the information they are planning to include before they write their paragraph.

Workbook, page 32, Activity 1

In this listening activity, students have to choose the correct option out of three choices. Go over the rubric, and make sure students understand that they have to shade in the correct bubble for each item.

Play **Listening 3.2.1.** Repeat as necessary.

Listening Script 3.2.1

Agent: Good morning. How can I help you?
Salima: Well, next month it's my wedding anniversary and I want to surprise my husband with a wonderful holiday. Can you recommend some places?
Agent: Sure. If you go to Europe, you'll have a great time. If you go to London, you can see historic buildings like Buckingham Palace and the Tower of London. You might even see the Queen! And you can go shopping, of course. If you go to Paris, you can see the Eiffel Tower, drink coffee in pavement cafes and take a trip on the River Seine.
Salima: Hmm. But we've been to London and Paris before.
Agent: Well, if you don't want to go to Europe, you might want to think about somewhere else. What about Canada?
Salima: Canada? What can we do there?
Agent: Well, you could visit the Canadian

National Parks.
Salima: OK, so if we visit the National Parks, what can we see?
Agent: Beautiful scenery, mountains, forests, lakes, lots of different birds and animals like eagles, foxes and bears.
Salima: Bears? Oh dear. I don't like bears.
Agent: OK then, if you go to a city, you won't see any bears. And there are lots of things to do. For example, if you go to Toronto, you can climb the CN Tower.
Salima: Really?
Agent: Yes. It's over 550 metres high. And if you and your husband are feeling brave, you can do the EdgeWalk.
Salima: The EdgeWalk? What's that?
Agent: You go outside the top of the Tower and walk around it. The EdgeWalk is the highest hands-free walk in the world.
Salima: How exciting! So if we do the EdgeWalk, that will be a great adventure!
Agent: Yes, indeed. Here's my card. If you have any questions, just give me a call.
Salima: I certainly will. Thank you.
Agent: You're welcome.

Answers:
1 wedding anniversary
2 see historic buildings
3 go on a boat trip
4 eagles, foxes and bears
5 550
6 outside around the top

Workbook, page 32, Activity 2

This activity gives practice with making sentences in the first conditional. Tell students to check the sentences carefully. Apart from putting the verbs into the right tense, sometimes they will have to add other words to make the sentences grammatically correct. Point out the example sentence, in which 'a' has been added before 'great time.'

1. If you go to Canada, you'll have a great time.
2. If you visit Dubai, you'll see the tallest building in the world.
3. If you have good communication skills, you can be a tour guide.
4. If you travel around Oman, you'll meet some friendly people.
5. If you get a job in the hospitality industry, you'll have an interesting career.

Workbook, page 33, Activity 3

This activity gives students practice with selecting the correct grammatical tense from a number of choices.

Answers:
1 (b) want
2 (d) should
3 (a) looks
4 (c) walk
5 (c) visit
6 (a) can

Workbook, page 33, Activity 4

This is a fun discussion activity in which students use first conditional sentences to solve a puzzle.

Tell students to read the text. While they are doing this, draw a simple diagram on the board, showing the mainland and the island.

When students have finished, point to the diagram and get them to tell you where they should draw the boat (by the mainland.) Ask what the man has with him (a cat, a dog and some fish). Write these words, or draw pictures on the mainland near the boat. Or have the words on cards that can be stuck to the board and moved.

Ask more questions, such as:

- What does the man want to do?
- Why can't he take everything together?

- Can he take the dog and the cat together? Why/why not?

Put students into pairs or groups and give them time to discuss the puzzle and come up with a solution. If they get stuck, help them by moving the three things between the mainland and the island on your board diagram.

Answer:

1. The man takes the cat and the fish to the island.
2. The man brings the cat back to the mainland. He leaves the fish on the island.
3. The man takes the dog to the island. He leaves the cat on the mainland.
4. The man leaves the dog and the fish on the island and comes back to the mainland alone.
5. The man takes the cat to the island.

Workbook, page 33, Activity 5

The Grammar Practice activities on page 72 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 pages 83 and 84 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 **1** If you eat a lot of sweets, you'll lose your teeth.
2 If you don't exercise, you'll put on weight.
3 If you learn English well, you'll get a good job.
4 If you don't get a passport, you won't be able to travel.

2 **a** do not (don't) arrive. . . . . .will miss ('ll miss)
b will go ('ll go). . . . . .stops
c will be . . . . . do not (don't) go
d practise . . . . . will improve ('ll improve)
e will not (won't) play. . . . . finish

3 **1** (c) won't pass
2 (c) if I have
3 (a) call
4 (b) are
5 (d) will not

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

Lead-in

This unit focuses on the countries in the world most visited by tourists, and raises awareness about a popular kind of holiday – cruises. It also covers vocabulary matching techniques as well as giving further practice with reading.

As a lead-in, make sure that students understand the meaning of the title of the unit.

Popular: something that is liked by a lot of people.
Destination: place that someone is travelling to.

Ask students if, without looking at the text in Activity 2, they can guess the most popular countries in the world.

Coursebook, page 38, Activity 1

Students discuss questions **1** and **2** in groups. If students have not travelled outside Oman, and are therefore unable to discuss question **1**, tell them to move on to question **2** and give their reasons as to why they would like to visit certain countries.

Coursebook, page 38, Activity 2

Students read the text about the world's most visited countries. They should read the text in detail, and check any unknown vocabulary items as they go along.

When students have finished reading, ask them if they are surprised by the list of countries mentioned. Are there any other countries which they think should have been included in the list? Ask them to give their reasons.

Workbook, page 34, Activity 1

This activity, which relates to the text in Coursebook, page 38, Activity 1, gives students practice with scanning a text to find specific information. It also gives practice in answering questions with short answers.

Tell students to read each question carefully first and identify the key word or words. The key words will direct them to the part of the text where they will be able to find the correct answer.

For example, in question number **1**, the key word is **report.** Once students have identified this, it will quickly direct them to the section of the text where a report is mentioned (paragraph 1). They will then be able to find the answer easily (World Tourism Organisation).

Note: Students may not be familiar with the meaning of 'body' in Question 1. Make sure they understand that 'body' can be used in the sense of 'organisation' or 'group of people who work together to do a particular job.'

Key words in questions:
1 report…..2014
2 food
3 Muslims
4 Ephesus
5 Scotland and the Lake District
6 Modern building…..China

Answers:

1 (the)World Tourism Organisation
2 France, Spain, Italy
3 the Alhambra Palace
4 an ancient city
5 beautiful mountains and lakes
6 Shanghai World Financial Centre

Coursebook, page 39, Top Tip

The Top Tip advises students to identify what part of speech a word is (noun, verb, adjective, adverb) before trying to find a word or phrase

with a similar meaning. Words or phrases with different parts of speech cannot match each other. This means that students have to know the parts of speech very well.

Give students a few words at random and ask them to tell you what part of speech they are. Or give students a part of speech, and ask students to name some examples of it.

Coursebook, page 39, Activity 3

This activity gives students practice with matching words and meanings, thus expanding their vocabulary. They find the closest matching meaning for each vocabulary item from the three options given. Students can do this individually or in pairs.

For each set of choices, students should identify the option which is a different part of speech from the headword, and eliminate it. For example, in the first set of choices, option **c** is a noun – 'major' meaning 'officer in the army'. This is clearly not the correct answer, not only because it is a different part of speech, but from the context as well!

The correct choice must be an adjective – in other words, option **a** or option **b**. Students have to decide which option makes the best sense (option **b**).

Ask students first to go through the list of words and identify each one's part of speech.

1 major = adjective
2 flagship = noun
3 architecture = noun
4 steadily = adverb
5 variety = noun
6 draw = verb
7 interest = noun
8 flock = verb

Students then decide on the correct option from the three choices given.

Answers:

1 b the most important
2 c best and most important one
3 a design of a building
4 b slowly and continuously
5 c different types of things
6 a attract
7 b appeal
8 c go somewhere in large numbers

Coursebook, page 39, Activity 4

Students make up sentences of their own and write them into their exercise books, to show their understanding of the words. They compare their sentences with a partner's sentences.

Go round the class, eliciting sentences, and write some examples up on the board.

Workbook, page 34, Activity 2

As a lead-in to this activity, ask students if they would like to go on a sea cruise, and if so, where they would like to go.

Note: Oman is a popular destination for cruise ships, and students who live in Muscat may have seen cruise ships off the Corniche in Muttrah.

Students read the text and then answer the comprehension questions underneath. There is no limit on the number of words in each answer.

Answers:

1 (a) holidays on large ships
(b) floating luxurious hotels
2 The amenities and the voyage itself.
3 *Any three of the following:*
Shops, fitness centres, security, medical and maintenance departments.

Workbook, page 35, Activity 3

This activity gives students further practice with matching vocabulary and meaning.

Answers:

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

Workbook, page 35, Activity 4

In this fun activity, students complete sentences with the words listed on the left in Activity 3. They use the words to complete a crossword puzzle.

Note: In English, ships and cars are traditionally considered feminine. Therefore 'her' is used to refer to the Titanic in the clue for 3 Down.

Answers:

Across

2 superb
4 massive
6 luxury
7 staff

Down

1 amenities
3 voyage
5 security

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

Lead-in

This unit raises further awareness of Oman as a tourist destination, and introduces students to courses in tourism and hospitality. It also focuses on the language used in complaining, and responding to complaints.

