Sultanate of Oman
Ministry of Education

نتقدم بثقة
Moving Forward with Confidence

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Second Edition

Teacher's Book

Grade 12B

Engage

With English

2021

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His Majesty
Sultan Haitham Bin Tarik



The Late Sultan,
Qaboos Bin Said

Ministry of Education
Sultanate of Oman

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	Theme	Unit 1	Unit 2
1	**News and the Media**	practise reading both for gist and detail look for specific information in a reading text	review forms of reported speech differentiate between the usage of direct and reported speech
2	**Work and Careers**	read and understand information in a chart improve reading fluency through timed practice	review modals of obligation, desirability and necessity analyse job requirements and interview tips
3	**Health and Safety**	predict information in a reading text improve reading fluency through timed practice	review collocations with infinitives and gerunds practise the usage of prepositions
4	**Citizenship**	practise reading for gist and detail use context to guess the meaning of new vocabulary	review 'used to' + infinitive to talk about situations in the past that no longer happen now synthesise information from a text to write sentences with 'used to' + infinitive

Map

Unit 3	Unit 4	Unit 5
predict vocabulary of news stories from headlines	practise interrupting, blocking and allow interruptions	sequence the events in a narrative
develop ability to use a wide range of adjectives	expand knowledge of media jobs; create and present a news report	create a piece of narrative writing based on pictures
explore language associated with personality types and jobs	practise persuading, convincing and urging	analyse job advertisements and fill in a job application form
review and practise the usage of suffixes	give a group presentation about a company or business	write a CV, and a covering letter for a job application
use language associated with natural disasters	practise expressing personal viewpoints	differentiate between facts and opinions
predict vocabulary in a listening text	present information to a partner using material in a Fact File	analyse and write an evaluative essay
use language associated with citizenship	practise making statements	analyse and write an informative essay
expand vocabulary by matching verbs and nouns to form phrases	give extended answers by providing reasons, examples and opinions	use different strategies to create cohesion in writing

Learning Objectives for Grade 12B

In Theme One you will –

- improve reading comprehension through different kinds of reading texts
- become more competent in reading both for gist and detail
- build up and use vocabulary associated with news and the media
- improve competency in using direct speech and reported speech
- become more confident in asking and answering questions
- develop ability to use newspaper headlines to predict vocabulary
- learn to use headlines to create a news story
- acquire and use language for interrupting, allowing and blocking interruptions
- become more competent in listening both for gist and detail
- work in a group to create and present a news story
- develop ability to sequence events in a story
- learn to write a narrative story based on a picture sequence

In Theme Two you will –

- work on improving reading speed through timed reading practice
- practise reading and interpreting information in a chart
- build up and use vocabulary associated with personality types and jobs
- improve competency in using modals of obligation, desirability and necessity
- develop ability to read and understand a job advertisement
- learn what to do and what not to do in interviews
- expand vocabulary associated with skills and qualities needed for jobs
- acquire a comprehensive knowledge of suffixes and their usage
- explore the advantages of working in teams
- acquire and use language for persuading, convincing and urging
- learn to analyse job advertisements
- learn to fill in an application form, write a CV and a covering letter for a job application

In Theme Three you will –

- work on improving reading speed through timed reading practice
- improve ability to predict the content of a reading text
- build up and use vocabulary associated with different aspects of health and safety
- improve accuracy in collocating verbs with infinitives and gerunds
- improve accuracy in using prepositions
- build up and use vocabulary associated with natural disasters
- learn vocabulary by actively practising new words
- enrich vocabulary by using a variety of lexical items instead of only one word
- acquire and use language required for expressing personal viewpoints
- improve spoken fluency by presenting information, and carrying out a survey
- develop ability to differentiate between facts and opinions
- learn to analyse and write an evaluative essay

In Theme Four you will –

- develop your understanding of citizenship
- continue to practise reading for gist and detail
- improve accuracy in using 'used to' + infinitive
- build up vocabulary related to citizenship, NGOs, model citizens and global citizenship
- enrich vocabulary by matching verbs and nouns to form phrases
- learn and use a wider range of adjectives
- review and use language for persuading, convincing and urging
- acquire and use language for making statements
- improve ability to give extended spoken answers by providing reasons, examples and opinions
- improve listening skills by identifying key words or phrases to listen for in listening tasks
- learn to analyse and write an informative essay
- identify and use different strategies for creating cohesion in writing

Cross - Curricular Links

Theme 1: News and the Media

Life Skills

Exploring issues related to news and the media
Raising awareness of different types of journalism
Considering types of jobs in journalism
Considering different ways of getting news
Developing awareness of what makes a successful narrative
Creating a sequence of events in a narrative

Social studies

Analysing newspaper headlines
Relating headlines to news stories
Raising awareness of the work of a press photographer
Learning about a famous disaster at sea
Learning about the geography, history and culture of Jordan
Learning about a famous Omani sports personality

Social and learning skills

Working with other students through pair and group work
Reporting information to another person
Taking part in classroom discussion and debate
Interviewing classmates and conducting a class survey
Learning techniques for interrupting a speaker politely
Reflecting on what has been learned during the theme

Critical thinking skills

Considering the ethics of paparazzi journalism
Considering the rights and responsibilities of celebrities
Evaluating different types of news stories
Exploring issues related to a famous disaster
Considering important days in the history of the world

Theme 2: Work and Careers

Life Skills

Raising awareness about the job application process
Considering what jobs people are best suited to
Relating different personality types to different skills and qualities
Analysing and understanding job advertisements
Learning how to put together a CV
Completing a job application form, and writing a covering letter

Social studies

Learning about career choice
Analysing how interviews are conducted
Considering the role and importance of teamwork
Researching a company or business
Learning about the geography, history and culture of Germany
Learning about an Omani businesswoman and entrepreneur

Social and learning skills

Working with other students through pair and group work
Taking part in classroom discussion and debate
Learning tips for interviews and presentations
Learning techniques for persuading, convincing and urging
Composing a letter of enquiry about a job
Reflecting on what has been learned during the theme

Critical thinking skills

Exploring issues related to the world of work
Consdering the best ways of choosing the right career
Analysing what skills and qualities are needed for certain jobs
Analysing how to make a job application successful
Exploring how to market a product successfully

Theme 3: Health and Safety

Life skills

Exploring issues related to health and safety in daily life
Raising awareness of healthy behaviours
Considering how to improve safety in and around the home
Analysing the relationship between sport and health
Exploring different ways of improving health
Considering how to make Oman clean and healthy

Social studies

Considering healthy eating habits
Considering potential hazards in everyday life
Learning about the effects of natural disasters
Raising awareness of water safety in Oman
Learning about the geography, history and culture of Singapore
Learning about the work of a top safety professional

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
Learning to express personal viewpoints
Learning about a popular game in the world
Reflecting on what has been learned during the theme

Critical thinking skills

Exploring personal eating habits and diet in Oman
Analysing ways of getting exercise
Analysing different types of natural disasters
Considering Oman's response to Cyclone Gonu
Considering how to improve road safety in Oman

Theme 4: Citizenship

Life skills

Exploring the concepts of local and global citizenship
Learning about rights as citizens
Understanding what it means to be a responsible citizen
Exploring what being an Omani citizen means to students
Developing awareness of the wider world and students' place in it
Exploring key global issues such as the environment, health, trade, poverty and peace

Social studies

Considering the ethical responsibilities that citizens have
Learning about citizenship education
Considering ways in which Oman has changed and developed
Learning more about Omani NGOs and the work they do for communities in Oman
Identifying ways in which Omani students can participate in and contribute to local and global communities
Learning about Oman's contributions to the global community

Social and learning skills

Working with other students through pair and group work
Taking part in classroom discussion and debate
Exploring responsible citizenry through role playing different scenarios
Interviewing classmates to share views on being an Omani citizen
Learning to make statements
Reflecting on what has been learned during the theme

Critical thinking skills

Assessing students' own contributions as a citizen of Oman
Categorising actions according to whether they represent good or bad citizenship
Making comparison between Omani citizens and a naturalized citizen of Oman
Relating theory of citizenship to real life examples in Oman
Identifying, explaining and evaluating ways in which Omani students can be better global citizens

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 for teachers to be able to devote more time to writing activities in particular 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 comparing and contrasting them 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 and research skills are built into the class materials in Grade 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 activities and role play materials are also provided at the back of the Coursebook.

Written work is done in the Coursebook, 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 12B consists of:

- a Reading Section with comprehension questions for timed reading practice
- Communication Activities
- Writing 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 in 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* activity 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 – narrative, interactive, evaluative 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 Writing Activities

In the Grade 12B Workbook, there are *Writing Activity* pages where students write their own CV and complete a job application form.

2.2.10 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.

2.2.11 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.

2.2.12 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.

2.2.13 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.

2.2.14 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 (*Working In the Media*) and is the second recording in the unit.

Theme 1

News and the Media

Summary

Overview

Coursebook: Activities 1, 2

Lead-in Activating prior knowledge of the topic area

Unit 1 Press Photography (Reading)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading: Skimming

Coursebook: Activity 3 Vocabulary Matching

Workbook: Activity 1 Reading for detail

Workbook: Activity 2 Discussion and reading for detail

Workbook: Activities 3, 4 Reading for detail

Coursebook: Time to Talk Discussion additional activities: writing a paragraph; making notes; presenting information

Unit 2 The Skill of Interviewing (Grammar)

Coursebook: Activity 1

Lead-in Discussion

Coursebook: Activity 2 Reading and discussion

Coursebook: Activity 3 Asking and answering questions

Coursebook: Grammar Recall Direct and reported speech: review

Coursebook: Activity 3 Matching activity: rewriting sentences

Workbook: Activity 1 Reading and discussion

Workbook: Activity 2 Listening for detail

Workbook: Activity 3 Gap-filling: reported speech

Workbook: Activity 4 Changing direct into reported speech

Coursebook: Activate Your English Asking questions: reported speech

Workbook: Activity 5 Grammar practice activities

Unit 3 News Stories (Vocabulary)

Coursebook: Activity 1 Discussion; categorising adjectives

Coursebook: Activity 2 Making up questions

Top Tip: Reading news stories

Coursebook: Activity 3 Matching activities

Coursebook: Activities 4, 5 Vocabulary prediction

Additional activity: writing headlines

Workbook: Activity 1 Listening for specific information

Workbook: Activity 2 Vocabulary practice: adjectives

Workbook: Activity 3 Writing a news story

Workbook: Activity 4 Vocabulary review: crossword

Additional activity: making up sentences

Workbook: Activity 5 Communication activity: doing a survey

Unit 4 Working in the Media (Listening & Speaking)

Coursebook: Activity 1 Discussion

Top Tip: Conjunctions

Coursebook: Activity 2 Vocabulary matching activity

Coursebook: Activity 3 Listening for specific information

Coursebook: Soundbites Interrupting, allowing and blocking interruptions

Coursebook: Activity 4 Noting down information

Additional activity: listening comprehension

Coursebook: Activity 5 Telling a story: interrupting

Workbook: Activity 1 Listening for gist

Workbook: Activity 2 Vocabulary matching

Workbook: Activity 3 Listening for specific information

Workbook: Activity 4 Creating and presenting a news report

Unit 5 The Story of the Titanic (Writing)

Coursebook: Activity 1 Discussion

Coursebook: Activities 2, 3 Matching words and sentences to pictures

Coursebook: Activity 4 Matching activity

Coursebook: Activity 5 Communication activity: interviewing

Workbook: Activity 1 Past tense verbs

Workbook: Activity 2 Reading for specific information

Workbook: Activity 3 Matching words and pictures

Workbook: Activity 4 Creating a narrative from pictures

Across Cultures: Country focus: Jordan

Reading for Pleasure Ali Al Habsi: A Gentleman and a Goalkeeper

Genre: Celebrity Sports Interview

Review and Reference

Lead-in

Direct students to the title of the theme. Ask them what they understand by 'the media.'

The media: A collective word meaning organisations that provide news and information, such as newspapers, magazines, TV and radio stations. 'Media' can also be used as an adjective, e.g. *A job in media research*.

Ask students some general questions about news, such as:

- Do you think that news and the media are interesting? Give your reasons.
- Why is it important to follow the news?
- What kind of news do you enjoy reading/hearing about?
- Are you more interested in local or international news?

If you like, ask students if they, or anyone they know, has been written about in a newspaper. Do they have a class magazine/school newspaper? If so, what kind of articles does it contain and how is it produced?

Coursebook, page 1, Activity 1

Direct students to the six pictures, and discuss with them the different ways of getting news. Ask them to think about how their grandparents got news when they were young. What are the differences between now and then?

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. 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.

journalism: the job of reporting, writing, photographing or broadcasting news
choice: something that you have selected
transformed: changed
gathered: collected from different places
demanding: requiring something that you think is necessary
social media: websites and other online ways of communication used to share information, such as Twitter
the Press: printed publications such as newspapers and magazines
source: place where something begins
headlines: headings of articles in newspapers
grab: take suddenly and quickly
interviews: formal meetings in which one person asks another person questions
celebrities: famous people such as actors, politicians and sports stars

Note: Students may ask you the difference between a **journalist** and a **reporter**. The two words have similar meanings, although 'journalist' is used in a wider sense than 'reporter' and covers more aspects of communicating news.

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

Lead-in

This unit focuses on press photography, and careers in press photography. It includes an interview with an Omani press photographer, and also covers the topic of celebrities.

Make sure that students understand the

meaning of 'the Press.' Refer them to the words in bold in Coursebook, Page 1, Activity 2. They should have checked the meanings of these words already.

Coursebook, page 2, Activity 1

Ask students to discuss the picture in groups. Go round the groups, eliciting feedback as to what the picture shows and why it is effective.

The saying in Question **b** ('One picture is worth a thousand words') expresses the idea that one picture can convey something more efficiently and effectively than many words. For example, we can understand how a piece of machinery works much better by looking at pictures rather than reading a description.

Note: It is not clear where the saying originated. Some say it was in China or Japan thousands of years ago, but others say that it was first used by an American newspaper editor in 1911.

Note: The main purpose of this picture is to show how a dramatic scene can be brought to life visually rather than through words. However, you might also like to use the picture as an opportunity to raise students' awareness about the dangers of flooded wadis. Water safety in Oman will be fully explored in Theme 3, Unit 3.

Coursebook, page 2, Activity 2

This reading activity gives practice with skimming. Ask students to read the four alternative headings, and guess the meaning of **paparazzi**. They skim the text as quickly as possible to see if they were right.

The correct answer is **d**. Remind students that the first couple of sentences of a paragraph often give key information about the topic of that paragraph. The answer to the meaning of 'paparazzi' is given in the second sentence of the second paragraph of the text (lines 10-11).

Note:
The correct pronounciation of 'paparazzi' is as a three syllable word 'papa - rat - si' (phonetic transcription = /papə'ratsi/).

Coursebook, page 3, Activity 3

Students read the text in Activity 2 again. Before they read, ask them to list the six words in the column on the left in their exercise books. As they read, they should find the words in the text and match each word to one of the meanings on the right.

Note: Tell students that for this and similar exercises, it is important to write out the words and their meanings in full. It is not enough to write only the letters and numbers, as students will not be able to remember what these refer to later!

Answers:

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

Workbook, page 2, Activity 1

In this activity, students read the text in Coursebook, Activity 2 in more detail, and give short answers to questions. They should write the answers into their exercise books. Make sure that students understand they cannot write more than four words for each answer (not all answers will be four words).

Answers:

1 *Any of the following but not more than four words in total:* actors, actresses, singers, sports personalities, politicians
2 photographer (in a film)
3 start false fire alarms
4 the paparazzi

Workbook, page 2, Activity 2

Discuss with students whether they would be interested in a career in press photography, and to give their reasons. What would be the advantages and disadvantages of such a career?

Point out to students that although press photography is a rewarding and creative job with travel and excitement, it is not a job for everyone. You have to be in the right place at the right time to capture good images. The job involves unsocial hours, including evenings and weekends. For example, if you are a sports photographer, you need to be ready to attend sporting events at any time. You have to be able to work under pressure and meet tight deadlines.

Students read the text in detail and do the True/False/Not Given activity.

Answers:

1 F
2 NG
3 F
4 T

Workbook, page 3, Activity 3

Students look at the picture and guess Abdullah Al Shuhi's job (press photographer). They read the interview and write the answers to the three questions into their exercise books.

Answers:

1 He started developing photos when he worked as a technician on a newspaper.
2 A picture can get a message across very quickly.
3 Work hard and learn to be patient.

Workbook, page 3, Activity 4

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

Answers:

1 newspapers and magazines
2 developing pictures
3 photography
4 want to get news quickly

Coursebook, page 3, Time to Talk

This activity encourages students to think more about celebrities and paparazzi. It aims to develop their speaking skills as well as their critical thinking and debating skills.

Before students start their group discussions, give them time to make notes individually to answer the questions. They can use the material presented in Activity 2 of the Coursebook to help them, but you should encourage them to use their own ideas as well. After students have had sufficient time to discuss the questions, ask a presenter from each group to summarise the views and ideas of their group, and open the discussion out to the whole class.

Additional writing activity:

Ask students to write a paragraph summarising their views about paparazzi photographers and the rights of celebrities.

Additional speaking activity:

Students think of an international or national celebrity, then make notes about that person and tell their group about them. Encourage students to choose a variety of people and not the same person as other members of their group!

Tell students to make notes about their person based on the guidelines given, and to work from these notes when they are speaking. Their notes should be written as phrases rather than complete sentences.

Additional writing activity:
Ask students to write a paragraph about the celebrity they have chosen, or another person they admire. They can do more research about their person to make it more interesting. If they prefer, they can choose someone they admire who they know personally. Tell them to introduce their person in the first line of their paragraph, e.g.

I am going to write about Person X
I have chosen to write about Person X

Guide students as to the type of information they should include:

- Brief background, e.g.

  Person X was born in Y. His father was a fisherman and he had six brothers and sisters.

- Profession and career, e.g.

  Person X joined the Royal Navy of Oman, and later became one of Oman's top sailors.

- Achievements, e.g.

  Person X was the first Omani to sail around the world.

- Reasons you admire that person, e.g.

  I admire Person X not only because he is brave and adventurous, but also because he has done many things to promote sailing among young people in Oman.

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

This unit focuses on the differentiation between direct and reported speech, and also gives students opportunities for practice in asking and answering questions.

Coursebook, page 4, Activity 1

Discuss the skill of interviewing with students.

Answers to questions:

Interviewing is a very important skill for journalists because it is a way in which they find out information from people. They need to be able to ask questions in the right way, and listen carefully to the answers to make sure they get accurate information. Times when journalists should not interview people could be when people have suffered a great loss or experienced a tragedy.

Question **3** gives students the chance to talk about an interview they have enjoyed. As an additional discussion activity, you could ask them to think of a celebrity they would like to interview, and what questions they would ask that person.

Coursebook, page 4, Activity 2

Before students read the reporter's questions for Ahmed, tell them to close their books and in pairs or groups to make up some questions they would like to ask a young tennis champion. Tell them to open their books and compare their questions with the reporter's.

Note: If time allows, ask students to add more questions to the reporter's to make them more 'probing.' For example, after Question 2, 'When did you start playing tennis?' they could ask:

- Where was your first tennis lesson?
- Who taught you to play tennis?

Coursebook, page 4, Activity 3

This activity gives practice with reported speech patterns. It should be done orally.

Students work in pairs, and ask and answer questions following the model dialogue in their Coursebooks. When they have finished, tell them to swap roles.

Answers:

1 He asked me how old I was.
2 He asked me when I had started playing tennis.
3 He asked me why I liked tennis.
4 He asked me what competitions I had won.
5 He asked me how often I trained.
6 He asked me what my ambition was.
7 He asked me what advice I had for young people who want to be tennis players.

Coursebook, page 5, Grammar Recall

Direct students' attention to the Grammar Recall box, and the differentiation between the usage of direct and reported speech. For guidance about the formation of reported speech, direct them to the Grammar Reference section on page 85 of the Workbook.

With students, work through the sentences on the left-hand side of the Grammar Recall box, matching each one to a usage on the right.

Answers:

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

Coursebook, page 5, Activity 4

Students match the six sentences to one of the verbs in the box. They look at the example and decide what the function of the sentence is –

e.g. suggest, explain, insist.

Answers:

a ask
b insist
c say
d suggest
e tell
f explain

Students rewrite the sentences in reported speech. Go over the example sentence with them. Point out that *suggest, insist, explain and say* can be followed by 'that', but it is also possible to omit 'that'.

Ask students to make a list of other verbs that can be used to introduce reported speech clauses, e.g. *promise, agree, apologise*.

Note: Some verbs can also be followed by gerunds, e.g.

- *He suggested going to the cinema.*
- *She apologised for hurting my feelings.*

Answers:

a He asked Ahmed what the time was. (going to the cinema)
b He insisted (that) Mary arrived on time.
c He said (that) he liked my new dress.
d He suggested that we went to the cinema.
e He told the children to sit down.
f He explained (that) he was hungry because he had had no breakfast.

Point out to students that in reported questions, we put the verb at the end, as in:

- He asked Ahmed what the time <u>was</u>.
- The teacher asked me where I <u>had been</u>.
- We asked our friends what time they <u>had arrived</u>.

Workbook, page 4, Activity 1

This activity focuses on the completion of a questionnaire for purposes of TV market research. Make sure that students understand the reason for the questionnaire *(the TV company have compiled it to find out what kind of programmes people are most interested in)*. Tell students to read through the questions and answer choices carefully.

Ask students if they have ever participated in market research, and if so, what kind. Have they ever completed a similar questionnaire about themselves?

Note: In 2010, Oman had a census in which Omani families had to answer questions.

Workbook, page 4, Activity 2

Students listen to the interview between the TV market researcher, Laila, and Khalid, a member of the public. As they listen, they tick the boxes with Khalid's answers. Tell them that some questions have more than one answer.

