



Sultanate of Oman
Ministry of Education

Teacher's Book

Grade 11B

Engage With English

2020





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Second Edition

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**Sultanate of Oman
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Contents

Theme

Unit 1

Unit 2

1

The Brightest and Best

read a text for both gist and detail

practise skimming and scanning skills

review the usage of comparative and superlative adjectives

compare information about buildings

2

Sources of Inspiration

analyse a review of a musical performance

find specific information in a reading text

review the usage of the past simple and present perfect

practise the usage of 'for', 'since' and 'ago'

3

Connections

practise ways of preparing for a reading text

identify topic and supporting sentences in a reading text

differentiate between the use of 'just', 'still', 'already' and 'yet'

review the usage of the present perfect with adverbs of time

4

Beginnings and Endings

find specific information in a reading text

infer meaning from context

review the different usages of 'can' and 'can't'

differentiate between usages of 'can' and 'can't', 'have to' and 'don't have to'



Map

Unit 3

use language associated with sports and sports stars

group words together according to subject for easier learning

Unit 4

practise the use of question tags with appropriate intonation

form questions using superlatives

Unit 5

use conjunctions, and time order words and phrases

write a narrative about a personal experience

focus on adjectives ending in '-ed' and '-ing'

listen for specific information

use vocabulary associated with television programmes

practise asking for and giving opinions, and agreeing and disagreeing

analyse a book or story review

write a book or story review

use language associated with memory, and ways of improving the memory

read and discuss a poem, and create a poem

use modal verbs of obligation, necessity and advice

dramatise a situation to get a message across

discuss volunteering, and analyse a letter to a volunteer organisation

write a formal letter of application to a volunteer organisation

focus on language associated with weddings

compare weddings around the world

use language associated with New Year celebrations and resolutions

predict information in a listening text

expand vocabulary associated with festivals

write a description of a festival

Learning Objectives for Grade 11B

In Theme One you will –

- read about and discuss the Olympic Games
- practise skimming and scanning
- review the usage of comparative and superlative adjectives
- compare some of the tallest buildings in the world
- expand vocabulary associated with sports
- read about and discuss Omani sports stars
- do a quiz about the Olympic Games, and about natural record breakers
- practise the use of question tags with appropriate intonation
- write a biography of a sports star
- practise the usage of conjunctions, and time order words and phrases
- read about and discuss mountains and mountaineering
- write a narrative about a personal experience

In Theme Two you will -

- read about famous opera houses and musical venues
- review the usage of the past simple and present perfect
- practise using 'for', 'since' and 'ago'
- complete a music quiz with a partner
- learn about a historic voyage
- differentiate between adjectives ending in '-ed' and '-ing'
- listen for specific information
- complete a questionnaire about couch potatoes
- expand vocabulary associated with television programmes
- practise asking for and giving opinions, and agreeing and disagreeing
- analyse a book or story review
- write a book or story review

In Theme Three you will –

- consider and discuss connecting through friendship
- practise ways of preparing for reading and listening texts
- read about and discuss social networking
- review the usage of the present perfect with 'just', 'still', 'already' and 'yet'
- expand vocabulary associated with remembering and forgetting
- discuss ways of improving the memory
- read a poem about memories, and create a poem of your own
- use modal verbs of obligation, necessity and advice
- listen for specific information
- dramatise a situation to get a message across
- read about and discuss volunteering
- write a formal letter of application to a volunteer organisation

In Theme Four you will –

- discuss traditional rites of passage
- write about a significant event in your own life
- review the different usages of 'can' and 'can't'
- discuss legal ages in Oman and other countries
- expand vocabulary associated with weddings
- listen and read for gist, and for specific information
- state plans and intentions
- expand vocabulary associated with New Year traditions
- discuss New Year resolutions
- predict information in a listening text
- expand vocabulary associated with festivals
- write a description of a festival

Cross - Curricular Links

Theme I: The Brightest and Best

Social Studies/Life Skills

Raising an awareness of the importance of hard work and perseverance in achieving goals
 Increasing an awareness of the significance of sports in building a healthy body and mind
 Raising an awareness of the importance of keeping positive attitudes when facing problems
 Developing an awareness of the importance of fundraising in providing support for fighting diseases such as cancer
 Developing an awareness of the importance of making lists in remembering to do things and organizing thoughts
 Increasing an awareness of the importance of devices used for keeping informal conversations going, such as question tags
 Knowledge of names of countries and country adjectives/ nationalities
 Knowledge of the natural wonders in the world
 Knowledge of the tallest skyscrapers in the world and their locations
 Knowledge of the highest mountain in the world
 Knowledge of China and the Chinese people