Coursebook, page 40, Activity 1

In groups, students consider Oman as a tourist destination and discuss questions **a – d.** Over a million tourists visit Oman every year and the number is growing. Students are asked to consider the future of the tourist industry in Oman, and whether they would consider a career in tourism and hospitality.

Coursebook, page 40, Activity 2

Students listen to the conversation and choose the correct option out of three choices in a number of statements. Before they listen, ask them to read through the statements and choices to prepare them for the kind of information they are listening for.

Play **Listening 3.4.1.** Repeat as necessary.

Listening Script 3.4.1

Tutor: Good morning. Can I help you?
Mariam: Yes. Can you tell me what courses you have in management please?
Tutor: Certainly. We have three management courses – tourism and hospitality, tourism marketing and events management.
Mariam: Well, tourism marketing sounds interesting. No wait…..I think events management sounds even more interesting. What is it exactly?
Tutor: Well, the events managements course teaches you everything about planning, designing and organizing events. For example, conferences, entertainment and sporting events, festivals and exhibitions.
Mariam: I see. How long is the course?
Tutor: Actually, we have two different courses. One is a four year programme leading to a Bachelor of Science Honours degree.
Mariam: Four years? Oh dear. That's a long time.
Tutor: But it's worth it because you get a degree from our partner institute, the Dublin Institute of Technology in Ireland. So when you graduate, you'll be able to work not only in Muscat, or Dublin, but anywhere in the world.
Mariam: Hmm. You said there were two courses in events management. What's the other course?
Tutor: Well, if you're looking for something shorter, you can take our diploma course. That's only two years. We also offer part-time options.
Mariam: I see. I'll think about it and decide which course to apply for. Thank you very much!

Answers:
1 b **3** c
2 a **4** c

Workbook, page 36, Activity 1

This matching activity familiarises students with some of the more challenging vocabulary items they will hear in the listening text which follows in Workbook, Activity 2.

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

Workbook, page 36, Activity 2

This activity gives students the chance to review prediction skills. Before they listen to the dialogue, ask them to read the table with the seven topic areas. Go over it with them and predict the *kind* of information they are going to be listening for in each area. As the example indicates, the answer to question **1** will be a time, because the question starts with 'When'.

Answers for the second column;
1 time
2 name (of a course)
3 reason
4 length of time
5 thing
6 kind of facilities
7 reason

When students have had enough time to familiarise themselves with the table, play **Listening 3.4.2.** Repeat as necessary.

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

Listening Script 3.4.2

Receptionist = Recept

Recept:	Can I help you?
Hassan:	Good morning. My name's Hassan Mustafa. I've got an appointment with Mr Abdullah Akram.
Recept:	What time?
Hassan:	9.30.
Recept:	Oh yes. Go straight down the corridor. You'll find his office on the left.
Hassan:	Thank you. *(Sound of walking down corridor. Knock on door.)*
Abdullah:	Come in!
Hassan:	Mr Akram? I'm Hassan Mustafa.
Abdullah:	Oh yes, Hassan, of course. Please come in and sit down.
Hassan:	Thank you. *(Sound of chair moving)*
Abdullah:	Right, first I'll give you an overview of what we do here. We offer a wide range of vocational courses to train students for jobs in the hotel and travel industries. Are you interested in any particular course?
Hassan:	Yes, I'd like to train to be a chef. Do you have any **courses for chefs**?
Abdullah:	We do, but first let me ask you a question. Do you have any experience of cooking?
Hassan:	Yes, I've been working in a local restaurant since I left school two years ago. That's given me good experience. But now I want to move on. **I want to apply for a job in a five star international hotel. But I need some formal qualifications.**
Abdullah:	Don't worry, we can help you. We have lots of students in your situation. You've already got experience and skills as a chef. So you can take our certificate course for advanced chefs.
Hassan:	I can't afford to take a lot of time off work. How long does the course last?
Abdullah:	**Eighteen months**. But you can do it as a day release course. You come to the Institute for only one day a week, so you can continue in your normal job as well.
Hassan:	That sounds great.
Abdullah:	And at the end of the course, you'll get **a certificate which is recognized all over the world.**
Hassan:	Excellent. What kind of training facilities do you have?
Abdullah:	We have **a training kitchen with special equipment.** You'll watch our expert chefs and then practise yourself.
Hassan:	What are the prospects for a chef's job in Oman?
Abdullah:	Excellent! There are **new hotels and restaurants opening all the time. And they all need chefs!**

Coursebook, page 40, Activity 3

This listening activity introduces some language for complaining and responding to complaints.

Ask students some questions about complaints, such as:

- What situations might lead to complaints? (slow service in a restaurant, waiters bringing the wrong order, things in a hotel room not working properly)
- Have students or their families ever complained about something?
- What did they complain about?
- How did they go about making a complaint?

Tell students they are going to hear a discussion between a hotel receptionist and a guest complaining about his room. Their task is to identify the four things which the guest is complaining about, and what the receptionist promises to do about each one.

Before students listen, ask them if they can predict the *kinds* of complaints a hotel guest might have about his room (things not clean, things not working)

Tell them that as they listen, they should make notes in their exercise books to answer questions **a** and **b** After listening, they should compare and discuss their answers with a partner.

Play **Listening 3.4.3.** Repeat as necessary.

Listening Script 3.4.3

Receptionist = Recept

Recept: Good afternoon, sir. Can I help you?
Guest: I hope so. I've got a complaint about my room. In fact, I've got several complaints. I'm not very happy about it at all.
Recept: Oh dear. What's the problem exactly?
Guest: Well, when I booked the room, **I specifically asked for a room with a view of the sea.** I mean, this hotel is called the 'Ocean Beach Hotel', isn't it? **But instead, my room looks out onto a car park.** It's most disappointing.
Recept: I'm really sorry, sir. We're very short of rooms for tonight. I'm afraid we haven't any rooms with sea views left. But **I can change your room tomorrow.** Would that be all right?
Guest: I suppose so. Another thing is **that the towels in the bathroom are dirty.**
Recept: I'm terribly sorry. **I'll call house keeping immediately and ask them to bring you some clean ones.**
Guest: **And there's something wrong with the air conditioning. It doesn't work properly. The room's terribly hot.**
Recept: Oh dear. I can only apologise. **I'll call our maintenance department at once.** I'll tell them it's urgent. They'll do their best to fix it.
Guest: And **I called room service to order a cheese sandwich. I waited an hour but nobody came. I called them again and they brought me a chicken sandwich, not cheese.** I don't like chicken!
Recept: **I'll speak to room service and get them to change it.** I promise it won't happen again.
Guest: Good. I don't think they understand English very well. This is supposed to be an international five star hotel. But frankly, it's more like a two star hotel. It's just not up to standard.
Recept: I'm very sorry, sir!

Coursebook, page 41, Soundbites

Direct students to the Soundbites box of phrases used in complaining and responding to complaints. Ask them to read the phrases.

Play **Listening 3.4.4.** Get students to repeat the phrases, paying attention to the intonation.

Listening Script 3.4.4

Sound Bites

Complaining and Responding to Complaints

Complaining

I've got a complaint about my room.
I'm not very happy about it at all.
It's most disappointing.
And there's something wrong with the air conditioning.
It's just not up to standard!

Responding to Complaints

I'm really sorry.
I'm terribly sorry.
I can only apologise.
They'll do their best to fix it.
Please accept my sincere apologies.
I promise it won't happen again.

Coursebook, page 41, Activity 4

Students practise reading the phrases in the Soundbites box again. Then tell them to turn to the Communication Activity on page 66 of the Coursebook.

Students work with a partner and choose one of the four situations to role play. Encourage them to use the phrases of complaining and responding to complaints from the Soundbites box on Coursebook, page 41.

If time allows, students can choose one or more of the other situations to role play. Choose a few of the best pairs of students to act out their dialogues in front of the class.

Coursebook, page 41, Activity 5

In this discussion activity, students work in groups of four. They read through the problems which a tour guide might face, then choose one of the problems and discuss what they would do in that situation.

Ask students to present their ideas to the rest of the class, using phrases suitable for introducing hypothetical situations:

I think I would…..
I would probably…..
The best idea would be to…..

Additional writing activity:

Ask students to write up their answer in a paragraph.

Workbook, page 37, Activity 3

Students consider the phrase, 'The customer is always right.'

As a lead-in, ask students if they agree with this phrase, and if they think there may be times when the customer isn't right.

Note: The phrase, 'The customer is always right' was created by Harry Gordon Selfridge (1857 – 1947), the founder of Selfridge's, a very famous department store in London. The phrase is used by companies to convince (a) customers that they will get good service and (b) employees to give customers good service.

Criticisms of the phrase are that it makes employees unhappy when they know the customer isn't right. Sometimes customers can be very rude and aggressive.

Ask students to consider the four situations **A, B, C** and **D** in groups and decide if they think

the customer is right. If not, what could the waiter, airline staff and petrol service attendant say in order to avoid an unpleasant scene?

Additional writing activity:

Students can be asked to write up their answers for homework.

Additional speaking activity:

Students can be asked to create dialogues between the difficult customers and the service staff. Choose a few of the best pairs to act out their dialogues in front of the whole class.

Teachers can give students a selection of other situations involving complaints, and ask them to create their own dialogues in pairs – e.g. between a taxi driver and a passenger, a shop assistant and a difficult customer. If they wish, teachers can write down a number of situations on different pieces of paper, and ask students to select one, so they don't know in advance what the situation will be.