Note: The interview has been kept simple as the main purpose of the activity is not primarily a listening exercise, but to provide material for Activity 3.

Play **Listening 1.2.1**. Repeat as necessary

Listening Script 1.2.1

Laila: Good morning. My name's Laila. I'm doing research for TVC about what people enjoy doing in their leisure time. Can you spare a few minutes to talk to me?
Khalid: Well, OK…..if it doesn't take too long.
Laila: Great. First, a few general questions. I take it your age is between 22 and 50?
Khalid *(laughing)*: Yes, that's right. Somewhere in the middle.
Laila: Are you married?
Khalid: Yes, I am. I've got two boys aged five and three.
Laila: And are you in full-time employment?
Khalid: Yes, I am. I'm working at the Ministry of Education.
Laila: Fine. Now…..let me ask you how you

spend your leisure time. What do you enjoy doing at weekends?
Khalid: Well, my job keeps me very busy, so I don't have much free time during the week. So at weekends I like visiting family and friends. And I enjoy going to the beach too.
Laila: Moving on to the next question…do you have any pets?
Khalid: Yes, I have a bird and some small fish.
Laila: Do you do any sports? And if so, what sports do you like doing?
Khalid: Let me see…..swimming and tennis.
Laila: Right. Now let's talk about TV. How much television do you watch every day?
Khalid: Oh, not much at all. Only about half an hour.
Laila *(laughing)*: Oh, so you're not exactly a TV addict, are you? What kind of programmes do you enjoy most?
Khalid: The news, definitely. And sometimes documentaries, if the subject is interesting. Like history, for example.
Laila: That's all. Thank you very much for taking part in this research.
Khalid: You're welcome.

Answers (boxes to be ticked on the questionnaire):

1 Age: 22 - 50
2 Gender: male
3 Family Status: married with children
4 Employment: full-time job
5 visiting family and friends, going to the beach
6 fish, bird
7 swimming, tennis
8 less than an hour
9 news, documentaries

Workbook, page 5, Activity 3

This activity gives practice with reported speech. First, tell students to read the conversation between Khalid and his friend Nasser. They should read the whole conversation to get the gist of what it is about.

Tell students to refer to the questionnaire in Activity 2, and complete the missing information from Khalid's answers in reported speech. If there is no room to write the answers into their Workbooks, they should write them into their exercise books.

Answers:

1 was employed (had a job)
2 what I liked doing at weekends
3 I had any pets
4 what sports I enjoyed (doing)
5 how much TV I watched every day
6 what kind of programmes I enjoyed most

Workbook, page 5, Activity 4

This activity gives more practice with changing direct speech forms into reported speech. In each answer, the word 'that' can be omitted. Remind students that they may have to change the personal pronoun in reported speech – for example, 'I' becomes 'he'.

a He complained that I was always late.
b He agreed that I was absolutely right.
c He replied that his name was David.
d He said that swimming in the sea was good for me.
e He explained that he was late because of the traffic.
f He insisted that I couldn't park outside his shop.

Coursebook, page 5, Activate your English

This activity gives students further practice with interviewing and reported speech. Students make up five questions and list them in their exercise books. Encourage them to make up interesting questions that cannot be answered only by 'yes' or 'no.'

Students use the questions in their list to

interview a partner. They note down their partner's answers. They find a new partner and report their first partner's answers to their new partner, as shown in the model dialogue in the Coursebook.

Workbook, page 5, Activity 5

The Grammar Practice activities on page 74 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 84 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

1
1 She asked me what I was doing.
2 He asked me who I had visited in Nizwa.
3 They asked him if he had been to Paris.
4 She asked us what time we would leave.
5 They asked her if she liked coffee.

2
1 had been born
2 had moved
3 had found
4 had been offered
5 had started
6 replied
7 would like

3
1 c
2 b
3 d
4 c
5 d

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

Lead-in

This unit gives practice with vocabulary prediction, and encourages students to expand their vocabulary by reading news stories. It also focuses on developing their usage of adjectives.

Ask students what kind of news stories they enjoy/don't enjoy reading about, and to give their reasons.

Coursebook, page 6, Activity 1

Direct students' attention to Pictures A and B and the two headlines. Ask questions, such as:

- Do these pictures and headlines make you want to read the stories? Why/why not?
- How do you feel when you read these headlines? *(Picture A is tragic, Picture B is strange and intriguing)*
- What information do you want to find out from these stories?
  (A: For example, when and where the earthquake happened; how many casualties there were; what is being done to help survivors. B: For example, where and why this event happened; what the crocodile's reaction was; what happened next)

Note: The verbs in headlines in English newspapers are generally written in the present tense, but the events they describe are in the past. For example, *Powerful earthquake kills thousands of people* means 'A powerful earthquake has killed thousands of people'. *Man bites crocodile on nose* means 'A man has bitten a crocodile on the nose.'

Tell students to check the meanings of the eight adjectives in the box in their dictionaries. They draw two columns into their exercise books and write each adjective into the appropriate column, together with its meaning.

Answers:
Column A: tragic, distressing, heartbreaking, terrible
Column B: weird, surprising, bizarre, intriguing

As an additional activity, ask students to make up sentences containing each of the adjectives.

Coursebook, page 6, Activity 2

Ask students to write down three questions about each story that they would like answered to find out more information, and compare their questions with a partner's. Guide students to begin their questions with question words such as 'Where?' 'When?' 'What?' 'Why?' 'How?' Elicit some questions from different pairs and write them on the board.

Coursebook, page 6, Top Tip

The Top Tip encourages students to develop their vocabulary by reading news stories. Headlines are a useful way to predict what vocabulary will be in the stories.

Coursebook, page 7, Activity 3

Students match pairs of 'extreme' and 'ordinary' adjectives with similar meanings.

Answers:
superb – excellent
tragic – sad
powerful – strong
furious – angry
astonished – surprised
terrible – bad
terrified – afraid
bizarre – strange
fascinated – interested

Ask students if they can think of more pairs of 'extreme' and 'ordinary' adjectives. List the pairs they suggest on the board.

Here are some other examples:

enormous - big
exhausted - tired
enthusiastic - keen
anxious – worried

Coursebook, page 7, Activity 4

This activity gives practice in vocabulary prediction.

A. Direct students to the headline and picture on the left, and the words in the box on the right of the picture. Ask them to note down two more words they would expect to find in the story. They should do this individually, then compare their words with a partner.

Ask each pair to select their two best words, then go round the class, asking for the words. Make a list of words on the board, so that students can see the variety.

Note: Students can predict both concrete words, e.g. 'shore', 'rushed', and abstract words, e.g. 'courage.'

B. Ask students to write down three questions they would like answered when they read the story, and compare their questions with a partner's questions. Go round the class, eliciting some questions. Write them on the board.

Coursebook, page 7, Activity 5

With a partner, students predict six words to go with each of the four headlines. Go round the class, collecting the best words, and write them on the board. Tell students to copy them into their exercise books as they will need them for a later activity.

Additional activity:

Ask students to write out the meanings of the headlines in full. Remind them that although headlines are written in the present tense, they usually refer to an event in the past. It is also necessary to add extra words such as 'a' and 'the.'

1. *ROP find thief trapped in rubbish bin*
   The Royal Oman Police (ROP) have found a thief trapped in a rubbish bin.

2. *Famous footballer kidnapped on way to World Cup*
   A famous footballer has been kidnapped on the (his) way to the World Cup.

3. *Lost Omani fishermen found after one week at sea*
   Some Omani fishermen who were lost have been found after one week at sea.

4. *Omani girl wins international art competition*
   An Omani girl has won an international art competition.

Workbook, page 6, Activity 1

This short interview with Jack gives practice in listening for specific information, and answering questions with short answers. Make sure students understand they cannot write more than three words for each answer.

Play **Listening 1.3.1**. Repeat as necessary. The answers are given in **Bold** in the listening script on the next page.

Listening Script 1.3.1

Int = Interviewer

Int: So tell me, Jack, how do you like to get news?
Jack: Well, a mixture of ways, really. The **Internet**'s great for fast, up-to-date news but I also like **TV** and **newspapers**. I enjoy reading newspaper headlines.
Int: What do you like about headlines?
Jack: I love the **dramatic language** they use. A good headline really catches my attention and makes me want to read the story.
Int: What kind of news stories do you find most interesting?
Jack: Oh, **international** ones. I like to know what's going on in the world. I'm also very interested in **sports news**.
Int: Anything you don't enjoy reading about?
Jack: **Celebrities and stars**. They're so boring!

Workbook, page 6, Activity 2

Read through the information with students about adjectives ending in '-ed' and '-ing.' Make sure that they understand the difference in usage. Adjectives ending in '-ed' apply to a person's feelings. Adjectives ending in '-ing' apply to a person, thing or situation that causes those feelings.

Note: Adjectives with '-ed' and '-ing' endings were introduced to students in Grade 11B, Theme 2, Unit 3. This unit gives more practice and examples.

Students complete Activities A and B.

Answers to Activity A:

1 interested
2 amusing
3 exciting
4 disappointed
5 shocking
6 surprised

Activity B:

Some other adjectives with '-ed' and '-ing' endings are:

frightened/frightening
confused/confusing
annoyed/annoying
irritated/irritating
exhausted/exhausting
worried/worrying
bored/boring
tired/tiring
frustrated/frustrating

Go round the class, eliciting pairs of adjectives and listing them on the board. Get students to make up sentences to illustrate the difference between '-ed' and '-ing' adjectives. Write some example sentences on the board.

Workbook, page 7, Activity 3

A. Students read the headline and story. They refer to Coursebook, page 7, Activity 4 to find out whether the story contains the vocabulary they predicted and if it answers the three questions they noted down.

Note: It is not especially important if the story does not answer all students' questions. By predicting vocabulary and formulating questions, students were given a purpose to read the story.

B. Students choose one of the headlines in Coursebook, page 7, Activity 4 and write a short story to go with that headline. To help them, they should use the vocabulary they have already predicted for that story.

Remind students that this is a narrative, and so they need to include a beginning, a sequence of events and an ending.

Workbook, page 7, Activity 4

This fun activity reviews some of the key vocabulary in Units 1 – 3 of the theme. It can be done for homework.

To make the activity more challenging, ask more advanced students to see if they can complete the crossword without looking back through the units.

Answers:

Across

4 media
7 amusing
8 interview
9 freelance
10 tragic

Down

1 magazine
2 reporter
3 headline
5 paparazzi
6 celebrity

Additional activity:

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

Workbook, page 7, Activity 5

Students turn to Communciation Activity 1 on page 64 of their Workbooks and carry out a survey of how people get news. They should begin the survey in class in groups, by making up two more questions. They individually interview two classmates and complete the survey at home by interviewing two older relatives.

As a follow-up writing activity, ask students to write a report of their findings. They should focus on comparing the younger and older people they interviewed, e.g.

Young people prefer to get news thorugh their smartphones, whereas older people like reading newspapers.

Younger people like getting news through their smartphones because it's quick and easy, but older people may find technology difficult to cope with.

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

Coursebook, page 8, Activity 1

Students discuss questions **a – c**, either in groups or as a class. Here is some background information about the different areas, and the qualities needed for each one.

Background Information

Newspaper journalism
Many journalists begin their careers as newspaper reporters. Newspaper reporting gives training in basic journalism skills, such as interviewing, writing up stories and working to deadlines. So you need to be good at finding stories and not to mind asking questions, even in difficult circumstances.

Magazine journalism
There are fewer jobs in magazine journalism than in newspapers. Magazines cover a variety of topics such as travel, computers, cars, photography. So you need to specialise in one of them. Magazines tend to have a small staff, so you need to be able to work as part of a close team.

TV and radio journalism
These branches require the same skills as newspaper journalism, but other skills as well. You need to feel comfortable in front of a camera, and handling a microphone, and tell a story using pictures and sound as well as words. You need to be able to research good stories for TV or radio audiences.

Online journalism
You don't need to go out and hunt for stories, but you need an excellent understanding of the web and be able to create special reports on major news themes. You don't just tell people news; you interact with them and give them the opportunity to express their opinions about it and discuss it with each other.

Coursebook, page 8, Top Tip

The Top Tip focuses on listening out for connecting words (conjunctions) in a talk. These help the listener to understand the structure of the talk because they signal when a new section is about to begin.

Coursebook, page 8, Activity 2

Students check the meanings of the words, and match them to the definitions. Tell them they are going to hear all the words in the talk in Activity 3.

Tell students to write the words and their meanings into their exercise books, as they will not remember them if they write only the numbers and letters.

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

Coursebook, page 8, Activity 3

Students listen to a talk about journalism as a career, and note down the most important skill or quality mentioned in each section. Remind them to write the answers into their exercise books.

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

Listening Script 1.4.1

I love my job as a journalist. It's not always easy but it's very rewarding. If you're thinking about a

career in journalism, these are the four most important skills or qualities you need.

Firstly, you need to have a **passion for giving people news**. You need to be very good at communication and give people information that is clear and accurate. You can't make mistakes!

Next, a good journalist needs to be **curious**. You need to want to learn about everything, and enjoy interviewing people, even in difficult circumstances.

Then, you need **good writing skills.** You need to write about your stories in a newspaper, or present them on TV, in a coherent way. You need to tell people, 'This is what happened' and 'This is why it is important.'

Finally, you need to be able to **work to deadlines.** You have to have your work ready on time because news can't wait, otherwise it's no longer news!

Coursebook, page 9, Soundbites

Direct students to the Soundbites box of phrases used in interrupting, allowing and blocking interruptions. Play **Listening 1.4.2**

Practise the language with students, paying attention to the intonation.

Listening Script 1.4.2

Sound Bites

Interrupting, Allowing and Blocking Interruptions

Interrupting

Sorry to interrupt you, but...
Can I interrupt you again?
Sorry to jump in, but...
If I could just stop you there...

Allowing Interruptions

No problem.
Yes, all right.

Blocking Interruptions

If I could just finish...
Hold on! Hold on!
Let me finish, please.

Coursebook, page 9, Activity 4

This listening activity familiarises students with the phrases in the Soundbites box. Ask students to read questions **a** and **b** before they listen. Then play **Listening 1.4.3** and tell students to note down the answers as they listen. Repeat as necessary.

Listening Script 1.4.3

Journalist: So, Mr Green, what do you want to tell me?
Mr Green: Well, last night I was on my way home. . .
Journalist: **Sorry to interrupt you, but** . . .
Mr Green: No problem.
Journalist: . . . what time was that?
Mr Green: About half past six. I was just driving along the road . . .
Journalist: **Can I interrupt you again?**
Mr Green: **Yes, all right.**
Journalist: What was the name of the road?
Mr Green: The name of the road? Brighton Road. As I was saying . . .
Journalist: **Sorry to jump in, but** . . .
Mr Green: What is it now?
Journalist: Which part of Brighton Road? Was it Brighton Road East or Brighton Road West?
Mr Green: Let me see . . . Brighton Road East. No, West. Well, I was driving along Brighton Road West when I saw an elephant standing in the middle of the road and . . .

Journalist: **If I could just stop you there** . . . did you say you saw an elephant?
Mr Green: Yes, that's right.
Journalist: What was it doing?
Mr Green: Doing? Well, nothing much. Just standing there, and looking a bit lost and . . .
Journalist: **Can I interrupt you again?** What did it look like?
Mr Green: Look, **if I could just finish** . . . it just stood there, right, staring at me and waving its trunk around. Then it went away.
Journalist: That's not a very interesting story.
Mr Green: But I haven't told you the most important part. Before it left, the elephant came over and spoke to me. It said . . .
Journalist: **Sorry to jump in again, but** did you say the elephant spoke to you?
Mr Green: **Hold on! Hold on! Let me finish, please.**
Journalist: What did it say?
Mr Green: It said, "Can you tell me the way back to Africa?"
Journalist: I see. (Pause) Well, thank you very much, Mr Green. But I've got to get back to my office now.
Mr Green: But aren't you going to write about me in your newspaper? I've always wanted my picture in the paper and . . .
Journalist: **Sorry to interrupt you,** Mr Green, but I'm a busy woman and I've got lots of other stories to write about. Real stories!

Answers:

a The journalist interrupts Mr Green seven times.

b Phrases Mr Green uses to allow an interruption are:
- No problem.
- Yes, all right.
- Look, if I could just finish. . .
- Hold on! Hold on!
- Let me finish, please.

Phrases Mr Green uses to block an interruption are:

Additional activity:

If time allows, play the dialogue again and ask students some comprehension questions, such as:

a According to Mr Green, when did he see the elephant? *(Last night at half-past six)*
b Where did he see it? *(Brighton Road West)*
c What surprising thing did it do? *(It spoke to him)*
d Does the journalist believe Mr Green? *(No)*
e Why did Mr Green contact the journalist? *(To get his picture in the paper)*

Coursebook, page 9, Activity 5

Students work in pairs and practise the language of interrupting, allowing and blocking interruptions, using the phrases in the Soundbites box. Five suggestions are given for narrative stories, but students are free to think of their own narratives too.

Workbook, page 8, Activity 1

This activity gives practice with listening for gist. Students listen to a TV director talking about his work. Before they listen, give them time to read through the list of topics. There are two 'distractors' – i.e. topics in the list that are not mentioned in the talk.

Students number the topics in the order they hear them mentioned. Play **Listening 1.4.4**

If necessary, pause the CD in the places indicated to give students time to complete the activity.

Listening Script 1.4.4

My name's Jon Turner and I'm a television director. I make documentary programmes. I've just got back from filming in Mexico. My job involves choosing people and locations to film, and then organising the filming.

(Pause)

The thing I enjoy most about the job is meeting people from all walks of life, from tribesmen to pop stars. Every year I find myself filming in places I've never heard of, thousands of miles from home. I'm never bored as every trip is different.

The biggest challenges are dealing with things when they go wrong. For example, sometimes you can arrive in a remote location and you find you can't start filming because of bad weather, missing equipment, transport problems or the film crew getting sick.

(Pause)

If you ask me about my most memorable moments on the job, I would say there have been too many to mention! For example, last year I filmed a car rally from London to Mongolia, which was very exciting.

If you want to become a TV director, you need certain qualities – energy, a passion for making films and the ability to get on with people. My advice to anyone wanting to work in TV is to decide what kind of programmes you want to make and then contact the companies that make them. If you watch the credits that usually appear at the end of a TV show, you can learn the names of the different companies. You'll probably have to start at the bottom, like I did. But the harder you work, the quicker you'll progress!

Answers:

1 h (what the job involves)
2 e (best thing about the job)
3 b (challenges)
4 g (memorable moments)
5 d (qualities needed for the job)
6 a (advice for others)

The two topics not mentioned are **c** (future plans) and **f** (regrets).

Workbook, page 8, Activity 2

Students do the vocabulary matching activity, using a dictionary if necessary. Remind them there is one 'distractor' – a word with no matching definition.

Answers:

a documentary – film or TV programme about a particular subject
b expedition – long journey to a faraway place
c location – place used for filming away from the studio
d remote – extra word (distractor)
e credits – people or companies listed at the end of a film
f rally – car race on public roads
g film crew – group of people working together on a film

Workbook, page 8, Activity 3

Students listen to Jon Turner's talk again. For each item, they shade in the bubble next to the correct answer.

Answers:

1 Mexico
2 different types of people
3 things go wrong
4 contact TV companies

Workbook, page 9, Activity 4

This activity gives practice with a number of different skills. Students work in groups to

create and write a news report, which is then presented to the rest of the class. Before writing, give students sufficient time to discuss what information should go into their report and how they can make it interesting and clear.

Students choose one of the four headlines **A, B, C** or **D**. Make sure that not all the groups choose the same headline. If necessary, assign each group a different headline yourself.

Students use the questions given for that headline to help them write their news report. Encourage them to use their imaginations and add details of their own. Circulate around the groups, offering guidance and support.

Note: Tell students that although the headlines are in the present tense, their news reports should be in the past tense. Refer to the Note in Unit 3 on page 10 of this Teacher's Book.

Students choose one member of their group to act as 'newsreader' and present their news report to the class. Encourage the rest of the class to ask questions at the end of the report to find out more information.

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

This unit focuses on creating a piece of narrative writing from a picture story. The story of the *Titanic* has been chosen as an example because it has a very strong narrative, with a clear sequence of events. It also fits in well with the topic of the theme, as it was a major news item in its time. People today are still fascinated by the story.

Note: As the writing task for this theme, students will be asked to create a piece of narrative writing based on a picture story. This also concerns an event at sea, but is set in Oman and has a happier ending than the *Titanic*!

Background Information

The *Titanic*

In the 1900s, travel across the Atlantic Ocean from Britain to America was becoming more and more popular. There was a lot of competition among ship companies for customers. In 1907, the White Star Line company decided to build the biggest passenger ship in the world, the *Titanic*.

The *Titanic* set sail on her first voyage on 10 April 1912 with 2,207 passengers and crew on board. She sailed from Southampton, on the south coast of England, bound for New York.

Just before midnight on the evening of 14 April, the *Titanic* hit a huge iceberg. The iceberg made holes in the ship's side under the water, and water started flooding in. The ship was sinking. The Captain ordered the crew to prepare the lifeboats.

But the problem was that there weren't enough lifeboats. While the crew began to fill the lifeboats, the radio operators sent messages for help. But the nearest ship, the *Carpathia*, was four hours away. The *Titanic* was going to sink in two hours.

The *Titanic* continued to sink, and at last it broke into two pieces. Many people jumped into the sea, hoping to swim to a lifeboat. But the water was freezing cold. By the time the *Carpathia* arrived, many people had died from the cold or drowned.

The *Carpathia* picked up the survivors and took them to New York. They counted just over 700 survivors, which meant that more than 1,500 of the *Titanic*'s passengers and crew had died.