Science/Technology

Understanding how the human body reacts in high places
 Knowledge of the climate in the mountains
 Developing an awareness of altitude sickness

Physical Education

Knowledge of the Beijing Olympic Games 2008
 Knowledge of the Olympic Games, and the cities where the Games have taken place
 Knowledge of famous Omani sportsmen and sportswomen
 Increasing an awareness of different types of exciting and dangerous sports around the world
 Knowledge of various sports and the equipment used

Learning/Communication Skills

Increasing an awareness of the importance of cooperation and teamwork
 Turn-taking in interviews, discussions, and when playing games

Critical thinking skills

Recognising and using common terminology associated with sports
 Matching synonyms and antonyms
 Categorising and associating words
 Justifying opinions
 Writing a narrative about a personal experience
 Evaluation of the theme, and self-evaluation

Theme 2: Sources of Inspiration

Social Studies/Life Skills

- Responding at a personal level towards different types of music
- Developing a sense of respect for different cultural festivals and music around the world
- Knowledge of a unique Omani ship and its historic voyage
- Raising an awareness of Oman's great maritime heritage and traditions
- Raising an awareness of the importance of free time management and the disadvantages of wasting time in front of TV
- Discussing the most common TV programmes enjoyed by teenagers
- Knowledge of the geography, history and people of Ireland

Art and Music

- Knowledge of opera houses and musical venues around the world
- Knowledge of the Royal Opera House, Muscat and its cultural and economic effects on Oman
- Raising an awareness of international musical performances
- Raising an awareness of different musical instruments and musical styles

Literature

- Learning about different genres of literature
- Learning about a classic novel and short story

Learning/Communication Skills

- Increasing an awareness of the importance of cooperation with a partner or in a group
- Turn taking in giving a short presentation to a partner
- Taking part in classroom discussion/debate/answering questionnaires/giving personal opinions

Critical thinking skills

- Using language associated with television programmes
- Asking for and giving opinions, and agreeing and disagreeing
- Writing a short description of an inspiring building
- Writing a short biography or profile of a famous musician or singer
- Writing a short narrative describing a personal experience
- Analyzing a book or story review
- Writing a book or story review
- Evaluation of the theme, and self-evaluation

Theme 3: Connections

Social Studies/Life Skills

Understanding the importance of having friends in our lives
Developing an awareness of charity projects that develop confidence, leadership, team building, and management skills
Developing an awareness of volunteering
Building an enthusiasm for becoming involved in voluntary projects
Raising an awareness of some road safety rules
Knowledge of the geography, history and people of Australia

Science/Technology

Knowledge of social networking sites
Raising an awareness of good environmental behaviour such as keeping beaches clean
Developing an awareness of the advantages and disadvantages of social networking
Knowledge of the benefits of the herb rosemary in improving memory
Knowledge of the indigenous birds, marsupials and reptiles of Australia

Art and Music

Raising an awareness of aboriginal musical instruments and art
Discussing the role of drama as a good way of getting a message across

Learning/Communication skills

Co-operation with a partner or in a group
Turn taking in dialogues, discussions and testing a partner
Learning ways of improving your memory
Giving advice

Critical thinking skills

Analyzing the meaning of words and phrases
Ranking skills
Writing a formal letter of application
Writing a short poem
Completing a puzzle
Monitoring and reflecting on learning
Justifying opinions
Dramatizing situations
Evaluation of the theme, and self evaluation

Theme 4: Beginnings and Endings**Social Studies/Life Skills**

Developing an awareness of different rites of passage around the world
Learning about different stages in a person life
Knowledge of legal ages around the world
Increasing an awareness of different wedding customs around the world and in Oman
Learning about New Year celebrations around the world
Raising an awareness of various cultural festivals around the world and in Oman
Knowledge of Japan and the Japanese people
Knowledge of Japanese culture and festivals

Literature

Learning about two inspiring poets and poems

Learning/Communication Skills

Increasing an awareness of the importance of cooperation and team work
Turn taking in discussion
Writing a description of a festival

Critical thinking skills

Analyzing the meanings of words and phrases
Ordering stages of a person life
Categorizing words and phrases
Making predictions
Completing crosswords
Making personal plans and resolutions
Evaluation of the theme, and self-evaluation



Introduction

Introduction

Introduction

1. The Course

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

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

1.1 Course Structure

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

1.2 Course Aims

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

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

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

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

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

Learning Strategies

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

Study Skills

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

Culture

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

Introduction

International Perspectives

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

Vocational

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

Cross-Curricular Links

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

Learner Training

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

Methodology

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

The teaching methodology contains the following characteristics:

1. There is a consistent focus on learning English in order to develop practical and functional skills, rather than as an end in itself.
2. Students are involved in practical activities which relate to real-world uses of English.
3. Realistic and communicative uses of language are given priority.
4. Maximum opportunities for 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. This glossary replaces the vocabulary lists in the previous versions of Grade 11. Communication activity and role play materials are also provided at the back of the Coursebook.