Note: The joke at the bottom of page 37 of the Workbook is part of a series of famous jokes beginning with a customer complaining about a fly in their soup. These jokes are quite old, and their origin is not clear, but some say they started in a restaurant in New York, where the waiters were notoriously rude to customers. For more information, and to find other jokes, tell students to google 'waiter, there's a fly in my soup'.

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

Lead-in

The focus of this unit is writing a narrative essay. The unit includes an overview of the stages involved in essay writing as well as an analysis of the structure of an essay.

Coursebook, page 42, Activity 1

In groups, students discuss the questions about eating out.

Note: It is recognised that not all students may have experienced eating out in restaurants. For this reason, the questions have been designed to cover eating out experiences in general – e.g. meals prepared in the houses of family and friends as well as meals in restaurants.

For the answer to question **d**, students could mention such things as:

- the increasing variety of restaurants in general. There is now a huge range of choice in food and price.
- the popularity of fast food restaurants
- the popularity of ready-made meals, take-away meals and home delivery

Go round the groups, eliciting students' ideas, and write a few up on the board.

Workbook, page 38, Activity 1

Ask students if they have a favourite type of restaurant. Tell them they are going to hear five people talking about their favourite restaurants. Each person has a different priority when choosing a restaurant.

Give students a few minutes to familiarise themselves with the pictures of the people, and the table, and the kind of information they are asked to listen for.

Play **Listening 3.5.1.** Students complete the table as they listen. Repeat as necessary.

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

Listening Script 3.5.1

Voice 1: **A.** I enjoy cooking a lot at home, and between you and me, I think I'm a pretty good chef. So when I go out to eat, I'm looking for somewhere where **the food is really special.** It has to be different from the food I can make myself. The **service** is important too – waiters who are attentive and efficient. The best kind of restaurant for me is **any French restaurant** – the French are brilliant chefs.

Voice 2: **B.** I love going out to eat. My husband earns a good salary and he takes me out to restaurants at least twice a week. For me **the atmosphere** is very important. My favourite kind of restaurant is a small quiet place with soft candlelight and romantic music – perfect for couples. There's **an Italian restaurant by the sea** which is our special place. It's very intimate and cosy.

Voice 3: **C.** I've got a wife and four kids, so whenever we go out to eat, it's got to be somewhere that offers **good value for money** – in other words, where the kids can stuff themselves as much as they want from the buffet. I love **family type restaurants** which have **a variety of Arabic or Indian food,** and where nobody minds if the kids run around.

Voice 4: **D.** I love to go to restaurants in **unusual places and settings.** That's very important for me. The most interesting restaurant I went to was **a place in Istanbul, in Turkey.** It was in an ancient

cistern built by the Romans – a massive underground place where people used to store water. It was a really hot summer's day outside but the restaurant was lovely and dark and cool inside.

Voice 5: **E.** I'm not very keen on going out to restaurants at all. They're a complete waste of time and money. If you ask me what's important about eating out, it's **speed**. Who wants to spend the evening sitting around eating? I mean, how boring! My favourite type of eating place is **any kind of fast food takeaway place which sells pizzas and burgers** – and the faster you can take them away, the better!

Coursebook, page 42, Top Tip

The Top Tip emphasises the importance of clear essay organisation with particular reference to narrative essays. The essay should flow smoothly, with the events in a clear and logical order, so that it is easy to read. A good introduction is also vital to catch the reader's attention.

Coursebook, page 42, Activity 2

In this activity, students are asked to put jumbled paragraphs into the correct order to form a narrative essay. The complete essay is an example of how events should be related in a clear and logical sequence.

Tell students to read the title first – *A Nightmare Meal*. They then read through all six paragraphs and identify the paragraph which gives a general background to the topic (paragraph **E**). This will be the first paragraph in the sequence.

Students look for words which link the paragraphs together. For example, 'He' at the beginning of paragraph **A** refers to 'the chef' at the end of paragraph **D.** This means that paragraph **A** follows on from paragraph **D**.

Answers:

1 E
2 C
3 B
4 D
5 A
6 F

Coursebook, page 43, Activity 3

Students decide on a good ending for the story and write it into their exercise books in two or three sentences. They can do this individually or discuss the ending in pairs or groups before writing it out. Encourage them to think of their own ideas, not just copy the sentences already given in the Coursebook.

Coursebook, page 43, Activity 4

Students work with a partner and discuss the twelve phrases listed in the activity. Check that they know the meanings of **cutlery, reasonable, cockroaches, décor** and **cosy.**

Tell students to draw two columns into their exercise books, and label one column **Good Restaurant** and the other **Bad Restaurant.** They discuss the phrases with their partner and write each phrase into the appropriate column.

Answers:

<u>Good Restaurant</u>
delicious food
varied menu
reasonable prices
attentive service
attractive décor
cosy atmosphere

<u>Bad Restaurant</u>
rude waiters
long wait between courses
dirty cutlery

large cockroaches
tables crowded together
errors on the bill

Additional speaking activity:
Ask students and their partners to discuss some more phrases and add them into the appropriate column.

Workbook, page 38, Activity 2
This activity focuses on the steps involved in the process of essay writing. Before students attempt the activity, tell them to check the meanings of **draft, revise** and **proofread** and write the definitions. Although these are essential parts of the essay writing process, they are often neglected by students.

Suggested Definitions:

- A **draft** can be defined as a piece of writing that is not yet in its finalised form.
- **Revise** means to change a piece of writing by adding new information, making improvements or correcting mistakes.
- **Proofread** means to read something through in order to correct any mistakes.

Writing a good essay takes time and thought. Tell students that when they write an essay, they should never hand in the first version (draft) of the essay. It will always be necessary to make changes – nobody can produce the perfect essay in their first attempt. This applies equally to native speakers when they write essays – not only learners of English.

Once students have produced a first draft, they should review it and look for ways to revise it, in order to improve the content and organisation. They may want to add, delete or move sentences. The final stage is proofreading, when they check for grammatical and spelling errors. Proofreading is an area often neglected by students.

Students put the essay writing steps into the correct order.

Answers:
1 Making sure that you understand the title.
2 Gathering your ideas together.
3 Planning and organising the essay.
4 Writing the first draft.
5 Revising the first draft.
6 Writing the final draft.
7 Proofreading the final draft.
8 Handing the essay in to your teacher.

Workbook, page 39, Activity 3
Students do the matching activity in order to help them understand the structure and purpose of the main parts of an essay.

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

Workbook, page 39, Activity 4
Students read the example of a narrative essay about an enjoyable meal out, then answer the questions about the structure of the essay.

Answers:
a five
b I have always…… It is easy
c The first sentence of any of the paragraphs.
d Any sentence which gives further details about the topic sentence, e.g. *Our waiter was efficient, helpful and friendly* (paragraph 3) or *The soup had a wonderful spicy flavour, and the fish was light and delicious* (paragraph 4).

Coursebook, page 43, Activity 5

This discussion activity prepares students for the main writing task of the unit – to write a narrative essay about an eating-out experience.

Students make notes about their ideas, then share and discuss them with their group.

Ask students to think about one of the best (or worst) meals they have ever had (it doesn't matter which). Ask them to consider why it was so excellent (disappointing). They can use the ideas suggested in the activity if these ideas are relevant to their own experience. Encourage them to add other ideas of their own.

Ask students to add some details to the general ideas they have chosen to focus on.

In groups of four, students take it in turns to tell the other members of their group about their best (or worst) eating out experience. Encourage their listeners to ask a few questions at the end. Remind students of the language covered in Theme 2, Unit 4, Soundbites which focused on asking for, checking and confirming clarification.

Walk around the classroom listening to students' experiences, and if time permits, ask a few students to recount their experiences to the whole class.

Coursebook, page 43, Activity 6

Tell students to write a short narrative essay about one of the best (or worst) meals out they have had. Refer them to the Writing Guide on page 79 of their Workbook for help with layout and language, and remind them to give their essay a suitable title.