The *Titanic* sank in a very deep part of the Atlantic Ocean. Many people tried to find the ship, but it was not until 1985 that a team of scientists succeeded. In 1987 another team brought many things up from the *Titanic*. But the ship itself still lies at the bottom of the ocean.

Coursebook, page 10, Activity 1

Questions **a** has open answers. In answer to question **b**, the *Titanic* was such a dramatic news story because the *Titanic* was the biggest passenger ship in the world, and everyone thought that she was very safe. She was called 'the unsinkable ship.'

Note: 'Titanic' seemed a good name for the ship because it means something that is very big, strong and impressive. The White Star Line, the company that owned the *Titanic*, were planning to build two sister ships, the *Olympic* and the *Gigantic*. These names tell us that these ships were also going to be huge. Of course, after what happened to the *Titanic*, the plans for these ships were abandoned.

Note: Ships and boats are traditionally feminine in English so we use the pronouns 'she' and 'her' when referring to them.

Coursebook, page 10, Activity 2

In this activity, students match key words to pictures as the first step in telling a story. (Pictures 4 and 5 have two sets of key words each).

Answers:

1 – set sail
2 – Atlantic Ocean
3 – iceberg
4 – two pieces, sink
5 – lifeboats, drown
6 – rescue

Coursebook, page 11, Activity 3

Students match the sections of the story to one of the pictures in Activity 2.

Answers:

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

Tell students to copy the complete story, with the sections in the correct order, into their exercise books.

Note: It is important that you get students to copy the sentences, because the completed text gives them a useful model of a piece of narrative writing. It has the following features:

- a story with a clear sequence of events and a beginning, a middle and an end
- connecting words (conjunctions) to achieve coherence
- verbs in the past tense

Ask students to underline the main sentence in each section, and to give their story a title.

Examples of titles could be:

- Disaster at Sea
- A Terrible Night
- A Tragic Voyage

Main sentences:

The *Titanic* set sail from Southampton in England on 10 April 1912.

For the first two days, she sailed across the Atlantic Ocean.

Suddenly, late at night on 14 April 1912, the *Titanic* hit a huge iceberg.

The ship broke into two pieces and began to sink.

Although some people escaped in lifeboats, others jumped into the sea.

Finally, the people in the lifeboats were rescued by another ship, the *Carpathia*.

Tell students to note down the verbs in the past tense, and also to make a list of the connecting words (conjunctions). Point out how the usage of these connecting words makes the narrative smooth and coherent.

Examples of connecting words:

suddenly, at first, but, then, although, however, finally

Coursebook, page 11, Top Tip

The Top Tip focuses on the sequence of events in a story. It is vital that students plan their narratives before writing anything down.

Coursebook, page 11, Activity 4

Students match the questions and answers.

Answers:

1 d
2 g

3 f
4 b
5 a
6 c
7 e

Coursebook, page 11, Activity 5

Students turn to Communciation Activity 1 on page 66 of the Coursebook. They work in pairs to carry out an interview, following the instructions. This activity gives students the chance to practise asking and answering questions in an interview, as well as using their imaginations. Encourage a few pairs of students to perform their interviews in front of the class.

Workbook, page 10, Activity 1

Remind students that when telling a narrative story, they should use past tense verbs. This activity gives practice with verbs in the past tense.

Tell students to read the whole story through before filling in the gaps. This will give them a better sense of the story and make it easier to select the correct verbs.

Answers:

1 hit
2 sank
3 belonged
4 survived
5 began
6 sent
7 received
8 came
9 could
10 rescued

Workbook, page 10, Activity 2

Students read the text in Activity 1 again and give short answers to the questions. Make sure they understand they cannot write more than four words for each answer (not all answers will be four words).

Answers:

1 White Star Line Company
2 women and children
3 a (radio) message
4 in the lifeboats

Workbook, page 11, Activity 3

Tell students they are going to create a written narrative from a picture story. First, direct them to the words and phrases in the box and the six pictures. Tell them to match the words and phrases to the pictures.

1 – fishing boat
2 – broken engine
3 – storm clouds starting
4 – drift, far from shore
5 – binoculars
6 – strong rope, rescue

In groups, students discuss how they can create their story. Tell them to think about the details they can add to make their story more interesting and lively. For example:

- What time of day was it? (afternoon)
- What was the sea like when the boys were fishing? (calm, peaceful)
- How did they feel when their boat began to drift? (afraid, worried)
- What did the waves look like? (big)
- How did the weather change? (stormy, raining, windy)
- How many policemen were on the police boat? (two or three)
- How did the boys feel when they were rescued? (very happy and relieved)

Workbook, page 11, Activity 4

Students write a story based on the pictures and words in the box. Refer them to the Writing Guide on page 80 of their Workbook for help with layout and language.

Note: The activity specifies the number of words to be at least 100, but encourage students to write more than this in order to get more writing practice.

Example of Model Story

Rescue at Sea

One afternoon, Ahmed and his friend, Salim, were fishing in a small boat. The sea was calm and peaceful. At last, they decided to go home.

However, when they tried to start the engine, it wouldn't work. They tried again and again, but it was no good. "It's broken," said Salim. "What shall we do?" "I don't know," replied Ahmed, "but I think there's going to be a storm. Look at those clouds over the mountains."

The boat began to drift out to sea. By this time, the waves were getting bigger and the wind was getting stronger. It began to rain. The boys were worried and afraid.

Fortunately, a police boat was nearby. One of the policemen saw the boys through his binoculars. "Look!" he said. "That boat's in trouble. We have to go and help."

The police boat drove quickly to the boys' boat, and the police threw the boys a strong rope. Ahmed and Salim were very happy they were safe again.

165 words

Some Suggestions for Additional Group Activities:

- In groups, discuss the future of the *Titanic*. Will anyone ever bring the ship up from the bottom of the ocean? Is it a good idea to bring it up, or should it stay there? Present your ideas to the class, then have a class vote about what should happen to the *Titanic*.

- The day the *Titanic* sank, 14 April 1912, became an important day in the history of the world. Many people were very shocked by what had happened. In your groups, think about another important day in the history of the world, or of your country. It doesn't have to be a tragic day, it can also be a day of celebration!

  Do some research to find out more about this day, and make some notes about it. Give a group presentation to the class about what happened on that day, and why it is important.

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

Reading for Pleasure
Coursebook, pages 14 and 15
Workbook, page 13
Ali Al Habsi: A Gentleman and a Goalkeeper
Genre: Celebrity Sports 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 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

Amman
home of the Royal Family
capital city

Petra
lost for 300 years
ancient city

Dead Sea
relaxing and gentle
black mud

Wadi Rum
huge desert
unusual rock shapes

Aqaba
coral reefs
scuba diving

Extra phrases
old castles
5,000 year old road

Activity 2

1 Jordanian dinar
2 black
3 King Abdullah II
4 the 'Rose City'
5 (a) the Dead Sea (b) the Red Sea
6 d Lawrence of Arabia

Activity 3

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

Answers to Review and Reference

Activity 2

a "What's your name?"
b "Where do you work?"
c "What are your hobbies?"
d "Do you like football?"
e "Who's your favourite celebrity?"
f "Have you visited Dubai?"
g "What advice can you give to students?"

Activity 4

a freelance
b documentary
c obsession
d drown
e tragic
f accurate
g prey
h survive
i ethical
j bizarre
k iceberg
l pursue
m basic

Theme 2
Work and Careers

Summary

Overview

Coursebook: Activities 1, 2

Lead-in Activating prior knowledge of the topic area

Unit 1 Which Career? (Reading)

Coursebook: Lead-in Discussion

Coursebook: Activity 1 Reading and discussion

Additional activity: writing

Coursebook: Activity 2 Reading and discussion

Communication activity: matching and discussion

Coursebook: Activity 3 Discussion; reading for specific information

Workbook: Activity 1 Reading a chart; discussion

Workbook: Activity 2 Gapfill activity

Additional activity: discussion

Coursebook: Time to Talk presentation and asking questions

Workbook: Activity 3 Timed reading practice

Workbook: Activity 4 Communication activity: interviewing

Additional activity: writing a report

Unit 2 Job Interviews (Grammar)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading and discussion

Coursebook: Activity 3 Discussion and listening for specific information

Coursebook: Grammar Recall Modals of obligation, desirability and necessity: review

Additional activity: listening and grammar

Coursebook: Activities 3 Modal verb forms: further practice

Workbook: Activities 1, 2 Reading comprehension; practice with modal verbs

Workbook: Activity 3 Reading and discussion

Workbook: Activity 4 Listening comprehension

Coursebook: Activate Your English Role play

Workbook: Activity 5 Grammar practice activities

Unit 3 More About Jobs (Vocabulary)

Coursebook: Lead-in Discussion

Coursebook: Activity 1+2 Matching and discussion

Coursebook Top Tip: Suffixes

Coursebook: Activity 3 Practice with Suffixes

Coursebook: Activity 4

Workbook: Activity 1 Vocabulary development: adjectives

Workbook: Activity 2 Categorising

Additional activities: discussion and writing

Workbook: Activity 3 Additional activity

Further practice with suffixes

Workbook: Activity 4 Matching activity

Additional activity: contrasting jobs

Unit 4 Working in a Team (Listening & Speaking)

Coursebook: Lead-in Discussion

Coursebook: Activities 1, 2 Discussion

Coursebook: Activity 3 Listening comprehension

Coursebook: Soundbites Persuading, convincing and urging

Coursebook: Activity 4 Persuading: Further practice

Coursebook: Activity 5 Discussion and role play

Additional activity: writing a letter

Workbook: Activity 1 Reading and listening comprehension

Workbook: Activity 2 Reading comprehension

Workbook: Activity 3 Project research

Workbook: Activity 4 Group presentation

Additional activity: writing about a company or business

Unit 5 Applying ior a Job (Writing)

Coursebook: Activities 1, 2, 3 Reading comprehension

Coursebook: Activity 4

Workbook: Activity 1 Reading and discussion

Workbook: Activity 2 Reading: sequencing

Workbook: Activity 3 Reading comprehension: gapfill

Workbook: Activity 4 Writing a CV

Workbook: Activity 5 Filling in a job application form; writing a covering letter

Across Cultures: Country focus: Germany

Reading for Pleasure Sharifa Al Barami: Businesswoman and Enterpreneur

Genre: Business Magazine

Review and Reference

Lead-in

The topic of this theme – Work and Careers – will be of particular interest to Grade 12 students in their final year of school.

Ask students some general questions about careers, such as:

- What kind of career(s) are you interested in?
- What attracts you to this kind of career (job)?
- Have you done any research to find out what skills and qualifications are required for this type of career?

Coursebook, page 17, Activity 1

Direct students to the cartoon, and ask them what point they think it is trying to make.

The cartoon aims to show that there can be a huge gap between a young person's perception of a job, and the reality. Young people can underestimate the skills required by a job, or not appreciate that they have to start at the bottom in their chosen career, and work their way up.

Note: The role of a Careers Advisor is to help young people choose an educational and career path in line with their interests and abilities. The Careers Advisor guides them regarding the appropriate personal, social and academic requirements that match their career choice, and helps them to identify and develop the talents which they can eventually use in their career.

Coursebook, page 17, Activity 2

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

rapidly: quickly
career: job or profession that you have been trained for, and that you do for a long time
aptitude tests: tests that find out how suitable your abilities are to do a particular job
psychologists: professionals who study mental processes and behaviour
talents: natural abilities to do something well
flexibility: ability to change easily and adapt to different conditions
criteria: standards used for judging something
Curriculum Vitae (CV): document giving information about you, your qualifications and work experience
application form: document that you fill in when applying for something such as a job or course at university or college
covering letter: letter giving an overview about yourself, and the documents you are attaching or enclosing, such as a CV
performing: carrying out

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

Lead-in

This unit encourages students to think about careers and what kind of job would be suitable for them. It also focuses on how the workplace is changing, globally and in Oman.

Before deciding on a career path, students should consider their own personality, what

they enjoy doing and what they are good at. Here are some general questions to discuss:

- Do you prefer working alone or in a team?
- Do you enjoy working outdoors, or in an office?
- Are you shy or do you like meeting people? (Someone who is shy would not make a good salesperson).

Coursebook, page 18, Activity 1

This student's letter highlights a dilemma faced by many young people today – too much career choice. In groups, students read the letter and decide what advice they would give to the writer. Give students time to discuss their ideas, then go round the groups and ask a presenter from each group to give feedback to the class.

Students may find this activity difficult, so help groups with advice if necessary. Some suggestions for the writer of the letter are:

- find out more about the careers she mentions in the letter and to consider whether she has the right personality
- make a list of the advantages and disadvantages (pros and cons) of each career – for example, acting is insecure
- make a list of the desirable qualifications of each career – for example, it would be good to have a knowledge of languages to be a tour guide

Remind students of the phrases used to express suggestions and give advice. Write some examples on the board, such as:

- *This student should . . .*
- *We think the student should . . .*
- *It would be a good idea for the student to . . .*
- *Why doesn't the student . . .?*
- *The student needs to . . .*

Additional writing activity:

As a homework activity, ask students to write the Counsellor's reply with suggestions for 'Confused'.

Coursebook, page 18, Activity 2

A. Students read the short texts in the boxes. Tell them to check any unknown words in their dictionaries. Go over each personality type with them, and make sure they understand the meaning of each one.

Ask individual students what personality type they think they are. List the six different types on the board, and find out which type is the most common for the students in your class. It is possible to have more than one personality type.

Ask students to think of suitable jobs for the different personality types. For example, someone with an investigative personality would make a good scientist or detective.

B. This fun activity continues the topic of personality types. Students turn to Communication Activity 2 on page 67 of their Coursebooks with the photos of the different animals. They match each animal to the description of its personality, and discuss whether the descriptions are accurate.

If time allows, ask students to think of other personality types relating to animals or living creatures. For example, dolphins are good at communication and teamwork.

Answers:

1 A **3** D **5** H **7** F
2 C **4** B **6** E **8** G

Coursebook, page 19, Activity 3

As a lead-in to this text, ask students questions about TV weather presenting, such as:

- Would you like to be a TV weather presenter? Why/why not?
- What qualifications and personal qualities do you think a TV weather presenter needs?
- How is presenting the weather different from presenting the news?

Students read the text, and look for the answer to the question about the skills Steff says you need to be a good weather presenter.

Answer:

You need to be good at communicating, and able to present information in an interesting and clear way. You also need an excellent memory.

Note: Point out to students that, like many young people, Steff had no fixed career plan. But her academic background of physics combined with her personal skills of being good at communicating, guided her towards weather presenting. Students should not worry if they haven't yet decided on a specific career. But it is important to be aware of what kind of work would suit them best.

Coursebook, page 19, Activity 4

Students complete the True/False/Not Given activity.

Answers:

1 F
2 T
3 F
4 NG

Workbook, page 16, Activity 1

As background information, tell students that aptitude and personality tests are often used to establish what kind of careers people are best suited to.

Explain that **aptitude** means one's natural ability to do something – for example, *He has an aptitude for science* means *He has a natural ability for science*.

Direct students to Ali Abdullah's Aptitude and Personality Chart, and the information above the chart. Make sure that they understand the situation – i.e. that Ali has done the aptitude and personality tests to find out his strong and weak areas to help him in choosing a career.

Note: Point out to students that the meanings of the different types of abilities are explained within the context – for example, **perceptual ability** means 'being good with diagrams and pictures.'

Ask students to comment on Ali's results and ask them what his strong and not so strong areas are.

Answers:

Strong areas: reasoning; verbal ability; perceptual ability; self-confidence; decision making
Average areas: manual skills
Weak areas: numerical ability; mechanical ability

Workbook, page 16, Activity 2

Students complete the gapfill activity. Tell them that before trying to fill in the gaps, they should read the whole text first in order to get the gist of it. This will help them identify the missing words more easily. Point out that there is one distractor (extra word).

Answers:

1 challenge
2 dull
3 communcation

4 average
5 bored
6 personality
7 leadership

Extra word - **ability**

Additional discussion activity:

Write some jobs on the board. Here are a few examples, although you can add or substitute others of your own:

journalist	broadcaster
mechanic	diplomat
teacher	web designer
actor	pilot
accountant	detective
engineer	doctor

Ask students to read the report in Activity 2 with Ali Abdullah's test results again, and discuss which jobs might be suitable for Ali. For example, they might decide that Ali would make a good journalist, teacher, actor or broadcaster because his communication skills are excellent. However, he would not make a good accountant because his numerical ability is not strong.

Coursebook, page 19, Time to Talk

Students make notes in their exercise books about a job that they would like to do. They give a talk of 1 or 2 minutes about this job to the other members of their group.

As each student is talking, encourage the other members of the group to think of questions. However, they should wait until the end of the talk and not interrupt the speaker.
Go round the groups, listening to the talks. If time allows, get students to present the best talks to the class.

Note: Students' talks should not last longer than two minutes. Group members can take it in turns to time the speaker.

Workbook, page 17, Activity 3

The procedure for timing a reading text was introduced in Grade 12A, Theme 2, Workbook, page 16, Activity 3. Students should therefore already be familiar with the steps. However, you may find it useful to remind them of the procedure as given below.

1 Make sure that you can see an accurate timing device which shows seconds as well as minutes.
2 Look quickly through the text. Read the headings, sub-headings and look at any pictures that can help you understand it.
3 Check the time, then read the text as fast as you can.
4 When you have finished, check the time again. Note down how long it took you to read the text.
5 Answer the comprehension questions to check your understanding.
6 After answering the questions, divide the number of words in the text by the time it took you to read it. This is your reading score.

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 speed is **3 mintues 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 3 also contains a text which can be used for timed reading practice.

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 the Reading Section on 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 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 b	**5** d
2 c	**6** b
3 d	**7** c
4 a	**8** d

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

Workbook, page 17, Activity 4

Students turn to Communication Activity 2 on page 65 of their Workbooks. They interview a partner and complete an aptitude and personality chart for that person. To help them, refer them to Ali Abdullah's chart (Workbook, page 16, Activity 1). Tell them to complete their partner's chart by drawing the lines for each ability in the same way.

Additional writing activity:

Tell students to write a report about their partner's results. Refer them to the report about Ali Abdullah's results (Workbook, page 16, Activity 2) which they can use as a model. At the end of their report, they should say what kind of jobs their partner would be suited to, and why.

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

The general topic of this unit is job applications, with a particular focus on job interviews. The grammar reviews modals of obligation, desirability and necessity.

Coursebook, page 20, Activity 1

In groups, students consider their own feelings about interviews, for example, if they would feel confident, shy or nervous during an interview. They discuss questions **a**, **b** and **c**.

Note: If students have no personal experience of interviews themselves, ask them if they know anyone who has, for example, an older sibling or friend.

Coursebook, page 20, Activity 2

Students read the information about an educational publishing company's need for a sales representative. Make sure that they understand the situation. Ask questions such as:

- What is Mr Hunt's job? *(international sales manager)*
- What kind of company does he work for? *(an educational publishing company)*
- What kind of person is he looking for? *(a sales representative)*
- What will that person do? *(promote the company's products in the Gulf countries)*

Elicit who has put together the checklist of requirements *(Mr Hunt)*. Ask students why these requirements are important, and if they can think of any other requirements that might be useful for this job.

Make sure that students understand the difference between essential and desirable requirements, i.e.

- Essential requirements are what a candidate must have
- Desirable requirements are what a candidate should have

Note: Point out to students that companies often list essential and desirable requirements in the information they send out to job applicants.

Coursebook, page 20, Activity 3

Students listen to an interview between Mr Hunt and Saeed, a candidate for the job.

Before they listen, discuss with them the kind of questions they think Mr Hunt might ask Saeed. For example:

- Why are you interested in this job?
- What kind of experience do you have in this type of work?

Refer students to Mr Hunt's checklist of job requirements in Activity 2. Direct them to the picture and questions **a** and **b** under it, and tell them to listen out for the answers to these questions as you play the interview.

Play **Listening 2.2.1**. Repeat as necessary.

Listening Script 2.2.1

Mr Hunt: Now then, Saeed, for this job you must have experience in academic book promotion.
Saeed: Oh yes, I do. I used to be a sales representative for Global Education Books.
Mr Hunt: That's interesting. I know Global Education. They're a good company. Now… you also have to have excellent communication skills, so that you can talk to teachers about our materials.
Saeed: I really enjoy talking to teachers. I listen to them too – you know, so that

I can try and understand their problems.

Mr Hunt: You should also have strong personal selling skills and good organisational and planning skills.

Saeed: I think I'm very good at organising and planning.

Mr Hunt: Do you prefer working independently or in a team?

Saeed: Both. I like working in a team, but I'm also happy to work on my own.

Mr Hunt: That's good. You should be able to do both for this job. Now, another essential requirement is that you must have a clean driving licence.

Saeed: That's fine. I have a full international driving licence.

Mr Hunt: We're looking for someone who is happy to do a lot of travelling. You should be willing to spend two weeks every month travelling.

Saeed: No problem. I enjoy visiting different places.

Mr Hunt: This job is based in Dubai. So if you're selected, you'll have to move there. How do you feel about that?

Saeed: OK, but I've heard it's difficult to find accommodation in Dubai. It's very expensive there.

Mr Hunt: Don't worry, the company will help you to find a suitable apartment. Now, if you're successful, you'll need to visit the company's headquarters in the UK and attend a training course about the company's products. You'll need to start meeting key contacts in the schools and universities as soon as possible.

Saeed: No problem. It all sounds great.

Mr Hunt: Do you have any questions?

Saeed: Yes. Can you tell me when the job starts, please?

Mr Hunt: Well, if you're selected, you'll need to be available to start work in September.

Answers:

a Saeed will probably get the job for the following reasons:

1 He fulfils all the essential requirements.

- He already has experience of academic book promotion as he used to work for Global Education Books.
- He has excellent communication skills and enjoys talking and listening to teachers.
- He is willing to move to Dubai and has a clean driving licence.