Introduction

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

1.3.2 The Workbook

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

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

The end material of the Workbook consists of:

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

The Grammar Practice activities are a new feature of the Grade 11 course, and provide students with further opportunities to practise the grammar

presented in Unit 2 of each theme.

1.3.3 The Teacher's Book

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

1.3.4 Course CD

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

2. Course Materials

2.1 The Coursebook

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

2.1.1 Overview page

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

2.1.2 Reading

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

Introduction

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

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

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

2.1.3 Grammar

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

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

2.1.4 Vocabulary

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

Students are exposed to word-building activities

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

2.1.5 Listening and Speaking

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

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

2.1.6 Writing

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

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

Introduction

2.1.7 Across Cultures and Reading for Pleasure

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

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

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

2.1.8 Review and Reference Page

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

2.1.9 Communication Activities

In Themes 1, 2 and 3, there are communication activities which require students to turn to specific pages in the back of the book. All materials for these activities are fully cross-referenced.

2.2 The Workbook

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

2.2.1 Reading

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

The Teacher's Book does not give specific guidelines as to what vocabulary, if any, it is necessary to teach students to help them before reading a new text. It is up to teachers to decide for themselves the extent of the pre-teaching of vocabulary required, as not all classes are at the same level, and teachers are the ones who are most familiar with the needs and abilities of their own students.

2.2.2 Grammar

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

2.2.3 Vocabulary

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

2.2.4 Listening and Speaking

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

Introduction

2.2.5 Writing

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

2.2.6 Across Cultures and Reading for Pleasure

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

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

2.2.7 Review and Reference Pages

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

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

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

2.2.8 Communication Activities

In Theme 1, there is communication activities which requires students to turn to specific pages in the back of the book.

2.2.9 Grammar Practice

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

2.2.10 Writing Guide

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

2.2.11 Grammar Reference

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

2.2.12 Word List

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

2.2.13 Functional Language Review

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

2.3 The Teacher's Book

2.3.1 Contents Map and Learning Objectives

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

Introduction

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

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

2.3.2 Approach

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

Summary of Activities

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

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

Pair/Group work

Pair and group work is included throughout the course. These activities are intended to give

students more practice in oral skills. With many activities, it is up to the teacher to decide if they should be done only orally, or whether students should also write the answers in their exercise books.

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

Feedback and Monitoring

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

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

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

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

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

Introduction

2.3.3 Teaching Notes

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

2.3.4 Course CDs

The course CDs feature a variety of native speakers of English. This is to familiarise students with the range of voices and accents they are likely to meet in their future education and/or future careers. It is up to teachers to decide how many times it is necessary to play each recording, although it is expected that most recordings will need to be played more than once.

Each listening script is identified by a series of numbers. These refer to the theme, the unit and the number of each recording within the unit. For example, 'Listening Script 3.3.3' means that the recording comes from Theme 3, Unit 3 (*Connections-Remembering and Forgetting*) and is the third recording in the unit.



Theme 1

The Brightest and Best

Summary

Overview

Coursebook: Activities 1, 2

Lead-in: Activating interest in the topic area

Relating photos to the topic of the theme

Focusing on vocabulary related to the theme

Unit 1 Olympic Fever (Reading)

Coursebook: Activity 1 Matching headings to paragraphs

Coursebook: Top Tip Skimming and scanning

Coursebook: Activity 2 Identifying topics in a reading text

Coursebook: Activity 3 Reading for specific information

Workbook: Activity 1 Reading and discussion: quiz

Workbook: Activity 2 Skimming

Workbook: Activity 3 Scanning

Workbook: Activity 4 Speaking and listening: quiz

Coursebook: Time to Talk Asking and answering questions

Paragraph writing

Unit 2 Reach for the Sky (Grammar)

Lead-in: Discussion: activating interest in the topic area

Coursebook: Activity 1 Discussion and matching activity

Workbook: Activity 1 Reading for specific information

Workbook: Activity 2 Asking and answering questions

Coursebook: Activity 2 Reading and identifying superlative

adjectives

Coursebook: Grammar Recall

Comparatives and superlatives: review

Coursebook: Activity 3 Sentence correction

Workbook: Activity 3 Writing sentences of comparison

Workbook: Activity 4 Listening and gap-fill activity

Coursebook: Activate Your English

Asking for and giving recommendations

Workbook: Activity 5 Grammar practice activities

Unit 3 Shining Stars (Vocabulary)