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

Country Focus: Canada

Reading for Pleasure
Coursebook, pages 46 and 47
Workbook, page 41
The Transrapid Shanghai Maglev
Genre: Magazine Article

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 48 of their Coursebooks, then turn to 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 complete the chart in Activity 3 on page 43 with 18 words of their choice from the theme – 6 verbs, 6 nouns and 6 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 a French explorer
2 the United States
3 ice and snow
4 *Any of the following, provided the answer is not more than three words in total:*
black bears, caribou, moose, red foxes, Arctic hares
5 the CN Tower

Activity 2

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

Activity 3
1 a word meaning 'village'
2 only in the winter
3 Toronto
4 twice

Answers to Review and Reference

Activity 2
a want.....will cost
b visit.....should
c enjoy.....might
d drive.....could
e likes.....will love
f drive.....can

Activity 4
a massive
b destination
c trek
d draft
e awesome
f voyage
g canyon
h security
i revise
j amenities
k architecture
l proofread
m luxury

Theme 4
Travel and Transport

Summary

Lead-in Activating prior knowledge of the topic area
Coursebook: Activities 1, 2 Discussion and vocabulary development

Unit 1 Aviation Then and Now (Reading)
Coursebook: Activity 1 Discussion and reading
Coursebook: Activity 2 Skimming
Workbook: Activity 1 Reading: True/False/Not Given
Coursebook: Activity 3 Vocabulary development
Coursebook: Top Tip Pronouns as cohesive devices
Coursebook: Activity 4 Practice: pronouns
Workbook: Activity 2 Discussion
Workbook: Activities 3, 4 Timed reading practice
Workbook: Activity 5 Identifying and using verb forms
Coursebook: Time to Talk Discussion about energy forms

Unit 2 Congestion – A Growing Issue (Grammar)
Coursebook: Activity 1 Discussion
Workbook: Activity 1 Discussion
Coursebook: Activity 2 Reading comprehension
Coursebook: Grammar Recall Review: present perfect simple and continuous
Coursebook: Activity 3 Practice: present perfect simple and continuous
Workbook: Activity 2 Practice: verb forms
Workbook: Activity 3 Time phrases: for and since
Workbook: Activity 4 Discussion
Coursebook: Activate Your English Discussion using present perfect forms
Workbook: Activity 5 Grammar practice activities

Unit 3 Safety on the Roads (Vocabulary)
Coursebook: Activity 1 Discussion
Coursebook: Activity 2 Preparing for a listening text
Coursebook: Top Tip Multiple choice questions
Workbook: Activity 1 Practice: Multiple choice questions
Workbook: Activity 2 Vocabulary development
Workbook: Activity 3 Asking and answering questions
Workbook: Activity 4 Vocabulary development
Coursebook: Activity 3 Listening and chart completion
Coursebook: Activity 4 Discussion and role play

Unit 4 Jobs in Airports and Aviation (Listening & Speaking)
Coursebook: Activity 1 Discussion
Coursebook: Activity 2 Reading and matching information
Coursebook: Activity 3 Listening for specific information
Coursebook: Soundbites Asking for and giving explanations
Coursebook: Activity 4 Practice: asking for and giving explanations
Workbook: Activity 1 Discussion
Workbook: Activity 2 Listening comprehension
Workbook: Activity 3 Giving a talk from a fact file
Workbook: Activity 4 Discussion

Unit 5 The Train is Approaching! (Writing)
Coursebook: Activities 1, 2 Reading and discussion
Coursebook: Top Tip Conjunctions
Coursebook: Activities 3, 4 Practice: conjunctions
Workbook: Activities 1,2 Analysing the structure of an informative essay
Workbook: Activities 3, 4, 5 Planning and writing an informative essay

Lead-in
Ask students to consider different ways of travel and transport. How have transport systems changed, both globally and in Oman? Is travel getting easier, or have developments in transport brought new issues? (pollution, congestion)

Coursebook, page 49, Activity 1
Direct students' attention to the cartoon and ask them to discuss what point it is trying to make.

The cartoon shows the huge amount of congestion on the land and in the skies. Many people think of traffic congestion as applying only to roads, but the cartoon shows that these days it applies to air travel as well. The air space around the Earth is becoming more and more crowded with aircraft.

Coursebook, page 49, Activity 2
Students read the short text and check the meanings of the words and phrases in bold, using dictionaries if necessary. They can work individually or in pairs. Tell students to copy the words and phrases 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.

stressful: something that makes you feel worried, tense and nervous
congestion: crowding together of vehicles so that they can't move
road rage: violent and angry behaviour by drivers towards other drivers
statistics: sets of numbers representing facts or measurements
biofuels: fuel produced from living matter such as plants and trees
powering: supplying energy to make a machine work
commerical: related to business
air traffic control: directing pilots from the ground so that planes can fly in and out of airports in a safe and orderly way
ambitious: something that is good and worthwhile, but not easy to achieve
network: system of lines that are connected to each other

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

Lead-in
This unit focuses on aviation – from the invention of the first powered plane by the Wright Brothers to the way planes are powered today.

Note: During this unit, students will be given the opportunity for further timed reading practice if the teacher feels this is useful.

As a lead-in, ask students a few questions about flying, e.g.

- Have you travelled anywhere by plane?
- Where did you travel to and from?
- Do you enjoy flying? (Why/why not?)
- What is the longest flight you have been on? How long did it take?

Coursebook, page 50, Activity 1
Ask students to look at photographs **A** and **B** in groups, and discuss the two questions.

Photograph **A** is of a plane that uses conventional petroleum-based fuel. The problems caused by this fuel are carbon dioxide emissions, which contribute to global warming. There is an additional problem that petroleum-based fuel will run out one day.

Photograph **B** is of a solar-powered plane (for more details, see the Note below). Ask students if they can give examples of other things that solar power is used for (cars, boats). Ask them if they think that solar power will ever replace conventional fuel.

Background Information

Solar Power

The use of solar power is increasing. Some scientists predict that solar power will become the dominant source of electricity by 2050.

The plane in Picture **B** is of an unmanned aircraft which was developed by Aero Vironment Inc, a technology company based in California. It was developed for a National Aeronautics and Space Administration (NASA) programme and was called *Helios*, after the mythical Greek god of the sun. It flew on solar power in 2001 and set a world record for sustained altitude by staying in the air at almost 30,000 metres for 40 minutes.
Source: www.smartplanet.com/news/transport

On 9 March 2015, a solar plane, Solar Impulse 2, took off from Abu Dhabi in an attempt to fly on a 35,000 km journey around the world. Its first stop was in Muscat. The journey from Abu Dhabi to Muscat Airport took 12 hours. The plane had a wingspan of 72 metres, which is wider than a 747 Jumbo Jet, and weighed 2.3 tonnes.

Coursebook, page 50, Activity 2

Students skim the text and decide on the best of the four possible titles **a - d**. Ask them why they chose this title and rejected the other titles.

The best title is **c.** Titles **a** and **b** are too general, and title **d** refers to something mentioned in only one section of the text.

Ask students to read the text again, and note down any unknown vocabulary in their exercise books or vocabulary notebooks.

Workbook, page 44, Activity 1

This True/False/Not Given activity tests students' understanding of the text in Coursebook, page 50, Activity 2. Students do the activity, then correct the 'false' sentences by writing them out in their exercise books.

Note: When doing a True/False/Not Given activity, remind students that they should read each statement very carefully, paying particular attention to adverbs. For example, statement 3 is false, because the plane was powered *partly*, not entirely, by biofuel.

Answers:

a NG
b T
c F. The Virgin Atlantic plane was partly powered by biofuel.
d F. 171 passengers travelled on the KLM flight.
e T
f NG

Coursebook, page 51, Activity 3

Students read the text in Coursebook, Activity 2 again, checking the meaning of any unknown words and phrases in their dictionaries. They do the matching exercise, then make up sentences containing the words or phrases.

Go round the class eliciting sentences and write some sentences on the board.

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

Coursebook, page 51, Top Tip

The Top Tip gives students a suggestion for working with pronouns in order to improve their reading fluency. Tell students that pronouns are essential cohesive devices because they make a text read clearly and smoothly.

Coursebook, page 51, Activity 4

This activity gives students practice with understanding how pronouns link phrases and sentences in a text.

Check that students understand what a pronoun is, and ask them for a few examples. Write them on the board, e.g.

I, you, he, she, it, we, they, me, him, her, us, them, this, that, these, those

Note: You can refer students to the Grammar Reference section on page 85 of their Workbooks for more information about personal pronouns.

Answers:

1 they = airlines
this = reduce their carbon footprint
2 It = the (Virgin Atlantic) plane
3 It = the world's first commercial biofuel flight
4 This = biofuel
5 them = biofuels

Workbook, page 44, Activity 2

Direct students to the photo of the plane beside the text in Activity 3, as well as the title of the text. Ask them to consider the word **pioneer**. Can they guess what it means? Ask them to consider each meaning in turn. By eliminating the meanings which do not apply, they should arrive at the correct one (**c**). Tell them to check the meaning of **pioneer** in their dictionaries.

Note: Pioneer can be used both as a noun and a verb.

Ask students to work in groups and think of other pioneers and list them. Pioneers can be of various kinds – inventors, explorers, or people who are important in the early stages of the development of something.

Some examples of pioneers are:

- Ibn Battuta (Moroccan traveller and pioneer who visited over 44 countries)
- Marie Curie (Polish pioneer in the field of radioactivity)
- Yuri Gagarin (Russian cosmonaut and the first man to go round the world in space)
- Albert Einstein (German-born pioneer in physics)
- Francis Crick (British scientist and pioneer in DNA research)

His Majesty Sultan Qaboos Bin Said has been the pioneer of many developments in Oman such as environmental projects.

Workbook, page 44, Activity 3

Students read the text about the Wright brothers. This can be done either as a normal reading text or a timed reading text, depending on what the teacher thinks is most useful.

Note: If you decide to use the text for timed reading practice, review the procedure for doing a timed reading with students. Go over the steps as given in Workbook, Theme 2, Unit 1, page 16, Activity 3 and Teacher's Book, Theme 2, pages 28-29. If you decide not to use the text for timed reading practice, you can use the questions in the Reading Section on page 61 of the Workbook as normal comprehension practice.

Workbook, page 45, Activity 4

Students turn to page 61 of their Workbooks and do the comprehension questions. Remind them to follow the instructions and **circle** the correct answers.

Go over the answers with students. If they have done the activity as a timed reading, tell them to write their reading speed and their score out of 10 in the box under the questions.

Answers:

1 c
2 a
3 b
4 b
5 d
6 a
7 c
8 c
9 d
10 d

Workbook, page 45, Activity 5

Students identify the verb forms of the listed nouns and adjectives, then use the verbs in sentences of their own. Direct them to the example to make sure they understand what they have to do.