2 He fulfils all the desirable requirements, and is enthusiastic about undertaking the further requirements.

3 In addition, he appears positive and keen about the job generally.

b The one thing which Saeed is worried about is finding accommodation in Dubai, as he has heard this is difficult and expensive.

Coursebook, page 21, Grammar Recall

Direct students' attention to the Grammar Recall box, and the modal verbs of obligation, desirability and necessity. For further guidance about their usage, direct them to the Grammar Reference section on pages 86 - 87 of the Workbook.

With students, work through the sentences on the left-hand side of the Grammar Recall box, matching each one to a usage on the right.

Answers:

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

Additional listening and grammar activity:

As further practice, if time allows, play **Listening 2.2.1** again. Ask students to list the modal verbs they hear in their exercise books, and make a note of their types.

Answers:

1 . . you **must** have experience in academic book promotion . . . (obligation)

2 . . . you also **have to** have excellent communication skills . . . (obligation)

3 You **should** also have strong personal selling

skills . . . (desirability)
4 You **should** be able to do both for this job. (desirability)
5 . . . you **must** have a clean driving licence. (obligation)
6 You **should b**e willing to spend two weeks . . (desirability)
7 . . . you'll **have to** move there. (obligation)
8 . . . you'll **need to** visit the company's headquarters. . . (necessity)
9 . . . you'll **need to** start meeting key contacts . . . (necessity)
10 . . . you'll **need to** be available to start work . . . (necessity)

Coursebook, page 21, Activity 4

Students choose the most appropriate modal verb form in each sentence. Tell them to first read the sentence and decide what function makes the best sense – i.e. obligation, desirability or necessity. This will lead them to the correct verb choice.

For example, the function in sentence **a** is advice – i.e. desirability. So the correct answer is **shouldn't**. However, other factors determine the correct answer too. Students have to decide which answer makes the most sense, as with answer **d**, and which verb is grammatically correct, as with answer **e**.

Answers:

a shouldn't
b have to
c mustn't
d needn't
e need to
f should

Workbook, page 18, Activity 1

This activity gives students practice with reading and understanding a job advertisement, as well as more practice with modal verbs. This is a typical advert for a marketing assistant in the media and publishing world. After they have finished reading, ask students if they would be interested in a job like this, and to give their reasons.

There are four examples of modal verbs in the advertisement:

1 You don't **need to** have a degree in marketing (necessity) (line 4)
2 . . . but you **must** have a relevant degree . . . (obligation) (line 4)
3 You **should** have excellent written and verbal communication skills . . . (desirability) (line 7)
4 You also **need to** have outstanding organisational skills . . . (necessity) (line 8)

Workbook, page 18, Activity 2

These comprehension questions help to ensure that students have read the advertisement carefully.

Note: Students should be aware that in real life, they should read job adverts very carefully to see if they are suited for the job, and what the job requirements are.

Answers:

a A media and publishing company.
b London.
c A relevant degree, and a high standard of written English.
d Campaign analysis, copywriting, proofreading, database management
e outstanding
f criteria
g Send their CV and a covering letter

Workbook, page 19, Activity 3

These interview tips are designed to be helpful for students in real life interview situations. In

groups, students read and discuss the tips. Direct them to questions **a** and **b** above the tips. Go round the groups, eliciting feedback, and open the discussion out into a whole class discussion. Elicit other tips and write them on the board.

Workbook, page 19, Activity 4

Tell students they are going to listen to five short interviews. Their task is to identify what each applicant said that was wrong, and to think of advice they would give them.

Play **Listening 2.2.2**. Pause the CD after each interview to give students time to make notes in their exercise book about what the applicant said that was wrong.

Listening Script 2.2.2

Pres = Presenter
Int = Interviewer App = Applicant

Pres: Interview One.
Int: Tell me, Mr Brown, what do you know about our company?
App 1: Well, I was going to look it up on the Internet last night, but unfortunately I didn't have time. But I know that you publish medical books.
Int: No, we *used to* publish medical books. But now we publish coursebooks for schools.

(Pause)

Pres: Interview Two.
Int: Why do you want to leave your present job, Miss Smith?
App 2: I can't stand my boss. She's awful. She's the worst boss I've ever had. She's really lazy. She comes in late, gives me loads of work and then goes out for lunch for hours. If you ask me, I should be the boss and she should be the secretary!

(Pause)

Pres: Interview Three.
Int: How would you describe yourself, Mr Green? What are your strengths?
App 3: Oh, I'm the best. Absolutely the best. I'm hard-working and intelligent, and I'm also very popular. I get on so well with people. All my colleagues love me.
Int: I see. What about your weaknesses?
App 3: Let me see . . . I can't think of any. No, I'm the perfect employee!

(Pause)

Pres: Interview Four.
Int: Why do you want to work in children's television, Miss Price?
App 4: Well, I've always wanted to work in TV.
Int: And you're particularly interested in children's programmes?
App 4: Oh no, I'm not interested in children at all. I just thought it would be an easy way to get into television.

(Pause)

Pres: Interview Five.
Int: Why do you want to join our teaching staff, Mr Turner?
App 5: Well, your college has such long holidays. They're great! They're much better than in the school I'm working in now. And the size of the classes here is nice and small. So hopefully I won't have very much homework to mark.

Answers (students may be able to think of more advice to give applicants):

<u>Interview One</u>
This applicant admits he doesn't know much about the company. This indicates a serious lack of interest.

Advice – Find out as much as you can about a company or organisation before going for an interview there.

Interview Two
This applicant attacks her boss personally which is not a good reason to give for leaving your job, even if it is true! If you do this, the interviewer may think you are a critical person who is difficult to work with.

Advice – Think of an impersonal reason why you want to leave your job, for example, you want to broaden your work experience.

Interview Three
This applicant has a very high opinion of himself. He would not fit well into a team and would be difficult for colleagues to work with.

Advice – Be more modest. Although it is good to appear confident at an interview, you shouldn't blow your own trumpet so much!

Interview Four
This applicant admits she is using the job as a way to get into the company. She doesn't even pretend to be interested in the job she is applying for.

Advice – Even if you are using the job as a way to get your foot in the door, you should never say this at an interview. You should appear keen and enthusiastic about the job you're applying for.

Interview Five
This applicant is most interested in what he can get out of the job for himself, rather than how he can contribute to the college.

Advice – Never talk about holidays or ways that you can save yourself work. The interviewer will think that you are lazy and self-centred, with little interest in the job.

Coursebook, page 21, Activate Your English

Students role play job interviews. Student A chooses one of the jobs in the box that interests him/her, and Student B is the interviewer. Give students a few minutes to prepare for the interview. Afterwards, get them to change roles. If they want to choose a job that isn't on the list, that's fine.

Workbook, page 19, Activity 5

The Grammar Practice Activities on page 75 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 86 - 87 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

1 **1** must (have to)
2 needn't (don't have to)
3 should (ought to)
4 mustn't
5 needn't (don't have to)
6 shouldn't (oughtn't to)

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

3 **1** You must register before the exam.
2 You must switch off your mobile phone.
3 You mustn't look at another student's work.
4 You must answer all the questions.
5 You mustn't talk during the exam.
6 You mustn't leave until the exam is over.

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

This unit explores more language associated with jobs, and also focuses on suffixes and their usage. For more information about suffixes, refer to the section under Coursebook, page 23, Top Tip in the second column of this page of the Teacher's Book.

Coursebook, page 22, Activity 1

Students read the sentences, and discuss with a partner whether each one refers to a positive or negative aspect of a job.

Answers (but opinions will differ according to students' own personalities):

a P
b N
c P or N
d N
e P or N
f N
g N
h P or N
i P or N
j P or N
k P
l P or N
m P
n P or N

Coursebook, page 22, Activity 2

In Part **A** of this activity, students match each of the six pictures to one of the jobs underneath (there are three jobs which don't have a picture).

Answers:

A 2 (surgeon)
B 6 (supermarket cashier)
C 5 (tour guide)
D 3 (pilot)
E 9 (paramedic)
F 7 (software designer)

In Part **B**, students go through the nine jobs and discuss which factors or skills in the list in Activity 1 are associated with each job. Answers will vary, but this does not matter. The important thing is for students to discuss their opinions, and support their choices by giving reasons.

Possible Answers (but students may have other answers):

1 journalist – f, i, k, m
2 surgeon – a, c, d, f, h
3 pilot – a, c, e, f, h, m
4 diplomat – a, c, h, i, m
5 tour guide – i, k, m
6 supermarket cashier b, e, f, g,
7 software designer – a, j, k, l
8 football coach – a, c, d, h, i, n
9 paramedic – c, d, e, h, n

Coursebook, page 23, Top Tip

The Top Tip focuses on suffixes. Make sure that students understand what a suffix is. Go over the example with them, and ask them if they can think of other examples of suffixes. Explain why suffixes are important – they help deal with new vocabulary because they can give clues about a word's meaning.

Suffix: a letter, or groups of letters, placed at the end of a word which changes the meaning of that word, and also sometimes changes its grammatical function.

Note: If time allows, draw students' attention to prefixes, and ask them for a few examples. A prefix is a letter, or group of letters, added to the beginning of a word, not the end. For example, **pre-** (**pre**historic, preview). The collective word for both prefixes and suffixes is 'affixes'.

Suffixes often alter the spelling of a word. For example, when we add the suffix – **ful** to 'joy' or 'hope' there is no change in spelling although there is a change in grammar.

- joy (n) becomes joy**ful** (adj)
- hope (n) becomes hope**ful** (adj)
- care (n) becomes care**ful** (adj)

But when we add the same suffix **–ful** to some nouns ending in **y**, the spelling changes to **i**

- beauty (n) becomes beauti**ful** (adj)
- plenty (n) becomes plenti**ful** (adj)

Note: Teachers should feel free to elaborate on suffixes and their usage, for example, when suffixes are used in comparatives and superlatives – e.g. small, small**er**, small**est**.

Coursebook, page 23, Activity 3

Students complete each job with the appropriate suffix in the box.

Answers:

1 teach**er**
2 paint**er**
3 dent**ist**
4 music**ian**
5 act**or**
6 translat**or**
7 farm**er**
8 art**ist**
9 journal**ist**
10 technic**ian**
11 optic**ian**
12 tail**or**
13 doct**or**
14 manag**er**
15 scient**ist**
16 politic**ian**

Coursebook, page 23, Activity 4

This activity gives practice with adjectives, and jobs they are associated with.

Encourage students to think of more jobs which could be associated with these adjectives.

Some suggested answers (but students will have other answers too):

accurate = translator
creative = artist
persuasive = politician
courageous = firefighter
fit = football coach
imaginative = actor
polite = diplomat
friendly = journalist
patient = scientist
articulate = weather presenter
efficient = manager
talented = actor

Workbook, page 20, Activity 1

Students read the words in the box and circle the words that refer to personality types. These are adjectives whereas the other words and phrases are nouns. They can check their answers with the information in Coursebook, Unit 1, Activity 2, page 18.

Answers (in no particular order):

realistic	investigative
artistic	social
enterprising	conventional

Workbook, page 20, Activity 2

Students complete the table by filling in Columns A and B with the personality types and jobs from the box in Activity A. They have to think carefully in order to match each personality type with the appropriate qualities and skills, before categorising the jobs which are best suited to those qualities and skills.

Answers:

	A. Personality Type	B.	C. Related Jobs
1	realistic		a. paramedic b. technician
2	investigative		a. detective b. journalist
3	artistic		a. scriptwriter b. web designer
4	conventional		a. accountant b. data processor
5	social		a. teacher b. nurse
6	enterprising		a. sales director b. politician

Additional discussion/writing activity:

Students choose a job from any category in the completed table in Activity 2, and discuss why they think that job is suited to a particular type of personality, and the skills and qualities the job needs. As a writing activity, students can write a paragraph containing this information.

Note: Most jobs are suited to a combination of personality types, not just one type. For example, 'paramedic' is listed in the 'realistic' category in the table in Activity 2, but it also contains aspects of other personality types, qualities and skills. (See the example paragraph below).

Example Paragraph

The job of paramedic is suited to someone with a realistic personality, because it is a very practical type of job. Paramedics need to remain calm, think clearly and act quickly in stressful situations. They need to be able to carry out emergency procedures, often to save lives. However, paramedics need other skills and qualities as well. They need a strong desire to help and care for other people. They also need to be good at teamwork and to have good communication skills. In addition, paramedics need to be physically fit, as they often have to lift and carry heavy weights.

Workbook, page 21, Activity 3

This activity is intended to be quite challenging, as no prompts of suffixes have been given for students to choose from. Remind students to be careful about spellings, and also that there is one distractor (extra word).

Answers:

1 photographer
2 accountant
3 sailor
4 receptionist
5 engineer
6 detective

Extra word - **direct**

Additional activity:

Draw two columns on the board. Write the following suffixes into the first column:

1 -ment
2 -ing
3 -ion
4 -ers
5 –ed

Write the following words into the second column.
agree
work
train
improve
connect

Ask students to tell you which suffixes in the first column can be added to the words in the second column. Point out that some suffixes can go with more than one word.

Note: If students point out that 'agreed' and 'improved' end in '-d' and not '-ed', remind them that the spellings of some words change when a suffix is added (refer to the information related to Coursebook, page 23, Top Tip on page 37 of the Teacher's Book).

Answers:

agree = agree**ment**, agree**ing,** agree**d**
work = work**ing**, work**ers**, work**ed**
train = train**ing**, train**ers**, train**ed**
improve = improve**ment**, improv**ing**, improv**ers**, improv**ed**
connect = connect**ing**, connec**tion**, connect**ors**, connect**ed**

Workbook, page 21, Activity 4

Students match the six phrases to the professional areas where they would be used.

Answers:

1 medical conference (example)
2 maritime services
3 operating theatre
4 airport safety services
5 financial news
6 air traffic control

Additional activity:

Write the following pairs of jobs on the board.

1 mechanic / mechanical engineer
2 publisher / librarian
3 journalist / broadcaster
4 meteorologist / geologist
5 architect / archaeologist

Ask students to write sentences to show the differences between the jobs, using the conjunction **whereas**. Point out that **whereas** is often used to contrast two different things.

Possible answers (but other definitions are also possible):

1 A **mechanic** repairs car engines whereas a mechanical engineer develops machines.
2 A **publisher** produces books (magazines, newspapers) whereas a **librarian** works in a place where you can borrow books.
3 A **journalist** reports on news whereas a **broadcaster** presents radio or television programmes.
4 A **meteorologist** studies the weather whereas a **geologist** studies rocks.
5 An **architect** designs buildings whereas an **archaeologist** studies ancient societies.

As an extension to this activity, ask students to contrast more jobs and write sentences about them. Go round the class asking for examples, and write the best ones on the board.

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

Lead-in

The topic of this unit is teamwork. Discuss working in teams with students. Ask questions, such as:

- Do you enjoy working in a team?
- Why is teamwork an important skill?
- In what jobs is teamwork especially important?

The unit also covers presentations and gives some presentation tips. Students will be given the chance to research a company or business of their choice, and present their findings to the class.

Coursebook, page 24, Activity 1

Direct students' attention to the photo of the Omani national football team as an example of a team working together successfully. Write the word **proverb** on the board and check that students understand the meaning.

Proverb: A short statement that usually contains a 'message' or piece of advice.

Tell students to read proverbs **a** and **b.** Ask them if they can explain what each proverb means.

Note: 'Broth' is a kind of soup containing meat, rice or vegetables, for example, 'chicken broth.'

Meanings of proverbs:
Proverb **a** - if a number of people are working on the same project, it makes the work easier.
Proverb **b** - if too many people are working on the same project, it will cause delay and even prevent getting the job done.

Point out that the two proverbs contradict each other, and ask students which one they agree with more. Ask them if they have been involved in situations which illustrate either of the proverbs.

If time allows, ask students further questions about proverbs, such as:

- Do you know any Arabic proverbs with similar meanings to Proverb **a** or **b**?
- What other English proverbs do you know?

Some examples of English proverbs are:

- There is no smoke without fire.
- A bird in the hand is worth two in the bush.
- Jack of all trades, master of none.
- A stitch in time saves nine.

Coursebook, page 24, Activity 2

This discussion activity gives students the chance to talk about their own experiences of working in teams. It can be done in groups, or opened out into a whole class discussion.

The phrase 'a good team player' in question **c** means someone who works well in a team. It can be applied to business as well as sport.

Concerning answer **d,** teams are important in many organisations – sports, businesses, governments, universities – anything which involves more than one person contributing work. Teams are also important for students in their own learning situations at school.

Coursebook, page 24, Activity 3

Tell students they are going to hear a discussion between the International Sales and Marketing Director of a company, and a member of her sales team – the Regional Sales Manager in the Middle East. Direct students to the photos of these two people.

As a lead-in, ask students what responsibilities they think each job involves.

Answer:
The International Sales and Marketing Director is responsible for increasing sales of the company's product in many different countries. The Regional Sales Manager is responsible for sales in his particular area – in this case, the Middle East.

Before you play the discussion, tell students to read the information in the box about 'Quick Quench Drinks' carefully. Ask them why they think the company is called by this name.

Answer:
The name 'Quick Quench Drinks' suggests that the drinks the company produces are very effective at quenching one's thirst. The word **quench** usually means 'stop yourself feeling thirsty by drinking something.' However, it can also be used to describe stopping a fire from burning, for example, *The firefighters used water to quench the flames.*

Give students time to read questions **a**, **b** and **c** at the bottom of the page. Tell them that, as they listen, they should write notes of the answers into their exercise books.

Play **Listening 2.4.1**. Repeat as necessary in order to give students enough time to note down the answers to the questions. Go over the answers with them. The answers are given in **Bold** in the listening script below.

Listening Script 2.4.1

Sarah: Good morning, Ali. How are you? Is this a good time to call?

Ali: Hello, Sarah. Yes, it's fine. How are things in London?

Sarah: Not bad, thanks. *(Pause)* Look, the reason I'm calling is because I'm worried about your sales figures. We used to be the market leaders in the Middle East. But recently sales have been falling. The company is losing a lot of market share.

Ali: Yes, I know. The way I see it, there are two main problems for us here in Dubai. The first is, **we don't have a very strong sales team.** My staff don't stay with the company long enough to build up good relationships with customers.

Sarah: Why is that, Ali?

Ali: Well, we're not paying them enough. So they move onto other companies as soon as they can.

Sarah: But I thought we were paying them good salaries.

Ali: The salaries were OK in the past. But unfortunately the cost of living in Dubai has increased a lot.

Sarah: What's the solution then?

Ali: **Can't you put more money into my budget so I can pay my staff better?** Believe me, it's very important. Then I can recruit good people who will work hard. Wouldn't that be a good thing to do?

Sarah: Yes, it would. But you mentioned there were two problems. What's the other one?

Ali: Well, **our products are too expensive for the market.** There are a lot of local companies which are selling drinks more cheaply.

Sarah: So people can't afford our drinks any more?

Ali: Well, they're not willing to pay the high prices. **Don't you think the company should bring out a new drink – something we can produce locally, easily and cheaply?** Surely that's the best way for us to stay in the market.

Sarah: Well, yes, perhaps.

Ali: That would be a very good idea. I really think you should do something soon. If you don't do that, people will turn to our competitors.

Sarah: All right. You've persuaded me that the situation is serious. **Let me talk to the Managing Director. I'll try and convince him to put more money into our Dubai operation.**

Ali: Thanks, Sarah. Please try and do that.

Coursebook, page 25, Soundbites

Direct students to the Soundbites box of phrases used in persuading, convincing and urging. Play **Listening 2.4.2**. Practise the language with students, paying attention to the intonation.

Listening Script 2.4.2

Sound Bites

Persuading, Convincing and Urging

Persuading

Can't you put more money into my budget?
Believe me, it's very important.
Wouldn't that be a good thing to do?
Don't you think the company should bring out a new drink?

Convincing

Surely that's the best way for us to stay in the market.
That would be a very good idea.
I really think you should do something soon.

Urging

If you don't do that, people will turn to our competitors.
Please try and do that.

Coursebook, page 25, Activity 4

In pairs, students take it in turns to persuade each other to do something. They can use the ideas suggested, or create situations of their own. Encourage them to use some of the phrases in the Soundbites box above.

Coursebook, page 25, Activity 5

This activity provides material for students to take part in discussion and role play, and give a group presentation.

Students read the information about what happens next with 'Quick Quench Drinks.' They work in groups of four and follow the instructions given.

Make sure that students understand the situation. Their group is one of the competing teams of consultants, and their task is to put together a proposal for a new drink. Each member of the group can present a different part of the proposal. The teacher will act as judge, and the best team wins!

Note: Give groups a time limit both for creating and presenting their proposals. This should be strictly followed in order to prevent their proposals from going on for too long.

Additional writing activity:

Students write a letter to a famous person they would like to persuade to promote their new drink. They can do this individually or in groups. Tell them to think of a suitable person. For example, if their new drink is an energy-boosting drink, then a good choice would be a well-known sportsman or sportswoman.

For the language used in a formal letter, refer students to Section **b** of the Writing Guide for Theme 2 on page 81 of their Workbooks. However, tell them that the guidelines in green refer specifically to a covering letter for a job application, and are not relevant for a persuasive letter.

Workbook, page 22, Activity 1

There are three stages in this activity. First, students read the six statements about working in teams, and write **T** or **F** in the first column, according to whether they agree with each statement.

Next, they ask a partner for their views about each statement, and record these in the second column, again using the letters **T** or **F** as appropriate.

Finally, students listen to a talk about teamwork. As they listen, they write **T** or **F** in the third column, according to the speaker's views.

Play **Listening 2.4.3.** If possible, play the talk straight through without pausing the CD. Repeat as necessary.

Go over the answers with students. The relevant sections of the talk are highlighted in **Bold** in **Listening Script 2.4.3** below, and the **True** or **False** answers are given underneath.