Answers:

a invent
b experiment
c glide
d demonstrate
e promise
f permit

Coursebook, page 51, Time to Talk

Students discuss the four statements in groups, and decide which view(s) they agree with. If teachers prefer, the discussion can be opened out to the whole class.

If time allows, ask students to consider other sources of energy – e.g. wind power, water power, solar power – and the benefits and drawbacks of each one.

Additional writing activity:

Ask students to choose an alternative energy form and write a paragraph about its advantages and disadvantages.

Coursebook, pages 52 and 53
Workbook, pages 46 and 47

Lead-in

Traffic congestion is a growing issue in many countries and cities, and Oman is no exception. Car ownership is increasing at a faster rate than effective measures against congestion. Even if students do not live in cities or areas directly affected by congestion, they may have visited other cities where traffic is heavily congested.

Ask students if they can name some cities which they have visited or heard about (or perhaps seen on TV) where congestion is an issue.

Coursebook, page 52, Activity 1

Direct students to the cartoon. Make sure they understand the meaning of **traffic jam** (in Miss Smith's speech bubble).

Traffic jam: A situation where the traffic can't move because too many vehicles are crowded together.

Ask students how they think Miss Smith is feeling? (worried, stressed, nervous) How is her boss feeling? (angry, impatient)

Students discuss questions **a, b** and **c** in groups.

Answers:

a Probable answers are *frustrated, angry, tired, nervous, impatient, irritated, stressed*. Other words that could be added are *annoyed, cross, worried, anxious, exhausted*.

b Open answers

c Open answers. Examples that students might give are:

- being late for school
- missing the start of an exam
- missing a hospital appointment
- missing a flight

Go round the groups, eliciting students' experiences so the best ones can be shared with the whole class.

You could also ask students if they think sitting in traffic is worse for a driver or a passenger, and to give their reasons.

Workbook, page 46, Activity 1

In groups, students consider further the issue of traffic congestion and the problems it causes. Ask them to discuss questions **a – c.** Go round the groups, eliciting feedback.

Answers:

a Open answers

b Congestion causes many problems such as:

- drivers get very stressed when they cannot move around and get blocked by traffic. People may be late for work and miss important appointments or even flights.
- there is an increased risk of road rage and road accidents as drivers get frustrated, angry and impatient
- increased congestion leads to environmental problems. More traffic causes more greenhouse gas emissions which results in more air pollution.
- local businesses are affected as customers cannot reach shops easily and may decide to avoid the city centre

c Some methods for reducing congestion which have been tried in Western cities are:

- encouraging businesses to organise 'car-share' schemes to reduce the number of vehicles on the road
- closing some streets to traffic except for taxis and buses
- introducing a 'congestion charge' so that cars entering the city at busy times have to pay a fee
- encouraging 'Park and Ride' schemes, where people park their cars in special areas a few kilometres from the city and are then taken into the city centre by bus

Other suggestions which students might have are:

- making parking charges very expensive and extending the times they apply in order to discourage people from bringing their cars into the city
- making fines for illegally parked cars heavier
- increasing the number of traffic wardens who patrol the streets looking for illegally parked cars
- exploring alternative forms of transport (public buses, metro, skytrains)

Go round the class, eliciting suggestions, and write them on the board. These suggestions will be useful for the additional writing activity in Coursebook, Activity 2 (see below).

Coursebook, page 52, Activity 2

Students read the letter from Miss Smith to Mr West, the director of her local City Council, about traffic congestion.

Make sure that students understand the phrase **beat the traffic** (second paragraph, first sentence).

Beat the traffic: Travel at a time when there is less traffic on the roads in order to avoid getting stuck in traffic jams.

Tell students to write the answers to questions **1** and **2** into their exercise books.

Answers:

a Miss Smith is worried that her boss is going to fire her. She also feels stressed and exhausted all the time because of traffic congestion.

b Miss Smith has tried to solve her problem by getting up earlier in the mornings. But this hasn't worked because the other drivers get up earlier too!

Additional writing activity:

Ask students to imagine they are Mr West, Director of the City Council, and write a reply to Miss Smith.

First, ask students to discuss with a partner some possible ways of easing congestion. Remind them of the suggestions elicited in the discussion in Workbook, Activity 1, and include one or two in the reply letter from Mr West.

Before students write their letter, go over ways they should organise their reply. As Mr West, they should:

- thank Miss Smith for her letter
- say that they realise many people are worried about traffic congestion and apologise on behalf of the City Council
- offer one or two solutions (refer to the suggestions from Workbook, Activity 1)
- finish by saying they will do their best to help Miss Smith

Remind students to begin and end their letters in a suitable way – e.g.

Dear Miss Smith,
Yours sincerely, John West

Coursebook, page 53, Grammar Recall

Direct students to the Grammar Recall box. Remind them of how to form the present perfect and the present perfect continuous tenses and the difference between their uses.

Direct students to the Grammar Reference section on pages 84 and 85 of the Workbook for further guidance and examples relating to the present perfect and present perfect continuous. The section on page 85 covers the differences between **for** and **since** in time phrases, and revision of personal pronouns.

With students, work through the sentences on the left of the Grammar Recall box, matching each one to a usage described on the right.

Answers:

1 d (an action or experience which started in the past and is still continuing)
2 c (an action which happened recently and which affects the present)
3 a (an action or experience in the past when the experience is more important than stating the time)
4 e (an action or experience which started in the past and which is still continuing) Note: **d** is also a possible answer
5 b (an action which started in the past but which is not finished – i.e. we expect the number of graduates to continue to increase)

Coursebook, page 53, Activity 3

Tell students to look back at the cartoon in Activity 1 and Miss Smith's letter in Activity 2. Get them to read the speech bubbles in the cartoon, and the letter again. Tell them to find two examples of the present perfect and three examples of the present perfect continuous. Students can choose from any of the examples below.

Examples of the present perfect in the cartoon:
Where **have you been**?
I've been stuck in a traffic jam.

Examples of the present perfect in the letter:
…. **I've been** late for work because of traffic congestion.

Examples of the present perfect continuous in the cartoon:
I've been waiting for you for over an hour.
I've been calling you all morning.

Examples of the present perfect continuous in the letter:
I've been getting up earlier…
I've been getting to work …
I've been staying late and **working** …

Students choose the best form of the verb in each of the sentences **a – g.**

a decided
b been studying
c escaped
d been playing
e caught… been fishing
f been crying
g seen

Workbook, page 46, Activity 2

This activity gives students practice with the usage of different verb forms. They read the text and circle the best forms of the verbs.

Although the purpose of this activity is grammar practice, teachers can also ask some comprehension questions to check students' understanding, such as:

1 What was the increase in car ownership between 2013 and 2014? *(10%)*
2 Why does congestion increase the risk of accidents? *(drivers speed to make up for lost time)*
3 Where does Ali Al Harthy travel to every day? *(a college in Al Hail)*
3 How many cars were there in Oman in 1970? *(fewer than 1000)*

Answers:

1 have been flooding
2 find
3 arrive
4 increases
5 have lost
6 travels
7 were
8 has been growing
9 took
10 will continue

Workbook, page 47, Activity 3

This activity focuses on the usage of **for** and **since.** Refer students to the Grammar

Reference section on page 85 of the Workbook.

The activity has two parts. First, students have to find an example of both **for** and **since** in the text in Activity 2, before completing a number of sentences with **for** or **since.**

Examples in the text:
For – For many years, congestion was not an issue in Muscat (para 4)
Since - But **since** last year, congestion means it can be double that time (para 3)

Answers:
1 I was stuck in traffic **for** half an hour this morning.
2 I've been waiting for you **since** 3 o'clock.
3 We haven't been to the cinema **for** a long time.
4 She hasn't eaten chocolate cake **since** her birthday party last week.
5 I haven't been to Dubai **since** my trip in 2011.

In the second part of the activity, students have to decide whether a number of time phrases are used with **for** or **since.**

Answers:

1 since	**3** since	**5** for
2 for	**4** since	**6** for

Finally, students write a few time phrases of their own into their exercise books, and ask a partner if they should be used with **for** or **since.** You could also make this into a competition between groups of students.

Workbook, page 47, Activity 4

This activity creates an opportunity for free discussion on the topic of congestion. Students work in groups of four with each person taking one of the roles outlined in the activity.

Students decide on a character then turn to Communication Activity 3 on page 68 of their Workbooks. Give them time to read about their character before beginning their discussion. Encourage them to add some character details of their own to make the discussion more interesting.

Coursebook, page 53, Activate Your English

This activity gives students practice in fluency as they work with a partner to create simple dialogues using the present perfect and present perfect continuous.

The activity is based around planning a party, and gives a number of suggestions of things which need to be done in preparation. Encourage students to think of more things they need to do when planning a party, and make up similar dialogues.

If time permits, give students other situations that involve planning – for example, planning a holiday or studying for exams.

Example: Planning a Holiday
Student A: Have you packed your suitcase yet?
Student B: I've been packing it all morning!

Example: Studying for Exams
Student A: Have you done your vocabulary revision yet?
Student B: I've been revising it all week!

Workbook, page 47, Activity 5

The Grammar Practice activities on page 73 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 pages 84 and 85 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 **1** How long has Ahmed been driving that car?
2 How long has that man been standing outside?
3 How long have your friends been working in the bank?
4 How long has Mariam been chatting on the phone?

2 **a** F. He's been playing football for two hours.
b F. I've been waiting for him since this morning.
c F. It's been raining since Thursday.
d T
e F. Asma's been living here since January.
f T

3 **1** Have they arrived yet?
2 How long have you known Ali?
3 Nadia is exhausted these days. She has been working too hard recently.
4 I have (I've) been living in my current house for five years.
5 Help! I've lost my phone.
6 Where have you been? I've been waiting for you for hours.

Coursebook, pages 54 and 55
Workbook, pages 48 and 49

Lead-in

This unit focuses on a topic of increasing concern in Oman – road safety. Spend a few minutes discussing the measures that are being taken to improve road safety awareness.

Note: You can refer students to the website www.salimandsalimah.org which gives detailed information about road safety measures for parents and children. You can also discuss the Shell Road Safety Awards, an annual nationwide road safety awareness competition sponsored by Shell and launched in schools in February 2005 in association with the Ministry of Education and the Royal Oman Police. You can find out more by googling 'Shell road safety awareness awards in Oman.'

Ask students if they or any of their friends drive, or are planning to learn to drive. Ask questions, such as:

- How do you feel about driving? (excited? nervous?)
- What do you think are the main hazards in driving?
- What qualities must a good driver have?

Coursebook, page 54, Activity 1

Students work with a partner and discuss the three questions. If you prefer, they can do this in groups. Give them time to discuss the questions, then go round the groups to elicit feedback.

Answers:

a This photo was taken at the Traffic Safety Institute in Muscat. The ROP officer is talking to a group of schoolchildren about road safety. The green car is a simulator car which is used to demonstrate the importance of wearing a seatbelt. You put the seatbelt on, and the car turns upside down so you can experience what it is like to be in an overturned car. The only thing that keeps you safely in place is the seatbelt. Once you have experienced this, you will never travel in a car without a seatbelt again!

b Possible answers are that drivers and passengers should pay attention to wearing seatbelts at all times, and make sure that children are wearing seatbelts too. They should make sure that babies and small children are in child safety seats.

c Newly qualified drivers should be particularly careful, and go out with an experienced driver whenever possible. They should avoid driving during busy times on the roads. If they do not feel confident, they should spend extra time practising, and take more lessons if necessary.

Coursebook, page 54, Activity 2

This vocabulary activity precedes a talk by a ROP officer about the work of the Traffic Safety Institute in Muscat. Students will hear the talk in Workbook, page 48, Activity 1.

Students read through the list of words in Coursebook, Activity 2. They guess their meanings and match each word to one of the three definitions given. Tell them to check the meanings in their dictionaries to see if they guessed correctly, then write the words and their meanings into their exercise books.

Answers:

1 b
2 a
3 c
4 b
5 a
6 c

Note: The photo in Activity 2 shows an ROP officer educating a young Omani boy about traffic rules and regulations, using equipment provided by Shell.

Coursebook, page 54, Top Tip

Direct students to the Top Tip. Remind them that multiple choice questions are a common type of question in reading and listening exams.

A good technique is to eliminate the answers which do not apply. The remaining answer will be the correct one. Students should also pay attention to qualifying words like 'never', 'sometimes' and 'always'. Such words can turn a choice that would otherwise be correct, into an incorrect one.

Workbook, page 48, Activity 1

Give students time to read through the statements before playing the talk by the police officer. Make sure that students understand they should circle the letter of the correct answer. Tell them the statements are in the same order as the information in the talk.

Play **Listening 4.3.1.** Repeat as necessary.

Listening Script 4.3.1

The Royal Oman Police, or ROP, have been very active in increasing road safety awareness. They have set up speed limits and installed cameras and radars on main roads. In residential areas, they have put speed bumps across roads to slow down traffic.

In spite of these measures, the accident statistics remain worrying. Many people think, 'An accident will never happen to me.' But in 2014 there was a total of 6,717 road accidents in Oman. The number of fatalities – in other words, the number of people killed on the roads – was 836.

If drivers are caught driving without a driving licence, they are punished by a fine of 75 Omani rials and sent to jail for a minimum of 48 hours - longer if they have been involved in an accident. There is also a fine for the owner of the car to pay.

The ROP are especially keen to raise road safety awareness among young people. They regularly visit schools and colleges to give talks about road safety. They also invite schoolchildren to the Traffic Safety Institute to talk about road safety. There, they use a simulator to teach children about the importance of wearing a seatbelt.

The advice from the ROP for new drivers is that they should practise what they have learned in their training. They should avoid driving at busy times and only go out on the roads if a more experienced driver goes with them. They should remember that accidents can happen to anyone, and respect the rules of the road at all times.

To sum up, the police emphasise that road safety is the responsibility not only of the police, or drivers and passengers, but of all members of society.

Answers:

1 a
2 c
3 b
4 c

Workbook, page 48, Activity 2

This activity focuses on some language associated with trends. Check that students understand the meaning of **trend** (the way a situation changes over a period of time).

Note: The language of trends is very useful for writing a report which describes something changing over time.

Point out to students that certain verbs and nouns are commonly used to refer to trends, for example, **increase** and **decrease** can be used as verbs and nouns – i.e. **increase, an increase; decrease, a decrease.** Nouns are often followed by the preposition **in –** for example, *an increase **in** crime, a rise **in** the number of divorces.*

Students complete the table, using their dictionaries if necessary.

a increase - go up (noun = an increase)
b decrease - go down (noun = a decrease)
c rise - go up (noun = a rise)
d drop - go down (noun = a drop)
e fall - go down (noun = a fall)
f grow – go up (noun = growth)
g expand – go up (noun = expansion)
h reduce – go down (noun = reduction)

Workbook, page 49, Activity 3

Students read the table about traffic statistics in Oman between 2011 and 2014. With a partner, they ask and answer questions about the table, to familiarise themselves with the information. This also gives them a chance to practise reading and saying numbers.

Workbook, page 49, Activity 4

Students make sentences about the information in the table in Activity 3, using some of the verbs and nouns from the table in Activity 2.

First, students should practise making the sentences orally with a partner. Ask pairs to give you examples of sentences and write them up on the board. Then ask students to write more sentences individually onto the lines in their Workbooks.

Additional vocabulary activity:

Write the following table of adjectives on the board. Tell students to check the meanings, then write the corresponding adverb in the box beside each adjective. Explain that these adjectives are often used to describe trends or change. Tell them to be careful about spellings.

Note: You do not have to include all the adjectives in the table.

Make sure that students understand the meanings of the adjectives, especially **steep, dramatic, substantial, considerable and significant.**

Ask students how we normally form an adverb by adding **–ly** to the adjective. Remind them that when forming an adverb from an adjective that ends in **–l**, they must add **–lly.** For example, **gradual** becomes **gradually.** There are two other exceptions to the normal rule in the list below:

dramatic = dramatic**ally**
steady = stead**ily**

Adjective	Adverb
sharp	sharp**ly**
steep	steep**ly**
sudden	sudden**ly**
dramatic	dramatic**ally**
rapid	rapid**ly**
slight	slight**ly**
enormous	enormous**ly**
huge	huge**ly**
great	great**ly**
substantial	substantial**ly**
considerable	considerab**ly**
slow	slow**ly**
gradual	gradual**ly**
significant	significant**ly**
steady	stead**ily**

Additional speaking activity:

Students make more sentences orally about the information in the table in Workbook, Activity 3, this time including a suitable adjective or adverb. You can also ask students to write out some sentences.

Examples:

There was a sharp drop in the number of traffic accidents in 2014.

The number of vehicles inspected rose dramatically in 2014.

Coursebook, page 55, Activity 3

Check that students understand the meaning of the phrase 'road rage.'

Note: Road rage means violent or aggressive behaviour by car drivers towards other drivers on the roads. According to the ROP, road rage is not a major problem in Oman. But in some Western countries, it is a growing problem and is considered a serious offence. It can lead to violence and has even resulted in murder.

Students copy the chart about the four drivers into their exercise books. They listen to the four short recordings about what makes drivers angry and complete the chart.

Play **Listening 4.3.2.** Repeat as necessary. The answers are given in **Bold** in the listening script below.

Listening Script 4.3.2

Driver 1: (male) The thing that makes me really angry on the roads is **when the driver behind tailgates me** – you know, drives his car too close to mine. **It makes me really nervous** because it's so dangerous.

Driver 2: (female) Sometimes when I'm driving on the highway, the driver behind **keeps flashing his** lights to make me get out of his way. **I hate that because it's so rude and aggressive.** I mean, who does he think he is?

Driver 3: (male) It drives me crazy **when other drivers don't use the signals on their cars properly** to indicate which way they're going to turn. **It's very confusing.** How do you know if they are going to go left or right?

Driver 4: (female) What makes me mad is when I'm driving along, minding my own business, and suddenly **someone cuts in front of me.** I have to brake sharply, and **I'm scared of causing an accident.**

Coursebook, page 55, Activity 4

1 In this speaking activity, students work with a partner to decide what advice they would give to each of the drivers to alleviate the potential road rage situations in Activity 4. (stay calm, keep cool, let the other driver pass). Write the best pieces of advice on the board.

2 In the second part of the activity, students look at the cartoon of a person being blocked in by another driver, and read the situation described. They create a dialogue between the two drivers. If time allows, get a few pairs of students to act out their dialogues in front of the class.