Listening Script 2.4.3

Good morning. Today I'm going to talk about teamwork. Most organisations believe that teamwork is very important for a company. So this leads us to the question, what makes a successful team?

First of all, let's consider the team leader. Surprisingly, **the team leader doesn't have to be the cleverest member of the team** – in fact, it's often best if they are not. They just have to have the right personality to deal with a group of people.

When companies carry out projects, it is often necessary for people to work together in a team. However, this is not always the case. **Successful projects can be carried out by individuals, not only people working in teams.**

The creative person is a very important member of the team. **But it's a mistake to think that teams with lots of creative people will make the best teams.** Too many creative people can fight and have arguments, because they are not good at understanding each other's ideas.

The most successful teams consist of team members who have different kinds of personalities. This creates a good balance within the team. You need a creative person to think of new ideas. But you also need people to discuss the ideas and see if they are realistic.

So does everyone work well in a team? You might think the answer is yes. But studies have shown that **there are some people who for one reason or another don't perform well in a team.** They think that working in a team wastes time, or perhaps they just don't have the right personality.

But people who don't work well in teams can still be good at their jobs. Some people who reach quite high positions in a company have never been able to work well in teams. We should just accept that everyone is different.

Answers for Column C (the speaker's views):

1 F **2** T **3** F **4** F **5** T **6** F

Ask students to compare the three sets of views. Are the speaker's views the same as their own views, and their partner's views?

Workbook, page 22, Activity 2

Students read the ten tips for giving successful presentations, underlining the most important words and phrases in each tip.

Most important words and phrases:

1 prepare . . . carefully
2 practise . . . confidence
3 clear introduction
4 organise your ideas
5 speak clearly . . . good pace
6 eye contact . . . gestures . . . body movement
7 guess what questions . . . have answers ready
8 visual aids . . . clear and easy to read
9 don't worry . . . stay calm and relaxed
10 smile . . . look pleasant . . . thank your audience

Workbook, page 23, Activity 3

Students work in groups and do research into a company or business that interests them.

Note: This activity is designed to give students practice with presentation skills in English, rather than testing their research skills. It is appreciated that not all students will have access to the Internet for research. Those who don't can choose a local business in their area to research, such as a small shop or restaurant. They can visit it and ask the people who work there questions.

Remind students who have access to the Internet to use it to find out key information about the company or business, but not to copy information directly from it. They should put the information into their own words as much as possible in their presentations.

Note: This activity can't be started and completed in the same lesson, as students will need time between lessons in order to research their company or business.

Workbook, page 23, Activity 4

Students give their group presentations to the class. Set a strict time limit for each presentation and stick to it closely. Encourage students to use their own words rather than reading from notes, and to use pictures or visual aids if they wish.

Note: Some students may be keen to do their presentations on Powerpoint or Prezi. If so, that's fine. But students in schools without access to these programmes should still be able to produce excellent presentations.

Additional writing activity:

Students write a short description of the company or business they have chosen to research. In their introduction, they should give the name of the company or business, and say why they chose it. The main part of their description should be planned according to the suggested topics in Section 2 of Activity 3, i.e.

- a brief history of the company or business
- the different sections and jobs
- what kinds of products it makes or sells
- why it is so successful

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

This unit aims to be of practical use to students. It is hoped the advice given about applying for jobs will be useful for their futures.

Students will be asked to write their own CV and to carry out an interactive writing task – writing a covering letter to go with a job application.

Coursebook, page 26, Activity 1

This activity focuses on an important requirement when applying for jobs – the ability to read advertisements carefully. This is necessary to find out:

- whether the job interests you
- what the job requires
- whether your skills and qualifications match the job
- what you should do to apply
- the deadline for applications

Students read the four job advertisements **A**, **B**, **C** and **D**, either individually or in groups, and check any unknown vocabulary. If you want to save time, divide the class into groups of four. Each member of the group should read a different advert and tell the other group members about it.

Check that students know the function of a Human Resources Director (mentioned in Job **C**). Explain that he/she is the person who deals with interviewing, appointing and training employees of a company.

When students have finished reading, ask them to discuss questions **a** and **b** in groups. Go round the groups and elicit the answers.

Answers:

a. Job A – TV (media)
Job B – fashion
Job C – travel
Job D – electronics

b. Applicants should:
Job A – send their CV and a letter of application
Job B – email their CV and a letter of application
Job C – send a covering letter of application, their CV and names of two referees
Job D – send a CV, covering letter and a photo

Coursebook, page 26, Activity 2

These questions are intended as an oral comprehension check to see if students have read the job advertisements in Activity 1 in sufficient detail. For further practice, students can work with a partner and make up questions of their own.

Answers:

a A TV company, a fashion company, a travel company, an electronics company
b No, different things
c A CV and a letter of application
d Jobs C and D
e Jobs B and C
f Jobs A and D
g Jobs B and C
h Job A
I Job C

Coursebook, page 27, Activity 3

This activity gives guidelines about a key part of job applications – putting together a Curriculum Vitae (CV). Students should read the information carefully, even though not all sections apply to them at present, e.g. work experience.

Note: Emphasise that it is very important to give only true information when writing a CV. False information can easily be found out, which will destroy your chances of getting a job.

Coursebook, page 27, Activity 4

With a partner, students read the CV of a young man, Tariq Al Sawafi. They check whether he has included all the required information according to the guidelines given in Activity 3, then answer questions **a**, **b** and **c** under Tariq's CV.

Answers:

a No, Tariq hasn't included all the required information.
b (1) His phone number and email address
(2) his referees' contact details
c (1) After his address (2) after the names of his referees

Workbook, page 24, Activity 1

Students read the letter of enquiry from a student, Salma Al Jabri, to a national newspaper. As they read, they look for the answer to the question.

Answer:

The two things the student is enquiring about are:

- opportunities for employment with the newspaper
- how to apply for a graduate training course with the newspaper

Discuss the letter in more detail with the class. Ask questions, such as:

- What examples of formal phrases are there in the letter? *(Dear Sir/Madam; I would be most grateful if . . .; I look forward to hearing from you soon; Yours faithfully)*
- Why is the letter addressed to 'Dear Sir/Madam?' *(Because the writer doesn't know whether the Human Resources Director is male or female)*

Workbook, page 24, Activity 2

In this activity, students number the phrases according to the order the information is given in the letter.

Answers:

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

Workbook, page 25, Activity 3

Students read Tariq Al Sawafi's letter of application for Job **C** in Activity 1 on page 26 of the Coursebook, and fill in the gaps.

Students read the nine words in the box and check their meanings. Before they start filling in the gaps, tell them to read the whole letter in order to get its gist. This will help them identify the correct words.

Remind students that there is one extra word which cannot be fitted into any of the gaps.

Answers:

1 advertisement
2 qualifications
3 interpersonal
4 challenging
5 currently
6 expand
7 knowledge
8 referees

Extra word - **enclose**.

Workbook, page 25, Activity 4

Students turn to the Writing Activities on page 70 of their Workbooks and write their own CV. Refer them to the guidelines for writing a CV

which are given in Coursebook, page 27, Activity 3, and the example of Tariq Al Sawafi's CV in Coursebook, page 27, Activity 4.

Note: If students have no work experience, they should leave this section of their CV blank. It is more useful for students to write their own CV with true information about themselves rather than making up a fictitious CV.

Workbook, page 25, Activity 5

The final activity of this unit draws together two aspects of job applications:

A. filling in a job application form
B. writing a covering letter to go with a job application (interactive writing task).

First, students choose one of the jobs listed in the Activate Your English section on page 21 of the Coursebook. They should choose a job suited to their own personality.

A. Students turn to the Writing Activities on page 71 of their Workbooks and follow the instructions given with regard to filling in an application form.

Note: Tell students that many companies have their own application forms. Some companies require candidates to complete both an application form and send their CV.
When filling in an application form, it is essential to read the instructions very carefully. Instructions vary from company to company.

Tips for Completing a Job Application Form

Students read the tips carefully, and underline the most important phrase (or phrases) in each instruction.

Answers:

The most important phrases are given in Bold in the box below.

Tips for Completing a Job Application Form

- **Read the instructions carefully** before you start filling in the form. For example, some forms ask you to use black ink. Some forms ask you to complete them in BLOCK LETTERS, in which case you must do that.
- **Take your time filling in the form** – don't rush.
- It is a good idea **to make a photocopy of the form and practise filling the form in first on the copy**. That way, if you make a mistake, it doesn't matter.
- If you cannot make a photocopy, **fill the form out in light pencil first**. If you make a mistake, you can rub it out.
- **Get someone else to check the completed form for spelling errors** before you complete it using a pen.
- Most important – **WRITE NEATLY AND CLEARLY.**

Students fill in the application form. They fill in the name of the job they have chosen to apply for on the line at the top of the form.

B. Students write a covering letter to go with their job application.

Refer them to Tariq Al Sawafi's covering letter (Workbook, page 25, Activity 3) as a model for the structure and some useful phrases. However, students' letters will contain different information from Tariq's.

Refer students also to the Writing Guide on page 81 of their Workbooks. Go through the guidelines with them, and discuss the main elements of the structure and layout of the letter.

Note: The following guidelines about the procedure for writing a letter were introduced in Grade 12A, Theme 2.

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. Their partner should first check their letter for meaning and content, and underline in pencil any ideas they don't understand.

Students go over their partner's letter again, this time focusing on language and grammar. Circulate around the classroom, offering guidance and support as students check their partner's letter.

Students return their partners' letters, and give them feedback. Students write a second draft, taking into account the comments and corrections their partner has made.

Note: 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).

Ask students to write the second draft of their letter 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.

Across Cultures
Coursebook, pages 28 and 29
Workbook, page 26
Country Focus: Germany

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

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

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

Activity 2

1 dialects
2 bank
3 roughly
4 powerful
5 vocational
6 composer

Activity 3

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

Answers to Review and Reference

Activity 2

a shouldn't
b have to
c need to
d shouldn't
e needn't
f mustn't

Activity 4

a stressful
b candidate
c verbal
d consultant
e analyse
f promote
g apply

Theme 3

Health and Safety

Summary

Overview

Coursebook: Activities 1, 2

Lead-in Activating prior knowledge of the topic area

Unit 1 Healthy Living (Reading)

Coursebook: Activity 1: Lead-in Discussion

Coursebook Top Tip: Activating prior knowledge of a topic

Coursebook: Activity 2 Predicting information in a reading text; Additional activity: discussion

Coursebook: Activity 3 Reading for specific information

Workbook: Activity 1 Discussion

Workbook: Activity 2 Vocabulary matching activity

Workbook: Activity 3 Vocabulary: sentence writing

Workbook: Activity 4 Timed reading practice

Workbook: Activity 5 Communication activity: quiz

Coursebook: Time to Talk Discussion: healthy behaviours

Unit 2 Safety in and around the Home (Grammar)

Coursebook: Lead-in Discussion

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading and gapfill

Coursebook: Grammar Recall Infinitives and gerunds: review

Coursebook Top Tip: Verb collocations: extensive reading

Coursebook: Activity 3

Workbook: Activity 1 Collocations: further practice

Workbook: Activities 2, 3 Practice with prepositions

Coursebook: Activate Your English Discussion: safety rules

Workbook: Activity 4 Grammar practice activities

Unit 3 Be Prepared! (Vocabulary)

Coursebook: Activity 1 Discussion: preparing for floods and cyclones

Coursebook: Activity 2 Vocabulary development: natural disasters

Coursebook: Activity 3 Reading comprehension

Additional activity: vocabulary development

Coursebook Top Tip: Learning vocabulary actively

Coursebook: Activity 4 Matching words and meanings

Coursebook: Activity 5 Project research: natural disasters

Workbook: Activity 1 Vocabulary prediction and categorisation

Workbook: Activity 2 Listening comprehension: gapfill

Additional activity: vocabulary development

Workbook: Activity 3 Discussion: personal viewpoints

Workbook: Activity 4 Vocabulary review: crossword

Unit 4 Sport and Health (Listening & Speaking)

Coursebook: Activity 1 Discussion

Coursebook: Activity2 Reading for specific information

Coursebook: Activity 3 Listening for specific information

Coursebook: Soundbites Expressing personal viewpoints

Coursebook: Activity 4 Listening for specific information

Additional activity: further listening

Workbook: Activity 1 Reading and discussion

Workbook: Activity 2 Listening for specific detail

Workbook: Activity 3 Giving a talk based on information in a Fact File

Workbook: Activity 4 Presentation about a sport

Workbook: Activity 5 Communication activity: doing a survey

Unit 5 What Do You Think? (Writing)

Coursebook: Lead-in Discussion

Coursebook: Activity 1 Discussion

Coursebook: Activities 2, 3 Reading comprehension: essay analysis

Coursebook Top Tip: Facts and opinions

Coursebook: Activity 4 Facts and opinions: further practice

Workbook: Activity 1 Reading comprehension: essay analysis

Workbook: Activities 2, 3 Discussion : ideas for an essay

Workbook: Activity 4 Practice with expressing opinions

Workbook: Activity 5 Writing an evaluative essay

Across Cultures: Country focus: Singapore

Reading for Pleasure Michael Kelly: Responsible for the Safety of Millions

Genre: Interview

Review and Reference

Lead-in

Ask students some general questions, such as:

- Do you think that health and safety are interesting/important topics?
- What aspects of health in your daily life concern you most?
- What aspects of safety in your daily life concern you most?
- How do you think health and safety in Oman can be improved?

Coursebook, page 33, Activity 1

Students look at the pictures and decide which are related to health and which to safety.

Answers:

A BBQ on fire (safety)
B Warning notice (safety)
C Cyclists (health)
D Vegetables (health)
E Tennis player (health)
F Speed bump (safety)

Coursebook, page 33, 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. Tell students to copy the words and their meanings into their vocabulary or exercise books.

Note: The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 3 appear in the Glossary in the Review and Reference section on page 48 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.

sedentary: spending a lot of time sitting down
diet: food that you usually eat
vital: very important, essential
risk: possibility that something dangerous or unpleasant might happen
diabetes: serious medical condition where your body does not produce enough insulin to reduce the amount of sugar in the blood
obesity: condition where someone is too fat in a way that is dangerous for their health
beneficial: helpful
depressed: feeling very sad
potential: has the possibility of developing in a particular way
hazards: dangers or risks; anything which could cause harm
preventing: stopping from taking place
cyclones: violent storms with strong winds

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

Coursebook, page 34, Activity 1

As a lead in, ask students what they think they need to do to be healthy in their daily lives. Their suggestions might include:

- eating the right kinds of food
- doing exercise
- getting enough sleep at night

Explain that Unit One will focus on both healthy eating and exercise.

Students discuss questions **a - d** in groups. Go round the groups, eliciting feedback. Ask a spokesperson from each group to summarise the group's ideas to the class, and open the topic out into a class discussion.

If you want to extend the discussion, ask students if any common illnesses in Oman are related to dietary factors. As an extension to question **d**, which is about how eating habits in Oman have changed, ask what effects, if any, these changes are having, or will have in the future, on the nation's health.

Coursebook, page 34, Top Tip

Students should consider the title of a text before starting to read it. This will help them focus on what they already know about the topic, and predict not only the possible content of the text, but also key vocabulary items.

Coursebook, page 34, Activity 2

In this prediction activity, tell students to look at the title of the text, 'Healthy Eating', but to cover the text itself. Students discuss questions **a** and **b**. Go round the groups, eliciting their ideas, and list them on the board.

In answer to question **a**, students could say that they expect the text to contain information about a healthy diet, and how to form and maintain healthy eating habits. In answer to question **b**, they could say that questions they would like the text to answer are:

- What foods make up a healthy diet?
- How can you plan a healthy diet?
- What tips are there for healthy eating habits?

Students read the text, then go back to their questions, and see if the text answered them.

Note: Islam emphasises moderation – not too much and not too little – in every aspect of life. A verse in the Holy Quran states: 'Eat and drink, but avoid excess.' A hadith from the Prophet Mohammed advises Muslims to leave 'one third of the stomach with food, another third with drink and leave one third empty for easy breathing.' The same hadith starts by saying that 'No human ever filled a vessel worse than his stomach.'

Additional discussion activity:

After reading, ask students to discuss the tips, and say if they agree with them, and which ones they find most helpful. Go round the groups, eliciting feedback, and open the discussion out into a whole class discussion. Ask students if they can suggest any other tips and write these on the board.

Coursebook, page 35, Activity 3

Students choose the correct answer from each group of questions, and circle the letter.

Answers:

1 b
2 a
3 c
4 c

Workbook, page 30, Activity 1

As a lead-in, ask students if they do any exercise, what kind they do and how often they do it.

Students discuss questions **a - c**. Go round the groups, eliciting feedback.

Workbook, page 30, Activity 2

Students do the matching exercise. Ask them first if they can guess the meanings of the words, then to check the meanings in their dictionaries. Explain that this activity is a preview to Activity 4, and that the words will all appear in the text in Activity 4.

Answers:

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

Workbook, page 30, Activity 3

Students write out sentences of their own containing the words in Activity 2. Go round the class eliciting sentences and write the best ones on the board.

Note: Direct students to the example sentence. Make it clear that they are expected to make up their own sentences containing the words and not just copy out the definitions in Activity 2. If you feel that six sentences are too many, ask them to make up sentences for only two or three words.

Workbook, page 31, Activity 4

Tell students to read the text as quickly as possible, recording the times they start and finish. Refer to Theme 2, pages 29 - 30 of this Teacher's Book for revision of the procedure for timed reading practice. When each student has finished, they should turn to the Reading Section page 61 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	a	**6**	b
2	b	**7**	a
3	d	**8**	d
4	c	**9**	b
5	d	**10**	c

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

Workbook, page 31, Activity 5

Students turn to Communication Activity 3 on page 66 of the Workbook. They ask and answer questions with a partner and complete a quiz to find out how healthy they are.

Coursebook, page 35, Time to Talk

The Time to Talk activity aims to get students thinking more about healthy behaviours. Students first list six healthy types of behaviour individually, then through group discussion they make a new group list. Students find out who is the healthiest person in their group. This can be extended to finding out the healthiest person in the class.

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

Lead-in

This unit focuses on the prevention of accidents in and around the home.

Ask students what kind of accidents occur in the home (falling from a height, burning, scalding, drowning) and what potential hazards there are in the home (stairs, chemicals, medicines, cookers, electrical sockets, open windows). Ask them which room in the home is the source of most accidents (the kitchen).

Background information

Accidents in the Home

Accidents in and around the home are one of the leading causes of serious injury and death, particularly in young children under five and elderly people over the age of 75. Most of these accidents are preventable. The most common cause of accidents is falling, for example, babies can easily roll off a table, or an elderly person can trip and fall down the stairs.

Young children are especially at risk because they don't know if something is dangerous or not. Their lack of experience and development, such as poor co-ordination and balance, can result in injuries.

It can sometimes be difficult for parents to realise what their young child is able to do. Babies between 6 and 12 months can stand, sit, crawl and put things in their mouths. As they get older, they're able to walk and move about, reach things higher up, climb and find hidden objects.

Most serious accidents that involve young children are caused by:

- falls from a height
- burns from fire or hot surfaces
- scalds from hot water or other liquids
- choking or suffocating
- cutting with glass or a sharp object
- poisoning
- drowning

There are potential hazards in every home, such as stairs, chemicals, medicines, cookers, electrical sockets, glass, knives and open windows.

Source: www.nhs.uk

Coursebook, page 36, Activity 1

Students look at the pictures and discuss questions **a** and **b**.

Make sure that students understand the meaning of 'potential' and 'hazard.'

potential (adj): has the possibility of developing in a particular way

hazard (n): A danger or risk; anything which could cause harm

Answers:

Picture A
Potential hazard: The toddler could easily get electrocuted.
Prevention: Children should not be allowed to play with electrical equipment.

Picture B
Potential hazard: Children can swallow medicines and get poisoned.
Prevention: Medicines should be locked away out of reach of children, preferably in a safe cabinet or cupboard.

Picture C
Potential hazard: The young girl is about to pull the pan onto herself and get burned or scalded.
Prevention: The pan handle should be turned inwards on the cooker so it is out of reach.

Picture D
Potential hazard: Children could cut themselves

with these sharp knives.
Prevention: Knives should be kept in a safe place out of reach of children.

Picture E
Potential hazard: The barbecue has caught fire which is in danger of spreading.
Prevention: The barbecue should not be left without anyone to supervise it.

Picture F
Potential hazard: The woman could trip on the toy on the stairs and fall.
Prevention: The stairs should be kept clear of objects that people could fall over.

Coursebook, page 36, Activity 2

Students complete the gap fill activity using the verbs in the box. Before they start trying to fill in the gaps, tell them to read through the text, as this will enable them to get the sense and make it easier to identify the missing verbs.

Answers:

1 enjoy
2 plan
3 involving
4 prevent
5 attempt
6 cook
7 explode
8 moving

Coursebook, page 37, Grammar Recall

Direct students' attention to the Grammar Recall box, which reviews the use of infinitives and gerunds after verbs, nouns and adjectives. For more guidance and examples, direct them to the Grammar Reference section on pages 87 - 88 of the Workbook.

Note: Students were introduced to verb collocations with infinitives and gerunds in Grade 10A, Skills Book. Refer to page 18 of this book for language focus and activities, and page 67 for more examples.

With students, work through the sentences on the left-hand side of the Grammar Recall box, matching each one to a usage on the right.

Answers:

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

Coursebook, page 37, Top Tip

Unfortunately, there are no set rules for determining whether a verb is collocated with an infinitive or a gerund. Extensive reading is therefore the best way for students to familiarise themselves with these verb collocations. As they come across them, they should note them down in their vocabulary notebooks.

Coursebook, page 37, Activity 3

Students read the text in Activity 2 on page 36 again and find examples of the collocations. There is more than one example for some of the questions. Students may have different answers.

Answers:

1 Verb + infinitive
planning to have (line 7)
attempt to light (line 10)
remember to check (line 11)
2 Verb + gerund
enjoy having (line 1)
avoid placing (line 9)
3 Verb + infinitive or gerund
Start preparing (line 12)
start to cook (line 14)
4 Adjective + infinitive
ready to cook (line 13)

Workbook, page 32, Activity 1

Students read the verbs in the box and write them into the correct column, depending on how they are collocated (with an infinitive, gerund or either). They think of their own examples (two of each type of verb) and add them into the appropriate column.

Answers:

Verbs that collocate only with infinitives
decide
promise
hesitate
hope

Verbs that collocate only with gerunds
practise
finish
give up
imagine

Verbs that can collocate with infinitives or gerunds
begin
start
like
continue

Other examples (but students may think of more):

Verbs that collocate only with infinitives
agree
aim
choose
learn
plan
prepare
want

Verbs that collocate only with gerunds
carry on
consider
enjoy
keep (on)
miss
risk
suggest

Verbs that can collocate with infinitives or gerunds
love
remember
stop
prefer
try

Workbook, page 32, Activity 2

Note: This unit also reviews prepositions as part of the grammar focus. For further information and examples of prepositions, refer students to the Grammar Reference section on pages 87 - 88 of their Workbooks.

Students read the text and fill in the gaps with one of the prepositions in the box. Remind them to read the whole text before attempting to fill in the gaps in order to get the general sense.

Answers:

1 of
2 on
3 of
4 with
5 with
6 by
7 out of
8 in
9 on
10 with
11 from
12 out of
13 in
14 for
15 with
16 in
17 in
18 onto

Workbook, page 33, Activity 3

This activity gives more practice with prepositions. For each item, students choose the correct option from the four choices given. Remind them of the importance of following instructions, and make sure they understand that they should circle the correct answer.

Answers:
1 at
2 on
3 inside
4 onto
5 from
6 of

Coursebook, page 37, Activate Your English

With a partner, students choose one of the situations and discuss safety rules for someone planning to do that activity. If they want to discuss activities other than those suggested, that's fine. They make a list and compare their lists with their group.

Workbook, page 33, Activity 4

The Grammar Practice Activities on page 76 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 87 - 88 of their Workbooks for guidance.

Answers to Grammar Practice Activities

1 **1** to check **or** checking (two answers)
2 to finish
3 to work **or** working (two answers)
4 sailing
5 speaking
6 to have
7 helping

2 **1** If you decide **to work** as a chef, you'll need to learn **about** food hygiene.
2 Avoid **placing** a barbecue near anything that **can catch** fire.
3 We have to leave **for** the airport now. It's time **to catch** our flight.
4 Please don't hesitate **to contact** me. I'll help you **in** any way I can.
5 Unfortunately I forgot **to bring** my phone. I left it **at** home.

3 **1** of
2 with
3 from
4 onto
5 for
6 with

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

This unit expands students' knowledge of vocabulary associated with natural disasters. Topics covered include Cyclone Gonu, preparing for disasters and water safety in Oman.

Coursebook, page 38, Activity 1

Students discuss question **a – c** in groups.

In question **a**, ask students if they can guess the meaning of the phrase 'prone to.'

Prone to: likely to have or be affected by something. 'Prone to' can be followed by either a noun or a verb.

Write some example sentences on the board, such as:

- The coastal region is **prone to** heavy flooding.
- She is **prone to** losing her keys.
- Since he was a boy, he has been **prone to** headaches.

Ask students to make up some sentences of their own using 'prone to'. Write the best ones on the board.

Give students a few minutes to discuss the three questions, then go round the groups, eliciting feedback. If you like, open the discussion out into a class discussion.

For question **b**, here are some suggestions about how to prepare for **a flood** (but students may be able to think of other ways):

- check for flood warnings on the local radio
- alert your neighbours, particularly elderly people and people who have just moved into the area
- prepare an emergency kit with items such as a first aid box, a torch, water and medicines
- pack essential items such as warm clothes to take with you in case you have to evacuate your home
- if possible, move cars to higher ground
- if you have to evacuate your home, shut windows, lock doors and turn off gas and electricity and water supplies

Ways of how to prepare for **a cyclone** are similar. Additional suggestions are:

- remain indoors until you are advised it is safe to go out
- stay in the strongest part of the house and keep away from windows
- close shutters, board up windows and lock doors
- prepare a stock of candles, a torch, medicines, food and water
- if caught in the cyclone when you are driving, keep away from the sea and trees

Note: Students may be able to talk about cyclones from personal experience if they or relatives or friends were caught in Cyclone Gonu which hit Oman in 2007, or Cyclone Phet which happened in 2010.

Coursebook, page 38, Activity 2

Students read through the list of natural disasters and check the meanings in their dictionaries.

Answers:

1 a, c, e, g
2 d (avalanche) i (volcanic eruption)

For question **2**, it is very unlikely that an avalanche would happen in Oman because there is very little snow. There are also no active volcanos.

Additional vocabulary activity:

Ask students if they can think of more examples

of natural disasters, for example:

- mudslide
- landslide
- tidal wave

Coursebook, page 38, Activity 3

Students read the text about Cyclone Gonu. They underline any unknown vocabulary and check it in their dictionaries.

Ask students a few quick questions as a comprehension check, such as:

1. Where did Cyclone Gonu come from? *(the west Indian Ocean)*
2. How did the government respond to Cyclone Gonu? *(emergency aid; ready-built houses; additional help from government departments)*
3. Who was involved in the rescue and clean-up operations? (*the ROP and other organisations; the Omani public, especially young people and university students)*
4. How long did it take for most services to be restored? *(less than a month)*

Additional vocabulary activity:

Ask students if they can think of alternatives for some vocabulary items in the text. Write an example on the board:

powerful (para 1) = strong

Ask students to find alternatives for other words and phrases. Here are some examples (but there are many others too):

- enormous = huge *(para 1)*
- aid = help (*para 2)*
- source of income = way of getting money *(para 2)*
- rescued = saved *(para 3)*
- repaired = mended *(paras 3 and 4)*

Coursebook, page 39, Top Tip

The Top Tip focuses on a very important aspect of learning vocabulary – i.e. that it is not enough just to write words down. Students have to be able to use words actively before they can really say they have learned them. Teachers can help by asking students from time to time what words they have chosen to learn that week, and listen out for whether a student is using those words. It is suggested that students could learn five new words every week, but if you feel this is too many, it could be three.

Note: Students will gain better marks in oral English exams if they can show they can use a variety of vocabulary items, not just the same word all the time. This will demonstrate a richer knowledge of and competency with English.

Coursebook, page 39, Activity 4

Students match vocabulary with meanings, then write sentences of their own using the words.

Answers:

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

Coursebook, page 39, Activity 5

This activity can be seen as a mini-project. It gives students the opportunity to do some research into an actual natural disaster that has taken place, and give a group presentation about it to the class.

Here are some examples of natural disasters but there are many others:

- Tsumani, the Indian Ocean (2004)
- Hurricane Katrina (August 2005, Gulf Coast of the US)
- Avalanche, Mount Everest (April 2014)
- Earthquake, Nepal (April 2015)

Note: Don't allow students to choose Cyclone Gonu, because this has already been covered in Activity 2. It is better if they choose a natural disaster which gives them scope for their own research.

Refer students to Theme 2, Unit 4, Activity 2 on pages 22-23 of the Workbook, which gives ten tips of giving presentations. Suggest to students that each member of the group presents a different aspect of the natural disaster (when and where it took place, damage, rescue operation). As students give their group presentations to the class, encourage the rest of the class to note down questions to ask at the end.

Workbook, page 34, Activity 1

This activity gives students practice with predicting vocabulary in a listening text. As highlighted in previous themes, it is very helpful for students before listening to a text to think about the topic and predict the vocabulary and kind of information they are likely to hear.

Students categorise the words in the box into the three columns according to whether it is likely, unlikely or possible they will occur in a talk about water safety.

Answers:

a. Likely to be in the talk

1. lifeguard
2. overflowing
3. drown
4. flash floods

b. Unlikely to be in the talk

(because this vocabulary is related to road safety, not water safety)

1. speed camera
2. seatbelt
3. driving instructor
4. traffic

c. Possible to be in the talk

(these are general vocabulary items which are not specifically related to water safety)

1. weather conditions
2. accident
3. rescue
4. dangerous

Workbook, page 34, Activity 2

Tell students they are going to listen to a talk by a safety expert about water safety in Oman. As they listen, they have to complete the missing words in a summary of the talk. Make sure they understand that the text in the Workbook is not an exact transcript of the talk – it is a summary.

Before students listen, tell them to read the summary carefully in order to get the sense of it. Get them to try and predict what word should go into each gap. Point out that the missing word has to make sense in meaning, and also be grammatically correct. For example, for the first word, students should be able to predict **important**. Elicit students' suggestions and write them on the board.

Play **Listening 3.3.1**. Repeat as necessary. The answers are at the end of the listening script.

Listening Script 3.3.1

Good afternoon. Today I'm going to talk about a topic of growing concern in Oman – water safety.

Every year, people die from accidents in the water, and many of these are children. Therefore, it's important for children learn to swim from an early age. An accident can happen in just seconds and it takes only minutes to drown. If children can swim, it can save their lives.

In Oman, there are three main areas where water-related accidents happen – in the sea, in swimming pools and in wadis. All these places can be very dangerous for children. However, schools can help educate children about water safety, and swimming lessons should be part of the school curriculum.

If you're at a swimming pool, you should always pay attention to the lifeguard and follow his

instructions. People often get into trouble because they don't realise that the swimming pool is not the same depth all over, and slopes quickly from shallow to deep water.

When you're out and about in Oman, either at the beach or in the wadis, you should keep a close eye on weather conditions because they can change very rapidly. Keep alert at all times, and if you see storm clouds gathering, be very careful. If there is a sudden downpour, it can cause flash floods. Most importantly, never attempt to cross a wadi which is overflowing after heavy rain.

Answers:

1 important
2 drown
3 educate
4 lifeguard
5 slopes
6 rapidly
7 storm
8 attempt
9 overflowing

Go over the answers with students. Then tell them to look again at the words and phrases in the box in Activity 1. Play **Listening 3.3.1** again and tell students to put a tick by the words and phrases they hear in the talk.

Answers (in the order they are heard in the talk):

accident
drown
dangerous
lifeguard
weather conditions
flash floods
overflowing

Additional vocabulary activity:

This activity helps with vocabulary expansion. Tell students to go through the summary in Activity 2 again, and think of other words or phrases they could substitute for the missing words. The words do not have to have the same meaning as the original words, but they must make sense in the context.

Write the first word (important) on the board, and ask students to suggest words or phrases that could be substituted for it in the context.

Example:
1 vital, essential

Other suggested answers (but there may be other words or phrases that students suggest):
2 die
3 inform, advise, guide
4 staff, instructor
5 goes
6 quickly, fast, swiftly
7 dark
8 try, begin, start
9 full of water

Workbook, page 35, Activity 3

Students discuss the four views in groups, and say whether they agree with each person's view. Tell them to make sure they support their opinions with reasons and examples. Write up a few phrases used in agreeing/disagreeing, and expressing personal viewpoints, for example:

I agree (don't agree) . . .
In my view . . .
In my opinion, . . .

Note: Expressing personal viewpoints will be focused on in the Soundbites section of Unit 4 of this theme.

Workbook, page 35, Activity 4

This fun activity recycles some of the vocabulary which students have encountered in Units 1-3 of this theme.

Answers:

Across
1 earthquake
2 cycling
3 erupts
4 hazard
5 restored
6 floods
7 benefit

Down: typhoon

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

Coursebook, page 40, Activity 1

Students discuss questions **a** and **b**. Go round the groups, eliciting ideas, and open the discussion out into a class discussion.

Tell students they should support their ideas with reasons. For example, regarding question **a** (whether children these days are more unhealthy than in the past) students could mention the following points:

- the lifestyle of many children today is not very healthy
- children spend a lot of time in indoor sedentary activities, such as playing computer games, surfing the Internet or watching TV
- children don't play outside with their friends as much as they used to in the past
- more and more children are eating regularly in fast food restaurants
- much of the food that children eat at home is processed food, which is unhealthy because it is high in fat, salt and sugar
- children don't eat as much fresh fruit and vegetables as children in the past

Coursebook, page 40, Activity 2

Students read the short text and answer the questions in not more than three words for each.

Answers:

1 posture and eyes
2 obesity
3 (a) balanced diet

Coursebook, page 40, Activity 3

Ask students if they have a favourite way of keeping fit. Tell them they are going to hear five people talking about ways to keep fit.

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

Play **Listening 3.4.1**. Students complete the table as they listen. Repeat as necessary.

Note: There may not be enough space in the Workbook for students to note down all the information. Suggest that they draw the table into their exercise books instead.

Listening Script 3.4.1

Voice 1: **A.** For me, the best way of keeping fit is **sailing**. As far as I'm concerned, there's nothing better than being out on the sea in my sailboat. I love the **peace and quiet**, and **the feel of the sun on my skin and the wind in my hair.** I really think that sailing is the best way to relax, because **I can escape from all the noise and stress of the city.**

Voice 2: **B.** The way I see it, **tennis** is the best sport ever. It's a great game, and I play it as often as I can. The reason's simple – tennis is **fun and enjoyable**, but also **interesting and challenging**. Personally speaking, I find it's **an amazing workout** too, not only for my legs, but also for my arms and back when I hit the ball.

Voice 3: **C.** I honestly believe that I've found the coolest way of keeping fit in the world – **kitesurfing**. People think it's difficult, but it's much easier than it looks if you have proper training. I love the **feeling of freedom** it gives me. When I'm out on the water **I can forget all my problems and just**

enjoy jumping and flying over the waves.

Voice 4: **D.** Without a doubt, my favourite way of keeping fit is **working out in the gym**. It doesn't matter if it's raining, or the weather is too hot or too cold – the gym is **always the same.** I enjoy trying out the **different machines**, and joining **fitness classes. The gym's also a very social place and good for making new friends.**

Voice 5: **E.** I strongly believe that the best way of keeping fit is **football**. You'll often find me down on the beach at Shatti Al Qurum, playing football with my friends. Football is **fun and exciting**, but in my view, the best thing about it is **being part of a team.** My team is like my family. And football's **not expensive** - you just need to get yourself a ball!

Coursebook, page 41, Soundbites

Direct students to the Soundbites box of phrases used in expressing personal viewpoints. Play **Listening 3.4.2**. Practise the language with students, paying attention to the intonation.

Listening Script 3.4.2

Sound Bites

Expressing Personal Viewpoints

For me, . . .
As far as I'm concerned, . . .
I really think that . . .
The way I see it, . . .
Personally speaking, . . .
I honestly believe that . . .
Without a doubt, . . .
I strongly believe that . . .
In my view, . . .

Coursebook, page 41, Activity 4

Students listen to the conversation between Nasser and his mother and choose the correct option for each question. Make sure students understand that they have to shade in the correct bubble for each item.

Play **Listening 3.4.3** Repeat as necessary.

Listening Script 3.4.3

Mother: Nasser, can I have a word with you please?
Nasser: Of course, Mum, what is it?
Mother: Well, it's Ahmed. Your dad and I are a bit worried about him.
Nasser: I think all the family's worried about him, Mum!
Mother: Yes, you're right. I really think that his lifestyle is becoming more and more unhealthy. He spends all his time in his room on his computer or watching TV. He's not active like you.
Nasser: The way I see it, although he's my brother, we have very different interests.
Mother: I wish he would join some sort of sports club. At least that would get him out of the house. For me, it would be great if you could take him to the beach to play football with your friends.
Nasser: Mum, I've asked him at least ten times to come with us. But he says he's not interested in playing football on the beach. He says in his opinion, the only way to enjoy a football match is to lie on the sofa in front of the TV and watch the players running around.
Mother: Oh dear!

Answers:

1 the whole family
2 go out with Nasser
3 ten times or more
4 watching it on TV

Coursebook, page 41, Activity 5

Play **Listening 3.4.3** again and ask students to note down all the phrases that Nasser and his mother use to express a personal viewpoint.

Answers:
I really think that his lifestyle is becoming more and more unhealthy. (Nasser's mother)
The way I see it, although he's my brother, . . . (Nasser)
For me, it would be great . . . (Nasser's mother)
. . . **in his opinion** . . . (Nasser talking about Ahmed)

Workbook, page 36, Activity 1

Students look at the picture and read the information about the game of rugby. As a lead-in, ask questions such as:

- Have you heard of rugby?
- If so, what do you know about it?

Note: Rugby has been chosen as the topic for the listening text in Activity 2 because students are unlikely to be very familiar with this game. A text about rugby provides better listening practice than a text about football or basketball, as with these games, students might already know the answers without having to listen for them.

Furthermore, as the text in Activity 1 points out, rugby has become extremely popular globally, and the 2015 Rugby World Cup was watched by millions of people. Knowing something about rugby may help to expand students' general knowledge. They may even decide to find out more about rugby themselves and become interested in it.

It is possible that some students may know about the Dubai Sevens, an annual rugby union sevens tournament held in Dubai, where each team has only seven players.

Workbook, page 36, Activity 2

Students listen to the conversation between Nasser and Ahmed, and complete each statement by circling the correct answer.

Play **Listening 3.4.4**. Repeat as necessary. The answers are given at the end of the listening script.

Listening Script 3.4.4

(Background – noise of match on TV)

Ahmed: Hello, Nasser. What's that you're watching? Is it football?
Nasser: No, it's the 2015 Rugby World Cup. It's very exciting.
Ahmed: Rugby? Is that similar to football?
Nasser: Yes and no. There are some similarities, but there are some differences too. For example, both football and rugby are played with two teams, but the number of players is different.
Ahmed: Really? How many players are there in a rugby team?
Nasser: A maximum of 15.
Ahmed: That's more than a football team then. There are only ten players in a football team, plus the goalkeeper of course.
Nasser: Yes, that's right.
Ahmed: I see that the players are carrying the ball. Are they allowed to do that?
Nasser: Oh, yes. In rugby the players are allowed to kick the ball, run with it or pass it to each other with their hands.
Ahmed: I see. So that's different from football. In football, the only player who can handle the ball is the goalkeeper.
Nasser: Correct.
Ahmed: What's the aim of a rugby match? Is it to score more goals than the other team?
Nasser: No, it's to score more points than the opposing team.
Ahmed: How long does a rugby match last? Is it longer than a football match?
Nasser: No, it's shorter. A rugby match lasts for 80 minutes with a break of a maximum of ten minutes half way through. A football match lasts for 90 minutes with a break of fifteen minutes at half time.

Ahmed: The rugby ball looks a different shape from a football.
Nasser: Yes, it's oval instead of round. So it doesn't bounce easily.
Ahmed: How else is rugby similar to football?
Nasser: Well, they both have World Cups every four years.
Ahmed: So which is more popular, rugby or football?
Nasser: It's still football. But millions of people around the world enjoy watching rugby too. (Pause) So what do you think, Ahmed? Are you becoming interested in rugby?
Ahmed: Yes, I am. I think it looks like a great game. But only to watch, of course, not to play!

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

Workbook, page 37, Activity 3

In this activity, students use material in a Fact File to communicate information to a partner. They did a similar speaking activity in Grade 12A, Workbook, Theme 4, Unit 4, Activity 3. This kind of activity aims to develop students' confidence, and be used as a first step in public speaking.

Students work in pairs. Student A takes the topic of basketball, while Student B takes the topic of volleyball. 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.

Workbook, page 37, Activity 4

Students prepare a short presentation for their group about a sport or game. They can choose to do a presentation about one of the sports or games suggested, but if they want to choose something else, that's fine.

Refer students to Theme 2, Unit 4, Activity 2 on pages 22-23 of the Workbook to remind them of the tips for giving successful presentations.

Workbook, page 37, Activity 5

This activity gives students the opportunity to practise both listening and speaking skills by carrying out a survey about sport in their class. Students turn to Communication Activity 4 on page 67 of their Workbooks.

Tell students to read through the five questions in the chart, then make up a question of their own and write it into the chart as question number 6. They should do this individually. Divide students into groups of five. Students conduct individual interviews with each of the other four members of their group, and record their answers into the different sections of the chart.

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

Lead-in

The activities in this unit lead up to writing an evaluative essay. As a lead-in, ask students what the purpose of an evaluative essay is.

Evaluative essay: An evaluative essay is an essay in which the writer gives an opinion, and supports that opinion with reasons and evidence.

Coursebook, page 42, Activity 1

This activity prepares students for the topic in Activity 2 – gyms. Discuss questions **a – c** with them. If students have no personal experience of gyms, perhaps they know a friend or family member who belongs to a gym. Ask them what they think are the advantages and disadvantages of gyms.

Coursebook, page 42, Activity 2

Students read the essay in detail. Remind them to check any unknown vocabulary in their dictionaries. After they have finished reading, tell them to answer questions **1** and **2** underneath the essay.

Answers:

1 evaluative
2 c

For Answer **1**, the essay is not a narrative essay because it does not tell a story. It is not an interactive essay because it is not a piece of writing addressed to a particular person such as a letter, email or CV. Although it does contain information, its purpose is more than that – it is to present the writer's opinion.

Ask students questions about the structure of the essay. Refer to Grade 12A, Workbook, Theme 3, Unit 5, page 39 which revises essay structure, and
covers the types of questions relating to it. For example:

1. How many paragraphs are there?
   (five)
2. What is the function of each paragraph?

   Para 1 = Introduction
   Paras 2, 3 and 4 – Main Body
   Para 5 = Conclusion

3. What is the topic sentence of each main body paragraph?

   Para 2 = Firstly, I think that gyms can be quite dangerous.
   Para 3 = In my view, gyms are also too expensive.
   Para 4 = Furthermore, I don't think that gyms are relaxing places.