Coursebook, pages 56 and 57
Workbook, pages 50 and 51

Lead-in

This unit raises awareness of some jobs relating to airports and aviation. These may be of particular interest to students, as a new chapter in the aviation history of Oman opens with the building of new airports. The theme also focuses on the language used in asking for and giving explanations.

Coursebook, page 56, Activity 1

Direct students to the picture of the plane. This is of the first plane, an Airbus 330, which landed at Muscat's new international airport on Sunday 14 December 2014. This event marked the completion of the first phase of the new airport.

In groups, students discuss the three questions – about whether they have been in an airport or would like to work in one, and if so, what kind of job they would like to do there.

Background Information

New Muscat International Airport

Muscat's new international airport has many stunning features. The control tower is 97 metres high and is equipped with the world's first 56-inch radar screens. The 4 km runway, is long enough to accommodate an Airbus 380, the world's largest passenger plane. Flights will be able to take off and land every two minutes on the new runway, which is three times faster than the old one.

Airport numbers:

- 1.85 billion rials total cost for the new airport project.
- A 10 per cent increase in air traffic at Muscat Airport is forecast for every year
- The new airport will be able to handle 12 million passengers per year. This will eventually rise to 48 million.
- 40 flights an hour will be able to land on the new runway
- The new airport is scheduled to be fully operational in 2016

Source: Oman Airports Management Company (OAMC)

Coursebook, page 56, Activity 2

Students read the information about airport jobs, then do the matching activity. Tell them to read through the complete list of jobs and responsibilities before they start the activity.

Answers:

1 d
2 h
3 f
4 a
5 c
6 i
7 b
8 g
9 e

Coursebook, page 57, Activity 3

Students listen to the conversation between Tariq and a radio presenter, and answer the questions. They choose the correct answer out of three options. Before they listen, ask them to read through the questions and choices to prepare them for the kind of information they are listening for.

Play **Listening 4.4.1.** Repeat as necessary.

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

Listening Script 4.4.1

Pres = Presenter

Pres: Good afternoon. Welcome to another programme in our series, *Choosing a Career*. Today we're going to focus on jobs in aviation. It's my great pleasure to welcome Tariq Al Kharousi. Tariq is an air traffic controller at the new Muscat Airport. Good afternoon, Tariq.

Tariq: Good afternoon.

Pres: So Tariq, you have a very interesting job. How long have you been in air traffic control?

Tariq: Hmm….let me see. It's at least twenty years….no, maybe twenty one…..no, wait, it must be more than that….. just **over twenty two years.**

Pres: Wow, that's a long time. Now, not every one knows what an air traffic controller does. Can you tell us about your work?

Tariq: OK, let me explain. My job is to direct aircraft safely in and around airports. I give instructions to pilots in their planes.

Pres: What kind of instructions?

Tariq: Well, I tell them **how to take off and land safely.** I also give them information about weather conditions, and the height and speed of planes around them. And there are other factors too.

Pres: What do you mean by other factors?

Tariq: Well, there could be four or five planes trying to land at the same time. They're all up in the sky, waiting to come down. So I have to decide which order they should land in.

Pres: How do you do that?

Tariq: It depends on **the size and speed of each plane, as well as the direction they're coming from.**

Pres: That sounds complicated.

Tariq: It is. That's why an air traffic controller needs good training.

Pres: Can you explain what qualities you need to be an air traffic controller?

Tariq: Well, firstly, and most importantly, you need to love planes. That's because air traffic control isn't a job with short workong hours. You'll be working for long periods of time. So you must have a passion for **aviation**.

Pres: I see. Anything else?

Tariq: Well, it helps if you're good at science. The reason is you need to know how planes work, and how they fly.

Pres: Do you enjoy your job, Tariq?

Tariq: Oh yes. It can sometimes be stressful, but it's never boring. I mean, it's **not easy, but it's very rewarding.**

Pres: We've run out of time. Tariq, thank you so much for talking to us today.

Tariq: Thank you.

Coursebook, page 57, Soundbites

Direct students to the Soundbites box of phrases used in asking for and giving explanations. Ask them to read the phrases.

Play **Listening 4.4.2.** Get students to repeat the phrases, paying attention to the intonation.

Listening Script 4.4.2

Sound Bites

Asking for Explanations

Can you tell us about your work?
What kind of instructions?
What do you mean by other factors?
How do you do that?
Can you explain what qualities you need.....

Giving Explanations

OK, let me explain.
That's why an air traffic controller needs good training
That's because air traffic control isn't a job with short workong hours.
The reason is you need to know how planes work….
I mean, it can be stressful.....

Coursebook, page 57, Activity 4

Students work with a partner and practise giving explanations. They look at the picture of the car and take it in turns to choose one of the labelled parts. They ask their partner to explain what it is used for (its purpose). Encourage students to use phrases from the Soundbites box.

Suggested answers:
(Other answers are possible)
The bonnet is used to protect the engine.
The headlight is used to light the road.
The indicator is used to signal which way the car is turning.
The number plate is used to identify a car.
The purpose of the tyre is to provide a surface for the wheel (to protect the wheel).
The purpose of the wheel is to turn around and make a vehicle move.
The purpose of the petrol cap is to stop the petrol coming out of the car (to keep the petrol safely inside the car).

Students who are interested in cars could choose other parts of a car and ask their partner to explain what they are used for – e.g. *speedometer, brake, steering wheel.*

Students could also ask their partner to explain the function of different parts of their mobile phone.

Workbook, page 50, Activity 1

This discussion activity encourages students to consider what is most important when choosing a job. Give them a few minutes to read the six factors. Then tell them to rank the three most important in the order 1,2, 3 (1 = the most important, 2 = the second most important, 3 = the third most important). They should do this individually.

Students then work in groups. They compare their lists and justify their choices to the other members of their group. They should try and make a new order of ranking to represent the views of the whole group. To achieve this, some students may have to compromise!

Make a list of all the factors on the board. After students have had time for discussion, go round the groups asking each one for feedback and write up each group's choices on the board. Finally, discuss the factors with the whole class and see if students can arrive at a class ranking.

Workbook, page 50, Activity 2

Before playing the recording, give students time to read the list of rewards of being a pilot, so they can familiarize themselves with them. This will make it easier for them to recognize the items when they hear them mentioned in the dialogue.

Play **Listening 4.4.3.** Repeat as necessary.

Listening Script 4.4.3

Int = Interviewer

Int: So you're an airline pilot, Steve. Tell me, do you enjoy your job?
Steve: I absolutely love it. There are so many good things about it.
Int: OK, such as what?
Steve: Well, I have a passion for flying, and the job is very well paid. So being paid well for something you love to do is the best thing in the world. Apart from that, being a pilot is a very exciting and responsible job, and I enjoy that. And there are very few other jobs that offer the same kind of flexibility.
Int: What do you mean by flexibility?
Steve: Well, airline pilots don't work regular hours like most other professions. As a pilot, you have days when you are 'on' but you also have days when you are 'off.' You can group your 'off' days together to make your time off longer. The more senior you are, the more 'off'

days you can have together.
Int: Cool. What else do you enjoy about being an airline pilot?
Steve: Oh, well, the travel of course. If you love to travel, this is the job for you! You'll have a great opportunity to see the world. You can also enjoy travel benefits such as cheap flights and discounts on airline tickets for your family.
Int: Sounds wonderful. Anything else?
Steve: Well, a lot of other jobs seem to involve doing work at home as well as in your workplace. You're expected to answer emails or calls from your company. But the great thing about being a pilot is that you don't take your job home with you. Sometimes you have a little paperwork to do, but generally, unless you're 'on call', you don't have to be available to the company when you're off duty. That's great because it means you can really relax.
Int: It sounds a fantastic career. Steve, thank you very much for talking to us today.
Steve: It was my pleasure.

Answers:
Things mentioned in the talk:
a you don't take your job home with you
c discounts for family on airline tickets
d good pay
e opportunities for travel
g flexibility
h exciting and responsible

Things not mentioned in the talk:
b working with people of different nationalities
f good job security

Workbook, page 51, Activity 3

In this activity, students use material in a Fact File to communicate information to a partner. They did similar speaking activities in Grade 11. This kind of activity aims to develop students' confidence, and can be used as a first step in public speaking.

Students work in pairs. Student A takes the topic of trains, while Student B takes the topic of planes. Students read the information in the Fact File relating to their topic, and prepare a short talk in order to communicate the information to their partner. Make sure that students have time to practise by themselves first. Direct them to the instructions at the top of the page, and remind them to speak in complete sentences, use facial expressions and maintain eye contact with their partner. They should present their information as clearly as possible.

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

Note: Encourage students to expand on the information provided in the Fact Files if they wish. As a homework activity, ask them to do some further research into their topic and write a paragraph about it.

Workbook, page 51, Activity 4

These group discussion questions encourage students to think more about jobs and express their own views. It is important to give students time to think about their ideas before starting their discussions.

Note: Teachers can choose whether groups should discuss one or all of the questions, and whether all groups should discuss the same questions or different questions.

Additional writing activity:

Ask students to write a paragraph as an answer to one of the questions.

Coursebook, pages 58 and 59
Workbook, pages 52 and 53

Lead-in

The focus of this unit is writing an informative essay. Students look at samples of informative essays and analyse their structure before writing an informative essay of their own.