Coursebook, page 43, Activity 3

Students work through questions 1 – 5.

Answers:

1 Against. (The writer's overall opinion is that there are better ways of getting exercise than gyms).
2 Open answers. Students suggestions might be:

- *'Gyms are the best way of getting exercise.'*
- *The disadvantages of gyms*
- *Why I do not belong to a gym*

3 . . . in my opinion, . . . (Para 1)
. . . I think that… (Para 2)
In my view, . . . (Para 3)
I believe that . . . (Para 3)
I don't think that . . . (Para 4)
I feel that . . . (Para 5)

4 a Gyms can be quite dangerous.
b Gyms are too expensive.
c Gyms are not relaxing.

5 The writer makes his/her reasons stronger by supporting them with evidence and examples.

For example, for reason **a**, when he/she says that gyms can be quite dangerous, he/she supports this by giving the example of how you can hurt yourself on the hi-tech machines if you don't know how to use them properly.

For reason **b**, when he/she says that gyms are too expensive, he/she supports this statement by giving evidence of other forms of exercise, such as jogging. He/she says that these forms of exercise are not only more enjoyable than gyms, but also free.

For reason **c**, when he/she says that gyms are not relaxing, he/she supports this by giving the example of how the machines and music can make gyms noisy places. He/she also points out that it can be stressful driving to the gym, and parking.

Coursebook, page 43, Top Tip

This focuses on the difference between facts and opinions, both of which are used in academic writing but for different purposes. It is important that students do not confuse facts and opinions.

Note: We use **facts** to explain or instruct, for example, when describing how something is made or produced, or how to use a new camera. We use **opinions** to present an argument, for example, that we need to raise awareness about water safety. We use facts (evidence and examples) to support our opinion and make our argument stronger, for example, statistics to show the rise in deaths from drowning in the sea or wadis.

Point out that opinions are often introduced by phrases with verbs such as *think*, *feel* or *believe*. These can often be found in the negative – e.g. *don't think*.

Coursebook, page 43, Activity 4

Students read the six statements and decide if they are facts or opinions.

Answers:

1 F
2 O
3 F
4 O
5 O
6 F

Coursebook, page 43, Activity 5

For further practice with facts and opinions, students write down one fact and one opinion about each of the six topics listed. They compare their sentences with a partner's sentences. Go round the class, eliciting feedback from different pairs, and write some of the best examples on the board.

Get students to think of some other topics and make up some statements about them. They ask their partner if their statements are facts or opinions.

Workbook, page 38, Activity 1

The activities in the Workbook for the unit lead directly to students writing an evaluative essay. The first activity is an example of an introduction to an evaluative essay (about ways to make Oman clean and healthy). It gives further practice in differentiating between facts and opinions.

Note: The text in Activity 1 is given in full as an example of an introduction to this evaluative essay. Activites 2, 3 and 4 cover ideas to be developed in the main body of the essay.

Give students time to read the text and answer questions **a, b** and **c**.

Answers:
a 5 (the first five sentences)
b 2 (the last two sentences)
c in my view (in the sixth sentence)
I believe (in the seventh sentence)

Workbook, page 38, Activity 2

Remind students that it is very important to plan what information they are going to include in an essay before they start writing. It will help them greatly to have a plan to follow when writing, as this will give their essay a clear and logical structure.

Tell students to work in groups. Their task is to consider the title of the essay in Activity 1, 'The Best Ways to Make Oman Clean and Healthy' and to write their ideas about what should be included in the essay into the circles. If they have more than six ideas, tell them to add more circles.

Give students time to discuss their ideas, then go round the groups, eliciting feedback, and write the best ideas on the board.

Ideas that students might come up (although they will probably have other ideas too):

- organise anti-littering media campaigns
- raise awareness in schools about why throwing litter is bad
- encourage people to think of their country as their home (you keep your home clean and healthy)
- reduce the number of plastic bags
- make people pay for plastic bags in supermarkets rather than getting them for free
- use recycled materials
- organise regular clean-ups of beaches and other beauty spots
- bring in strict anti-littering laws
- enforce the laws with heavy fines, and community service for people who throw litter

Workbook, page 39, Activity 3

In this activity, students work with a partner and choose three ideas from the ones they wrote in Activity 2 which they consider to be the most important. In Activity 3, they make notes to support their ideas.

Direct students to the example in Column B, which gives three reasons why garbage should be put in litter bins. These reasons show how the idea (of putting garbage in litter bins) can be made stronger by giving evidence and details.

Workbook, page 39, Activity 4

This activity gives practice with ways of expressing opinions. Direct students back to Activity 2, and tell them to use the notes they made in Columns **A** and **B** to write three sentences expressing their opinions, using a different opinion phrase to introduce each sentence. One of their sentences should start with a negative opinion phrase.

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

Workbook, page 39, Activity 5

Students write an evaluative essay about the best ways to improve road safety in Oman. Tell them to follow the method outlined for the essay about keeping Oman clean and healthy in Activities 2, 3 and 4 of this unit. Refer them to the Writing Guide on pages 82-83 of their Workbook for help with layout and language.

If students are having difficulty thinking of ideas to improve road safety, here are some ideas you can suggest:

- more speed cameras
- more speed bumps in residential areas

- more police patrol cars on the roads
- heavier fines and/or jail sentences for drivers who speed or 'jump' red lights
- raising road safety awareness, especially among young people
- laws to improve child safety in cars
- stricter laws against behaviour which leads to accidents, such as using mobile phones while driving, 'tail gating' other drivers and not wearing seatbelts
- better training for driving instructors

Example of an Evaluative Essay

The Best Ways to Improve Road Safety in Oman

Although the number of road accidents in Oman has decreased in recent years, I believe that there are several things we can do to make our roads safer.

In my view, there should be stricter laws to improve child safety in cars. We often see small children without seatbelts. This is extremely dangerous because it is very distracting for the driver and can lead to accidents.

I think that training for driving instructors should be better as they lack qualifications and experience in teaching. To be a driving instructor, you need to be Omani, to have had a driving licence for five years, to be fit and be able to read and write. However, this is not enough to be able to teach someone to drive well.

Speed cameras are effective but I don't believe that installing more cameras alone will help to improve road safety. We need to introduce other measures too. For example, putting in more speed bumps in residential areas will help to slow traffic down and reduce accidents.

In conclusion, I believe that all the ways mentioned above would be effective in improving road safety in Oman.

Across Cultures
Coursebook, pages 44 and 45
Workbook, page 40
Country Focus: Singapore

Reading for Pleasure
Coursebook, pages 46 and 47
Workbook, page 41
Michael Kelly: Responsible for the Safety of Millions
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 48 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
Location and climate
south-east Asia
tropical

Kampong Glam
Sultan Mosque
Arabic food

Visitor attractions
Orchard Road
Botanic Gardens

Areas of progress
business
education

'Clean and Green' laws
chewing gum
littering

The Jewel of Muscat
gift to Singapore
replica of ship

Activity 2
1 b
2 b
3 c
4 b
5 b
6 a

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

Answers to Review and Reference

Activity 2
a to help
b writing
c meeting
d playing
e to cross
f wasting
g to contact
k lifeguard
l destruction

Activity 4
a prone to
b earthquake
c sore
d garbage
e torrential
f emergency
g jogging
h hurricane
i posture
j restore

Theme 4
Citizenship

Summary

Overview

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

Unit 1 Being a Citizen (Reading)

Coursebook: Activity 1: Lead in: discussion
Coursebook: Activity 2: Reading for gist
Coursebook: Activity 3: Reading for specific information
Coursebook: Activity 4: Vocabulary matching
Coursebook: Activity 5: Vocabulary development
Workbook: Activity 1: Predicting questions
Workbook: Activity 2: Reading for understanding
Workbook: Activity 3: Reading for specific information
Workbook: Activity 4: Suffixes
Workbook: Activity 5: Role play
Coursebook: Time to Talk Discussion

Unit 2 NGOs (Grammar)

Coursebook: Activity 1: Lead in: discussion; prediction
Coursebook: Activity 2: Reading; prediction checking
Coursebook: Grammar Recall 'used to' + infinitive: review
Coursebook: Activity 3: 'used to' + infinitive: practice
Workbook: Activity 1: Listening for specific information
Workbook: Activities 2, 3, 4, 5, 6: 'used to' + infinitive
Top Tip: Giving extended answers
Coursebook: Activate Your English
Discussion: NGOs

Unit 3 Model Citizens (Vocabulary)

Coursebook: Activity 1: Lead in: predicting from pictures
Coursebook: Activity 2: Reading for specific information
Coursebook: Activity 3: Vocabulary matching activity
Coursebook: Activity 4: Multiple choice activity
Coursebook: Activity 5: Discussion
Workbook: Activity 1: Vocabulary development
Workbook: Activity 2: Categorising activity
Workbook: Activity 3: Discussion
Workbook: Activity 4: Vocabulary review

Unit 4 Becoming an Omani Citizen (Listening and Speaking)

Coursebook: Activity 1: Lead in: discussion
Top Tip: Identifying key words and phrases to listen for
Coursebook: Activity 2: Multiple choice listening activity
Coursebook: Activity 3: Discussion
Coursebook: Soundbites: Making statements
Coursebook: Activity 4: Vocabulary development: adjectives
Coursebook: Activity 5: Answering questions
Coursebook: Activity 6: Interview activity
Workbook: Activity 1: Listening for specific information
Workbook: Activity 2: Analysing target language
Workbook: Activity 3: Making statements
Workbook: Activity 4: Writing statements

Unit 5 Global Citizenship (Writing)

Coursebook: Activity 1: Lead in: discussion
Coursebook: Activity 2: Reading and understanding
Top Tip: Creating cohesion
Coursebook: Activity 3: Analysing cohesion in a text
Coursebook: Activity 4: Discussion: Agree/ disagree
Coursebook: Activity 5: Write a definition
Workbook: Activity 1: Reading for gist
Workbook: Activity 2: Essay structure
Workbook: Activity 3: Cohesion practice
Workbook: Activity 4: Brainstorming
Workbook: Activity 5: Planning an essay
Workbook: Activity 6: Writing an informative essay
Across Cultures: Country focus: Morocco
Reading for Pleasure: Nelson Mandela: The battle for equal rights
Genre: Biography
Review and Reference

Lead-in

Ask students if they know what the word *citizenship* means.

Citizenship is the status of being a citizen. Citizens have the right to live, work and vote in a country.

Background Information

This unit is about citizenship. According to the Citizenship Foundation, key elements of citizenship education include:

Knowledge and understanding: About topics such as: laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and the world as a global community; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law.

Skills and aptitudes: Critical thinking, analysing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action.

Values and dispositions: Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to listen to, work with and stand up for others.

You can find more information here:
http://www.citizenshipfoundation.org.uk/

Coursebook, page 49, Activity 1

Direct students to the five photos and the title of the theme. Ask them to discuss in groups what they think the theme is about and what topics might come up.

Elicit feedback from the class.

Coursebook, page 49, Activity 2

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

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

citizen: someone who has the legal right to live in a particular country
right: something you are legally or morally allowed to do or have
vote: to choose someone or something through an election
legal responsibilities: something that must be done for legal reasons
law: an official rule that people must obey
ethical responsibilities: something that must be done for ethical reasons
Civil Participation: improving the quality of life in a community through political and non-political processes
NGO: non-governmental organisation that works to improve a particular issue
participate: to take part in something
community: a group of people who live together in the same place
global: including or affecting the whole world

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

Lead-in

Ask students to think about the title of this unit. Ask them what different things might be involved in being a citizen. Students discuss in groups. Then elicit feedback from the whole class and write their ideas on the board.

Coursebook, page 50, Activity 1

Students work with a partner and discuss the three questions. Give them time to discuss the questions, then go round the group and elicit feedback.

Coursebook, page 50, Activity 2

Students scan the text about citizenship to find the answers to the three questions in Activity 1.

Answers:

1 A person can be a citizen if they were born in a country or if they move to a country and are granted citizenship by legal process.
2 The concept of citizenship has extended beyond a person's country. A person may be a citizen of a regional area e.g. the GCC, or even a global or world citizen.

Coursebook, page 51, Activity 3

This activity focuses on reading the text in more detail to find specific information.

Students re-read the text in Activity 2 and write answers to the three questions. Check the answers together.

Answers:

1 The right to live in a country and the right to participate in political process.
2 Any two of the following answers:
- paying taxes
- obeying the law
- serving in the military

3 Any two of the following answers:
- respecting the rights of others
- making an effort to improve local communities
- being informed about and actively involved in Civil Participation
- protecting common resources such as the environment.

Coursebook, page 51, Activity 4

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

First ask students to try and guess the meanings of the words from the context of the text in Activity 2. After doing the matching exercise, they should check the meanings in their dictionaries.

Answers:

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

Coursebook, page 51, Activity 5

Students look at the pairs of words and decide if their meanings are similar (S) or different (D). Ask students to compare their answers in pairs. Then elicit feedback.

Answers:

1 **S**
2 **D**
3 **S**
4 **D**
5 **S**
6 **S**

Workbook, page 44, Activity 1

Note: Schools in Oman have been sent a copy of Dr Nemer's book *Citizenship Education in the Thinking of Sultan Qaboos*. You may be able to find a copy in your Learning Resource Centre.

Show students a copy of Dr Nemer's book, or ask them to look at the picture of it in the Workbook.

Students work in pairs to think of two questions they would like to ask Dr Nemer about his book.

Elicit some questions from students and write them on the board.

Workbook, page 44, Activity 2

Students read the interview with Dr Nemer. As they read, they should see if they can find answers to their questions from Activity 1 in the text.

After reading, go through the questions on the board from Activity 1 and elicit any answers that students found in the text.

Workbook, page 45, Activity 3

Students re-read the text and answer the four questions. Ask students to check their answers in pairs. Then elicit feedback.

Answers:

1 Dr Nemer found that Sultan Qaboos often talked about elements of citizenship in his speeches, even if the speeches were not directly about citizenship.
2 Citizenship education is integrated into the curriculum. But there are also specific projects to develop citizenship skills and values, such as For the sake of my country.
3 Dr Nemer's definition includes the concept of 'emotional attachment' to your country, people and history. This was not mentioned in the Coursebook text.

Additional discussion activity:

Ask students to think of any examples of citizenship education in their own school.

Examples might include projects like the one mentioned by Dr Nemer in the interview, or events such as National Day celebrations. Elicit any ideas students have.

Workbook, page 45, Activity 4

Explain that the suffix *–ship* forms nouns. Ask students to read the information about the four basic meanings of words with *–ship*.

Students complete the gap fill using words with *–ship*. There are two extra answer choices. Elicit feedback from the class.

Answers:

1 relationship
2 leadership
3 championship
4 scholarship
5 citizenship
6 sponsorship

Workbook, page 45, Activity 5

Note: Role plays are a useful citizenship education tool. Acting out different scenarios can raise awareness of issues related to citizenship and help develop good values and attitudes.

Organise students into pairs. One student is 'Student A'. The other is 'Student B'. Students read the scenarios and then role play the situations.

Remind students that some of the new vocabulary from this unit might be useful for their role plays.

Choose pairs to perform their role plays for the class.

Coursebook, page 51, Time to Talk

The aim of this activity is to personalise the information in the text and help students be more aware of their actions and responsibilities as Omani citizens.

Students think of three ways in which they feel they are a responsible citizen. Remind them to refer to the text from Activity 2 for ideas about being a responsible citizen.

Students then share their ideas in groups. Each group should decide who the most responsible citizen in their group is. Go around the groups, ask them to name their most responsible citizen and explain why they selected that student.

To extend the activity, you could have a class vote to choose the most responsible citizen in the class from those students nominated by their groups.

Coursebook, pages 52 and 53
Workbook, pages 46 and 47

Note: NGO stands for non-governmental organisation. NGOs are non-profit, non-governmental, non-political, non-business organisations. They are generally concerned with improving a particular issue and often rely on donations and voluntary service. Students should be familiar with the term NGO from the unit overview on page 49 of the Coursebook.

Lead-in

Ask students to look at the title of the unit and discuss how NGOs relate to the theme of *Citizenship*. Then ask students if they have ever volunteered for an NGO.

Suggested answer: As the reading text in Unit 1 explained, responsible citizens try to improve and contribute to their local communities. Volunteering or supporting an NGO is one way to do this.

Coursebook, page 52, Activity 1

Students look at the three logos of Omani NGOs and discuss the two questions. Elicit feedback from the class.

Coursebook, page 52, Activity 2

The texts in this activity include the structure 'used to + infinitive' which is the grammar point for this unit.

Students read the three texts and check their answers to the questions.

Answers:

1. Dar al'Atta'a

This organisation helps poor people in Oman. It runs a range of programmes including *Family Welfare, Education Care, Empowerment* and *Islamic values*. During Ramadam it distributes Iftar packets.

2. Association of Early Intervention for Children with Disabilities (AEICD)
AEICD provides a specialist day care centre for disabled children in Oman.

3. Environment Society of Oman (ESO)
ESO works to protect and raise awareness about the environment in Oman. It researches, monitors and protects several endangered species.

Coursebook, page 53, Grammar Recall

Direct students attention to the Grammar Recall box. Remind students that 'used to +infinitive' can be used to refer to something that happened in the past that no longer happens in the present. Direct students to the Grammar Reference section on pages 88 - 89 for further guidance about using 'used to + infinitive'.

a. Read the sentences together. Students match the sentences to the options on the right hand side. Go through the questions together and check the answers.

Answers:

1 c - affirmative
2 f - comparison
3 e – negative (never)
4 a – negative (did not)
5 d – question (wh- words)
6 b – question (did)

b. Students look back at the texts in Activity 2 and underline any examples of 'used to + infinitive'.

Answers

"*Previously, we <u>used to set up</u> tents….*"

"*Before the centre was established, there <u>didn't use to be</u> any service of this kind…*"

"*Numbers of turtles worldwide <u>used to be</u> much higher…*"

Coursebook, page 53, Activity 3

Students read the prompts to write five sentences in their exercise books about their past using 'used to + infinitive'.

Ask students to read their sentences to their groups. Then choose students to share their sentences with the class.

Workbook, page 46, Activity 1

This listening activity gives students the opportunity to hear 'used to + infinitive' being used in context to talk about life in Oman in the past.

Remind students that 'used to + infinitive' can be used to talk about things that happened in the past that do not happen now.

Tell students they are going to hear a man called Younis talking about how life in Oman was different when he was young.

Students listen and decide if the sentences are True (T) or False (F). They write T next to true sentences and F next to false sentences. Ask students to read the sentences before listening, then play **Listening 4.2.1**.

Listening Script 4.2.1

Life used to be very different when I was young. My family used to live in a small village near the coast. These days the village has a school, but when I was young, there didn't use to be a school. So my brother and I used to travel thirty minutes to the nearest school. I was a good student and I used to love studying Science. My brother and I never used to watch TV or play computer games after school. Instead, we used to meet our friends from the village and play football until it got dark. At the weekend, my father used to take us fishing at the local beach. We used to take home the fish we caught and our mother used to cook them for dinner. Things used to be much simpler

when I was young. Sometimes I miss those days. Check the answers together. Ask students if they can correct the false sentences.

Answers:

1 F- Younis's family used to live near the coast.
2 T
3 F- They never used to watch TV
4 T
5 T

Workbook, page 46, Activity 2

The purpose of this activity is to provide more practice using 'used to + infinitive'. Students read the sentences and circle the correct options.

Elicit the answers from the class.

Answers:

1 used to
2 used to
3 didn't use to
4 used to
5 used to
6 never
7 use to
8 love

Workbook, page 46, Activity 3

This activity provides more practice forming 'used to + infinitive' correctly.

Students rewrite the jumbled sentences with the correct word order. Check the answers together.

Answers:

1 Oman used to be very different forty-five years ago.
2 Did there use to be less traffic in the past?
3 There didn't use to be specialist care for disabled children in Oman.
4 Where did you use to live?
5 There never used to be a road from Muscat to Salalah.

Workbook, page 47, Activity 4

The purpose of this activity is to give students practice in independently forming sentences with 'used to + infinitive' using information provided in the text.

Students read the text and the example sentence. Then they work in groups to write five more sentences with 'used to/ didn't use to + infinitive'. Elicit one sentence from each group.

Model Answers:

1 The Arabian Peninsula used to be very different from how it is today.
2 There used to be much more rain.
3 Rivers used to flow all year round, not just during the rainy season.
4 The Peninsula used to be much greener.
5 Grasslands and forests used to grow.
6 There used to be a much wider range of wildlife.
7 There used to be ostriches.
8 There is even evidence that dinosaurs used to live here.

Workbook, page 47, Activity 5

Students write five sentences about their own lives using 'used to' and 'didn't use to'.

Students discuss their sentences in groups. Then elicit sentences from the class.

Coursebook, page 53, Activate your English

This activity gives students an opportunity to practise giving extended spoken answers using information from the texts in Activity 1 and from Unit 1.

Students make a list of any other NGOs in that they know (Omani or international).

Students share their lists in groups. Then each student tells their group which NGO they would like to volunteer for and how they think

they could help. Remind students to give extended answers with reasons, examples and opinions.

Note:
Other NGOs in Oman include:
Oman Diabetes Association (ODA)
Al Jisr Charity Association
Al Rahma Charity Team
Oman Cancer Association

Some international NGOs include:
Save the Children
Oxfam
Islamic Relief
Greenpeace
Medecins sans Frontieres

Workbook, page 47, Activity 6

The Grammar Practice activities on page 77 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 88 - 89 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

1

1 In the past, people didn't use to have laptop computers.
2 In the past, people used to communicate by letters.
3 In the past, people never used to eat fast food.
4 In the past, people didn't use to shop in big shopping malls.

2

1 There used to be more turtles in the world.
2 There didn't used to be shopping malls in Oman.
3 Dar al Atta'a used to set up tents during Ramadhan in Muscat.
4 Younis never used to watch TV.
5 We used to live in a small village, but now we live in Muscat.