Coursebook, page 58, Activity 1

It is recognised that not all students have had direct experience of trains. Before they read the essay, ask a few questions to introduce the topic of trains and railways, for example:

- What do you know about trains?
- Have you, or anyone you know, ever been on a train? Where did you go? Did you enjoy the experience?
- What are the advantages of trains over cars?

Students read the informative essay about the exciting new Oman Rail project. Ask them to pay particular attention to the structure of the essay (number of paragraphs, function of each paragraph).

Note: For further information about the Oman Rail project, refer students to www.omanrail.om. The Etihad Rail project in the UAE is also featured in the Workbook section of this unit. For further information on Etihad Rail, refer students to www.etihadrail.ae

Coursebook, page 59, Activity 2

Students discuss the questions in pairs and write the answers into their exercise books.

Answers:

a Open answers. However, students should find the essay clear and easy to read because it is well organised and structured, and uses many linking words (pronouns, conjunctions) to achieve cohesion.

b There are five paragraphs. Their function is as follows:
- Paragraph 1 = introduction
- Paragraphs 2,3,4 = main body paragraphs
- Paragraph 5 = conclusion

c The three main body paragraphs are about the benefits the railway will bring in the following order:
- economic benefits (para 2)
- social benefits (para 3)
- environmental benefits (para 4)

d The topic sentence of each main body paragraph is:
- The rail project will bring many benefits to Oman. (para 2)
- The rail network will also bring many social benefits. (para 3)
- Moreover, trains have environmental benefits. (para 4)

e Students can choose any of the other sentences in each main body paragraph as a supporting sentence.

Additional activity:

As an additional activity, ask students to read the text in Activity 1 again, identify the pronouns, and check what they refer to. This links back to the Top Tip in Theme 4, Unit 1, Coursebook, page 51 – Practice with Pronouns.

Coursebook, page 59, Top Tip

The Top Tip focuses on conjunctions. Together with pronouns, they are essential tools in giving cohesion to a piece of writing. It is very important that students familiarise themselves with different types of conjunctions, and use them correctly. This will make their essays flow smoothly.

Check that students understand the meaning of **cohesion.**

Cohesion: This takes place when different aspects of something (in this case, of a piece of

writing) are combined together smoothly to form a whole.

Note: Remind students that conjunctions can be phrases as well as single words, and that there are several different types (time, reason etc)

Coursebook, page 59, Activity 3

This matching activity helps students sort conjunctions into different types.

Answers:

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

Students read the text in Activity 1 again and find examples of the types of conjunctions in the list. This can be done as an oral exercise.

Answers:

eventually (line 3) – time
Firstly (line 5) – time
In addition (line 6) – addition
but (line 8) – contrast
Therefore (line 9) – result
also (line 10) – addition
Furthermore (line 11) – addition
as (line 16) – reason
because (line 18) – reason

Additional activity:

Ask students if they can think of more examples of the types of conjunctions listed in Activity 3. Conjunctions they might know are:

- *not only…..but also, what is more* (addition)
- *on the other hand* (contrast)
- *for, since* (reason)
- *next, while, when, secondly, thirdly, lastly* (time)
- *thus, so* (result)
- *for instance, like* (example)
- *likewise, in a similar way* (similarity)

List these conjunctions and any others on the board. As a homework activity, ask students to use them in sentences.

Note: Make sure students understand the difference when **for** and **since** are used as conjunctions (when they have a similar meaning to **because**), and when they are used in phrases of time (reviewed in Theme 2, Unit 2).

Examples:
I couldn't buy that car *for* I had no money. (for = *because*)
Since I had finished my work, I went home. (since = *because*)
I've lived here *for* three years. (for = period of time)
I haven't seen her since Friday. (since = period of time)

Coursebook, page 59, Activity 4

Students read the short text about child safety in cars and identify the conjunctions and their types.

Answers:

because (line 1) = reason
for example (line 2) = example
As a result (line 4) = result
Moreover (line 6) = addition
Although (line 7) = contrast
Before (line 9) = time
In the same way (lines 10-11) = similarity

Workbook, page 52, Activity 1

Students read the informative essay about Etihad Rail's safety campaign. Direct them to observe how the essay is structured and organised, e.g.

- the number of paragraphs
- the function of each paragraph

- topic sentences
- supporting sentences

Give students time to read the essay, then ask them to write answers to questions **a - d** into their exercise books (there is no limit on the number of words).

Answers:

a The vital message is that we must put safety first and respect the railway at all times.

b The bus travelled around the Western region of Abu Dhabi, stopping at different places to give information to people about how the railway worked

c People can cross the railway track by bridges (over and under the track) and road underpasses. There are also underpasses where camels, gazelles and reptiles can cross.

d To alert people from different communities about safety on the rail track

Workbook, page 53, Activity 2

This activity directs students to look carefully at the essay in Activity 1 and analyse its structure. They discuss the questions with a partner and write answers on the lines beside them. If you prefer, you can ask students to do this activity individually.

Answers:

a Five

b 1. The roadshow Safety Bus
2. The safety rules
3. The distribution of flyers

c Any one of these topic sentences:

1. An important part of the campaign was the roadshow Safety Bus (para 2)
2. Members of the public were given simple but important safety rules (para 3)
3. Another feature of the rail safety campaign was the distribution of flyers (para 4)

Students can choose any sentence from a main body paragraph as an example of a supporting sentence.

Workbook, page 53, Activity 3

This activity is the first stage in students writing their own informative essay. The topic is a type of transport. Students choose from one of the suggestions given, or if they prefer, another type.

The first step is to collect information about the type of transport they have chosen. Suggestions are given for the type of information they might want to include in their essay.

Note: The questions in the speech bubbles may not apply to every type of transport, e.g. *When was it invented?*

Workbook, page 53, Activity 4

Students plan their essay, following the ideas given. They should decide on the numbers of paragraphs, and the kind of information they are going to include in their essay, and how they are going to organise it. They discuss their plans with a partner.

Workbook, page 53, Activity 5

Students write a first draft of their essay. Direct them to the Writing Guide on page 79 of their Workbooks. Go through the guidelines with them, and discuss the main elements of the structure and layout of the essay. Remind them to give their essay a suitable title.

When students have finished the draft of their essay, ask them to show it to a partner (the procedure outlined when they wrote a letter in Theme 2, Unit 5. Ask them to use the editing

checklist presented in this theme (Workbook, page 25, Activity 3).

First, students check their partner's essay for meaning and content. They go over their partner's essay and answer the question in Part 1 of the checklist. They also underline in pencil any ideas they don't understand.

Students go over their partner's essay again, this time focusing on the language (questions 1-7) listed in the Language section of the checklist. Circulate around the classroom, offering guidance and support. They return their partners' essays, and give them feedback on what they have written.

After students receive the first draft of their essays back, they should write a second draft, taking into account the comments and corrections their partner has made. Ask them to write the second draft of their essay at home, and then give it to you with their first draft attached, so you can see what changes have been made. After you have checked their second draft, they should write a final draft and put it into their portfolios together with the previous drafts.

Below is a example of an informative essay about a type of transport.

Note: The topic of *Submarines* has been chosen for the model essay because it does not feature in the list given to students in Workbook, page 59, Activity 3.

Model Essay

Submarines

An interesting type of transport is the submarine. This is a kind of ship that can stay underwater. Its name comes from Latin and means 'beneath the sea.' Submarines were designed as ships which could approach enemy ships underwater without being seen.

Submarines go down into the water by making themselves heavy. Sea water goes into special tanks to make them heavier and they sink. When they want to come up again, the tanks are emptied and the submarine becomes light and rises in the water.

Submarines are very expensive, so they usually belong to governments and not individual people. There are many types of submarines – large ones that are used for military purposes, and small ones that are used by scientists for exploring marine life or finding old shipwrecks.

A submarine is a very unusual environment. Imagine living and working in a place 300 feet long, 30 feet wide, and the height of a 3 storey building. There are no windows, but there is technology all around you. Moreover, you have to stay underwater for months.

Life on a submarine is not for everyone. People who live and work on submarines are highly skilled and trained. But a submarine is not for people who like going fast. The fastest submarine can only travel at about 74 kilometres per hour.

Across Cultures
Coursebook, pages 60 and 61
Workbook, page 54
Country Focus: Spain

Reading for Pleasure
Coursebook, pages 62 and 63
Workbook, page 55
The Shanghai Maglev Train
Genre: Magazine Article

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 64 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 64 of their Coursebooks, then turn to page 56 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 complete the chart in Activity 3 on page 57 with 18 words of their choice from the theme – 6 verbs, 6 nouns and 6 adjectives. 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 h
2 d
3 a
4 g
5 f
6 b
7 c
8 e

Activity 2

1 peninsula
2 monarchy
3 cosmopolitan
4 windmills
5 cape
6 squashy

Activity 3

1 Who ruled Spain after the Civil War?
General Francisco Franco.
2 How many people live in Madrid?
3.3 million
3 Who was the author of Don Quixote?
Miguel de Cervantes
4 What does a matador carry?
A sword and a cape.
5 What do people throw during La Tomatina?
(Squashy) tomatoes)

Answers to Review and Reference

Activity 2

a been calling
b been training
c passed
d happened
e seen.....been doing
f been mending
g got.....been getting

Activity 4

a flyer
b freight
c traffic jam
d currently
e railway track
f pioneer
g inedible
h benefit
i truck
j emit
k conventional
l campaign

Technical Printing Press, Sultanate of Oman, Tel.: 24814153