3

1 When we were young my family **used to live** in an apartment, **(d)** but now we live in a big villa.
2 In the past, Oman **didn't use to have** many expatriates, **(e)** but these days there are almost as many expatriates as Omanis.
3 I **never used to play** sports, **(c)** but now I am very active.
4 Students **used to walk** to school, **(a)** but nowadays many students go to school by car or bus.
5 Shark populations **used to be** much higher, **(b)** but nowadays many species are endangered.

Coursebook, pages 54 and 55
Workbook, pages 48 and 49

Lead-in
Ask students if they have ever done a good deed to help someone. What did they do? How did they help? How did they feel after their good deed? What does Islam teach us about doing good deeds?

Note: a good deed means an act of kindness to help another person.

Doing good is considered one of the main Islamic principles. Islam urges every Muslim to do good in this life, to serve their society voluntarily by helping the weak, educating the ignorant, guiding the lost, aiding the disabled, and helping the needy who appeal for help. In this respect, the Holy Quran says: "*And do good, that you may prosper.*" (22:77)

Coursebook, page 54, Activity 1
Direct students to the pictures. Ask them to look at the pictures and predict what the texts might be about.

Elicit predictions from the class.

Coursebook, page 54, Activity 2
Ask students to read the texts and check their predictions.

Coursebook, page 55, Activity 3
In this activity, students use definitions to identify verbs from the texts in Activity 2. Students read the texts again and try to find a verb for each definition. There are three verbs in Text A and three verbs in Text B. Ask students to write the verbs in the infinitive form. One example has been provided to demonstrate this.

Students complete the activity either individually or in pairs. Then check the answers together as a class.

Answers:
1 (to) dedicate
2 (to) sponsor
3 (to) donate
4 (to) eradicate
5 (to) inspire
6 (to) fundraise

Coursebook, page 55, Activity 4
This activity checks students' understanding of the verbs from Activity 3. It also gives students practice with multiple choice questions. Explain the instructions and make sure that students understand they have to shade the correct bubble for each item.

Tell students before attempting to choose an answer they should read the sentences and options. Then they should re-read the texts from Activity 2.

Answers:
1 dedicated
2 eradicate
3 sponsoring
4 inspire
5 donated
6 help with fundraising

Coursebook, page 55, Activity 5
Students discuss the questions about the model citizens in groups. Then elicit feedback from the whole class.

Workbook, page 48, Activity 1
The purpose of this activity is to help students expand their vocabulary by creating verb-noun collocations with the verbs from Activity 3 in the Coursebook.

Students match the verbs and nouns to make phrases.

Remind students that writing down words that go together is a useful way to record vocabulary.

Answers:

1 to dedicate your life/ your time
2 to donate money/ clothes
3 to eradicate poverty/ hunger
4 to inspire people/ change

As an extension, students could think of more nouns that collocate with each verb.

Workbook, page 48, Activity 2

In this activity students generate ideas about the actions of responsible and irresponsible citizens. The activity brings together all the useful vocabulary related to citizenship from this unit.

Students work in pairs to complete the table with actions of responsible and irresponsible citizens. They can refer to previous units for ideas. They can also add any ideas of their own.

Copy the table onto the board. Elicit feedback from the class. Add their ideas to the table.

Suggested Answers:

Responsible citizens:

- Obey the law
- Uphold the values of their country
- Pay taxes
- Respect other people
- Help people in need
- Support charities
- Volunteer
- Donate their money or time

Irresponsible citizens:

- Do not obey/ respect the law
- Do not respect other people
- Do not help people in need
- Do not care about protecting the environment
- Drop litter on the street
- Drive dangerously

Workbook, page 48, Activity 3

Students discuss the questions in groups. Elicit feedback from the whole class.

Workbook, page 49, Activity 4

The purpose of this activity is to consolidate all the vocabulary introduced in this unit so far. Students work in groups to complete the vocabulary wheel. They add the phrases given in the activity, and any others from the unit or their own ideas to the vocabulary wheel.

Elicit feedback from students to create one collaborative vocabulary wheel on the board.

Alternative option:

You could also ask groups to create their vocabulary wheel on a large piece of paper. Then display them on the wall around the class and ask students to walk around and look at other group's vocabulary wheels.

Answers:

Our rights: right to residence
right to vote

Our responsibilities:
legal: paying taxes
obeying the law
ethical: upholding the country's values
respecting other people
being informed about
important issues
protecting the environment
helping people in need

Contributions:
volunteering
donating money and time
campaigning for important issues

Note: Some items could be catagorised as responsibilities or contributions. If students have slightly different answers this is fine as long as they can give a reason for their choice.

Coursebook, pages 56 and 57
Workbook, pages 50 and 51

Lead-in
Ask students to think about being an Omani citizen. How are Omanis different to other nationalities? What characteristics do Omanis have? What makes Omani people unique?

Coursebook, page 56, Activity 1
Students discuss the question in groups. Elicit feedback from each group.

Coursebook, page 56, Top Tip
Explain to students that when doing listening activities, it is helpful to identify key words or phrases before listening. The words can be in the question or in the answer options. Listening for a key word or phrase is more efficient than trying to listen and understand everything a speaker says.

This strategy is also very useful in listening exams.

Coursebook, page 56, Activity 2
Direct students to the picture in Activity 2 and ask them to read the information next to the picture.

Check they understand the information by asking, 'What is unusual about Elayne?' (*She is an Omani citizen*).

Tell students they will listen to an interview with Elayne about becoming an Omani citizen. Students listen and select the correct answer from options. Point out that for question 3, students should select **four** words. Ask students to read the questions and options before listening and underline the key words and phrases in the questions and answer options, as suggested in the Top Tip.

Play **Listening 4.4.1**. Repeat if necessary.

Elicit the answers.

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

After the listening task, ask students if they found identifying the key words/phrases in the questions and answers helpful. Did it make it easier to listen for the answer? Did they identify the correct key word/phrase?

Listening Script 4.4.1

Interviewer:	Okay, I'd like to introduce our guest today, Elayne Looker. Hello Elayne.
Elayne:	Hello.
Interviewer:	So Elayne, we are interviewing you today because you were born in the UK, but you have now become an Omani citizen.
Elyane:	Yes, I have.
Interviewer:	So my first question is, what does citizenship mean to you?
Elayne:	To me, citizenship means how you act in your community.
Interviewer:	Why did you decide to become an Omani citizen?
Elayne:	I wanted to be an Omani citizen because that's how I identify myself. I look British, I sound British, but I've spent most of my life here so I feel more Omani than British. I know I don't dress or sound like an Omani, but I do share a love of Oman like any other Omani.

Interviewer: What do you love about Oman?

Elayne: I love Oman because it's my home. It is peaceful and hospitable. Omani people are very friendly and welcoming, and they are very proud of their country. It's a very family orientated society, and that's important to me. It's not the same in the UK.

I also love having an outdoor life. Oman's nature is very diverse. You can spend your weekends on the sea, at the beach, hiking in wadis or in the mountains, or you can go into the desert.

Interviewer: What do you think your responsibilities as an Omani citizen are?

Elayne: Oman has very strong moral and cultural values, and I think it's my responsibility as a citizen to uphold these values.

I'm a marine biologist and I'm really passionate about Oman's marine life. I want to contribute to Oman by helping educate people about the marine life here. I also want to preserve it because it can be so easily damaged through overfishing and development, especially with all the new hotels being built along the coast. I feel it's my duty to spread awareness about an issue that I'm passionate about.

Interviewer: In what ways are you similar or different to an Omani who was born in Oman?

Elayne: I'm similar to Omanis who were born in Oman because I'm very proud of the country and what it has achieved and how it sets an example in the Middle East. I'm different because I don't dress like an Omani on a daily basis, or eat Omani food on a daily basis and I can't speak Arabic fluently, although I hope to improve my Arabic. Also, I would never drop litter from my car because it is really bad for the environment.

Interviewer: What three words would you choose to describe Omanis?

Elayne: Omanis are hospitable, proud and generous.

Interviewer: Thank you very much, Elayne. It was lovely to meet you.

Elayne: Thank you.

Coursebook, page 56, Activity 3

In this activity, students practise listening for specific details and taking notes as they listen. Students listen to **Listening 4.4.1** again to identify and make notes about the two things Elayne mentions when asked about her responsibilities as an Omani citizen.

Students compare their answers with a partner. Then elicit answers from the class.

Answers:

1 Her responsibility to uphold Oman's strong moral and cultural values.
2 Her responsibility as a marine biologist to educate people about marine life in Oman, and to preserve it because it can be easily damaged by overfishing and by the development of new hotels along the coast.

Coursebook, page 57, Soundbites

Direct students to the Soundbites box of phrases for making statements. Ask them to read the phrases. Then play **Listening 4.4.2**. Ask students to repeat the phrases.

Listening Script 4.4.2

Sound Bites

Making Statements

To me citizenship means how you act in your community.

I love Oman because it's my home.

I think it's my responsibility as a citizen to uphold Oman's strong moral and cultural values.

I want to contribute to Oman by helping educate people about marine life here.

I feel it's my duty to spread awareness about an issue I'm passionate about.

I'm very proud of the country and what it has achieved.

Omanis are hospitable, proud and generous.

Coursebook, page 57, Activity 4

This activity requires students to analyse adjectives for describing Oman and Omanis from Activity 2. These adjectives will help them complete Activity 5 and 6.

4.1 Direct students to the underlined words in the Soundbites box. Elicit that these words are adjectives and that Elayne uses them to describe Omanis.

Students re-read the question and answer options in Activity 2 and underline any other adjectives Elayne uses to describe Oman or Omanis.

4.2 Students list five more words to describe Oman or Omanis. Remind them to use a dictionary to look up words if necessary. Ask students to share their words with a partner and add any new words their partner suggests to their lists. Elicit feedback.

Answers:

1 friendly, welcoming, peaceful, traditional, hospitable, beautiful, family oriented, diverse, proud

2 Students' own answers

Coursebook, page 57, Activity 5

This activity presents the same questions from the interview in Activity 2. Students make some notes about each question to prepare them for the interview speaking task in Activity 6. Remind students to try and use the adjectives from Activity 4 when appropriate.

Coursebook, page 57, Activity 6

The purpose of this activity is to consolidate the two key areas of speaking focused on in this unit: making statements (Soundbites box) and giving extended answers (Top Tip, Unit 2, page 53). It also gives students an opportunity to use all the vocabulary introduced in this unit.

Elicit different ways of giving extended answers (providing reasons, examples and opinions). Remind students to give extended answers and to use the phrases for making statements from the Soundbites box.

Students take turns interviewing each other, asking the questions given in Activity 5. Students use the notes they made in Activity 5 to help them complete this activity.

After the activity, choose two or three pairs to perform their interviews to the class. Alternatively you could ask pairs to perform their interviews to groups to give more students the opportunity to perform.

Workbook, page 50, Activity 1

Direct students to the three pictures of Omanis and the speech bubbles. The people in the pictures are speaking about what being an Omani citizen means to them.

Students read the speech bubbles in pairs and predict the words that complete the gaps.

Play **Listening 4.4.3**. Students listen and check their predictions. Repeat if necessary. The missing words are shown in **Bold** in the listening script below.

Answers:

1 respect
2 promote
3 impression
4 proud
5 values
6 identity
7 hospitable
8 united
9 responsibility
10 used

Listening Script 4.4.3

Abdullah
To me, being an Omani citizen means that we should **respect** everyone, regardless of their race, tribe, colour or gender. It is our duty to **promote** tolerance and live in peace. It is also our duty to represent Oman and create a good **impression** of our country and people.

Noor
To me, being an Omani citizen is about being **proud** of our country and heritage. It's our responsibility to uphold Omani **values** and traditions. We wear traditional dress because this is a big part of our **identity**. It is also very important to us to be **hospitable** and welcome visitors and guests to our country. This is a very old tradition.

Mohammed
Although Omanis all come from different tribes we are **united** as one country. It is our **responsibility** as citizens to work for the progress of the country. Oman **used** to be very different in the past, it has changed a lot. Our lives have changed a lot but we still maintain our traditional values and customs. That is what makes us Omani.

Workbook, page 50, Activity 2

This activity reviews the language for making statements that was introduced in the Soundbites box.

Students read the texts from Activity 1 again and underline any phrases they find for making statements. One example has been done for them.

Answers:

The statements in the listening texts have been underlined in **Listening Script 4.4.3**.

Workbook, page 51, Activity 3

The purpose of this speaking activity is to show students how they can substitute parts of the phrases for making statements with different words to talk about a wider range of topics. The activity also includes topics from earlier themes, such as health and safety.

Students practise making statements. Each time they should change the underlined part of the statement for the different options in boxes below to make statements about different topics.

Remind students to focus on extending their answers using reasons, examples and opinions.

Elicit statements from students. Give feedback on how well students extend their answers and use the vocabulary from this unit.

Workbook, page 51, Activity 4

The purpose of this activity is to help students consolidate the language and structures from this unit. The sentences students will write in this activity are similar to the kind of sentences they will need to write in the essay writing activity in Unit 5. So this activity will also prepare them for the essay writing activity.

Students use their ideas from Activity 3 to complete the statements. Then students swap sentences with a partner and correct any mistakes they find. Choose students to read one sentence each to the class.

This activity can be given as homework if there is not time to complete it in class.

Coursebook, pages 58 and 59
Workbook, pages 52 and 53

Lead-in

The focus of this unit is global citizenship. Ask students what they think about globalisation. Do they think it is a positive or negative thing? Do they think it has affected life in Oman? How?

In this unit students write an informative essay. The activities in the Coursebook and Workbook all lead up to this task.

This unit is about global citizenship. According to Oxfam, a global citizen is someone who:

- Is aware of the wider world and has a sense of their role as a world citizen.
- Respects and values diversity.
- Has an understanding of how the world works.
- Is passionately committed to social justice.
- Participates in the community at a range of levels, from the local to the global.
- Works with others to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

You can find more information here: http://www.oxfam.org.uk/education/global-citizenship

Coursebook, page 58, Activity 1

The purpose of this activity is to activate students' knowledge about the topic of this unit 'global citizenship'.

Students discuss the meaning of the term 'global citizen' and complete the table. Student should focus on *what* term 'global citizen' means, *who* can be a global citizen, *where* global citizens live, *how* a person can be a global citizen and *why* it is important to be a global citizen.

Draw the table on the board. Elicit feedback and write students' ideas into the table.

Coursebook, page 58, Activity 2

This activity includes an example of an informative essay that students will analyse to support them in completing the essay writing task. Students read the essay and complete the table in Activity 1 with information from the text.

Elicit feedback from students. Ask them to compare their ideas from Activity 1 with the information from the text.

Answers:

What?
A global citizen is a person who chooses to be an active member of the global community.

Who?
Anyone can be a global citizen.

Where?
It does not matter where you live or what countries you have travelled to.

How?
Global citizens participate in both local and global communities. Issues that are important to them include the environment, poverty, trade, health, peace and human rights.

Why?
We need to find ways to provide food, water and energy to over 7 billion people as natural resources become fewer and fewer. It is essential for people from different countries to work together.

Coursebook, page 59, Top Tip

Remind students of the importance of creating cohesion in their writing. Explain that cohesion can be created by moving from general to specific information and by writing paragraphs with one clear topic.

Cohesion can also be created using a range of cohesive devices, such as repetition of key words, conjunctions (*and, but, moreover*), and pronouns (*it, they, this, that*) to link back to nouns.

The activities in this unit will help students identify and practise different ways of creating cohesion.

Coursebook, page 59, Activity 3

The purpose of this activity is to analyse the use of cohesive devices in the text from Activity 2.

With students, read through the instructions for items 1-3. Check that students understand the information and tasks.

Students complete each task and compare their answers with a partner. Elicit feedback from the whole class.

Answers:

1. What How Why
2. Any instances of the phrases '*global citizen*', *'global citizenship'* and *'being a global citizen'* in the text should be circled.
3. these issues - *Issues that are important to global citizens include the environment, poverty, trade, health, peace and human rights.*
these challenges - *they will need to find ways of supplying food, water and energy to more than 7 billion people as resources become fewer and fewer.*

Coursebook, page 59, Activity 4

The purpose of this activity is to personalise the text and to help students reflect on it.

Students decide if they agree or disagree with the statements. Then discuss their opinions in groups giving reasons and examples to support their answers. Elicit feedback from the class.

Coursebook, page 59, Activity 5

In this activity students write a definition for 'global citizen'. This is to help them synthesise information from the text with their own ideas. The definitions that students write will be used in the essay writing task.

Students write their own definitions for 'global citizen' using the information from the text and their own ideas from the discussion in Activity 4. They should write their definitions into their exercise books.

Alternative option: You could ask students to do some independent research on global citizenship as a homework task before writing their definitions.

Workbook, page 52, Activity 1

Students read an informative essay about Sultan Qaboos and global citizenship.

Students scan the essay quickly for gist and suggest a title for the text.

Suggested answer:

- Sultan Qaboos promotes peace both localy and globally.

Students may have other answers.

Workbook, page 52, Activity 2

Direct students to the incomplete sentence at the end of the first paragraph. Students re-read the essay in more detail and complete the sentence to outline the structure of the essay.

Before doing the activity, refer students back to the final sentence of the first paragraph in the essay in Unit 5, Activity 2 on page 58 of the Coursebook. This provides a clear model of what students are expected to produce.

Elicit some examples from students. Write them on the board. Discuss which sentence is most effective and why. Allow students time to make changes to their sentences if they want to.

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Workbook, page 53, Activity 3

Direct students to the phrase in the second paragraph of the essay *'The focus on cultural and religious tolerance in Oman…."* Explain that this phrase has been replaced with the phrase "*This attitude*". The use of the pronoun *this* helps create cohesion because it refers backwards to the information in the previous sentence. Using the word *attitude* avoids repetition of the same information. Too much repetition makes an essay difficult to read.

3.1 Ask students to locate the other three phrases in the essay that have been underlined. Students replace these phrases with *this* or *these* and the words provided in the box.

Answers:

1 This attitude
2 This policy
3 These relationships
4 These talks

3.2 Students underline any other words or phrases in the essay that help to link sentences together. Check the answers with students.

Answers:

In addition *(line 4)*
At a local level *(line 6)*
This means that *(line 9)*
At a global level *(line 10)*
As a result *(line 13)*
One reason *(line 18)*
Another reason *(line 19)*

Workbook, page 53, Activity 4

This activity prepares students to write an informative essay explaining how their classmates can be better global citizens in one of the following areas: environment, poverty, trade, health or peace. Students brainstorm what their chosen topic is about, how their classmates can be better global citizens in this area and why it is important to be active or contribute in their chosen area. Some examples have been given in the area of *environment* to give students some ideas.

Note: If students choose to write about the environment they should generate additional ideas of their own.

Workbook, page 53, Activity 5

Students make a plan for their essay using their ideas from Activity 4. They should decide on the number of paragraphs, the topic of each paragraph and the supporting details for each paragraph. They discuss their plans with a partner.

Workbook, page 53, Activity 6

Students write the first draft of their essay. Direct them to the Writing Guide on page 83 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 first draft of their essay, ask them to show it to a partner. Students check their partners' essays for meaning, content and language. They can correct any errors they notice and underline any parts they do not understand. They return their partners' essays and give them feedback on what they have written.

After students receive the first draft of their essay 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 an example of an informative essay about global citizenship and the environment.

Our role as global citizens in protecting the environment

Global citizens consider themselves members of global communities as well as citizens of their own country. One issue that is important to global citizens is the environment. This essay outlines what contributing to the environment as a global citizen involves, how local students can contribute and why this is important.

What does contributing to the environment as a global citizen involve?
Protecting the environment involves different activities such as developing environmentally friendly habits, raising awareness about issues and participating in events. Students can easily get involved in activities like these to be more active in protecting the environment.

How can local students help improve the environment?
One of the simplest things students can do to protect the environment is to always put litter in a bin. Dropping litter is a serious problem in Oman which spoils many beautiful places. Many animals and fish die because they eat discarded plastic. If everyone stopped this harmful habit, the environment of Oman would be instantly improved. Students can also join environmental organisations, such as ESO and volunteer at events such as beach clean-ups.

Why is protecting the environment important?
It is important we protect the environment so that future generations will have sufficient resources and a healthy environment to live in. Small changes at a local level can result in big benefits for the environment. In conclusion, it is our responsibility both as Omani and global citizens to protect the environmen

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 nouns, 6 verbs 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 (the) Atlas Mountains
2 Arabs and Berbers
3 Any two of the following, provided the answer is not more than four words: phosphate mining and processing; food processing; leather goods; textiles; construction; tourism
4 traditional drums, wind instruments
5 more than a thousand

Activity 2

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

Activity 3

1 venue
2 compulsory
3 dialects
4 prestigious
5 fertile
6 urban

Word not used - **relies**

Answers to Review and Reference

Activity 2

a didn't use to like
b used to own
c used to be
d used to ride
e used to be
f. use to live

Activity 4

a uphold
b diverse
c residence
d respect
e charity
f inspire
g hospitable
h donate
i tolerance
j responsibility
k proud
l fundraise

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Engage with English is a two-level English course for Grades 11 and 12. The course recycles and extends language structures, functions and vocabulary introduced in previous *English for Me* courses.

Stimulating, international, up-to-date themes have been chosen to engage and encourage discussion through comparison with life in Oman and to give a glimpse of life after school.

Each theme contains five units covering a wide range of topic areas and focussing on a specific language area. This wide-ranging thematic approach provides the background for integrated language skills practice, as well as systematic vocabulary development.

An *Across Cultures* section at the end of each theme introduces students to aspects of life in other countries, while the *Reading for Pleasure* section invites students to engage with more extended texts and different genres.

The choice and variety of themes will help each and every student find many things to interest and excite them.

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