Lead-in: Discussion: activating interest in the topic area

Coursebook: Activity 1 Reading and note-making

Coursebook: Activity 2 Asking and answering questions

Coursebook: Activity 3 Vocabulary development

Workbook: Activity 1 Vocabulary development: pictograms

Coursebook: Top Tip Grouping words together

Coursebook: Activity 4 Categorisation

Workbook: Activity 2 Completing a table

Workbook: Activity 3 Sentence completion

Workbook: Activity 4 Listening and gap-fill activity

Workbook: Activity 5 Matching activity

Coursebook: Activity 5 Writing a short biography

Unit 4 Natural Record Breakers (Listening and Speaking)

Lead-in: Revising knowledge of the topic area

Coursebook: Activity 1 Reading, discussion and listening

Coursebook: Activity 2 Listening for specific information

Workbook: Activity 1 Writing 'wh-' questions using

superlatives

Workbook: Activity 2 Listening and correcting information

Coursebook: Soundbites Question tags

Coursebook: Activity 3 Speaking: forming question tags

Workbook: Activity 3 Question tags: gap-fill activity

Workbook: Activity 4 Completing statements

Coursebook: Activity 4 and Workbook: Activity 5

Forming comparisons

Unit 5 The Highest Mountain in the World (Writing)

Lead-in: Activating interest in the topic area

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading and identifying conjunctions

Coursebook: Top Tip Time order words and phrases

Coursebook: Activity 3 Reading for specific information

Coursebook: Activity 4 Listening for time order words and

phrases

Workbook: Activity 1 Reading and identifying action verbs

Workbook: Activity 2 Reading and identifying direct

quotations

Workbook: Activity 3 Discussion: choosing a topic

Workbook: Activity 4 Writing a personal narrative

Theme 1 Unit 1

Olympic Fever

Overview

Lead-in

Coursebook, page 1, Activity 1

Direct students to the Overview page of the Coursebook. Ask them to look at the title of the theme, *The Brightest and Best*, and the five photos, and elicit their ideas about how the photos could be linked to the theme.

Note: Each photo depicts one of the topics covered in the five units of the theme.

- a. A group of Olympic medal winners. Relates to Unit 1, which is about the Olympic Games.
- b. The Burj Khalifa in Dubai. Relates to Unit 2, which is about skyscrapers.
- c. Ahmad Al Harthy, top Omani racing driver, taking the lead at the Porsche Carrera Cup GB 2011 Championship. Relates to Unit 3, which is about Omani sports stars.
- d. The Angel Falls, Venezuela. Relates to Unit 4, which is about natural wonders of the world.
- e. Khalid Al Siyabi, first Omani to climb Mount Everest. Relates to Unit 5, which is about mountaineering.

Coursebook, page 1, Activity 2

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

world records: best achievements so far in the world in particular activities, especially sport

superlatives: adjectives or phrases used for expressing the greatest degree of something

prestigious: admired and respected

athlete: someone who is good at sports and takes part in sports competitions

compete: try to be better than others taking part in a competition

Olympic Games: the world's most famous sporting event. Summer and Winter Games alternate, with each type being held once every four years.

architects: people who design buildings

elegant: attractive and graceful

natural wonders: fantastic features which exist in nature, and are not created by people

amazing: astonishing and impressive

waterfall: place where water flows over the edge of a cliff or rock onto another level below

internationally recognized: known throughout many countries

Coursebook, pages 2 and 3

Workbook, pages 2 and 3

Coursebook, page 2

Lead-in

Direct students' attention to the title of the unit. Elicit or teach the meaning of 'fever'. Ask what they think the phrase Olympic fever means.

Fever: An illness or medical condition in which you have a very high temperature. However, 'fever' is also used to describe a feeling of great interest and excitement about an event or activity. For example:

- election fever
- World Cup fever
- Olympic fever

Ask students what they know about the Olympic Games (what they are, how often they take place, who takes part in them.) Elicit a few ideas and write them on the board.

Theme 1 Unit 1

Olympic Fever

Note: Students were first introduced to the subject of the Olympic Games in Grade 4B of the *English for Me* course. The topic of Sport was also covered in Grade 10A, Unit 3.

Background information about the Olympic Games

The Olympic Games are a major international event featuring summer and winter sports, in which thousands of athletes participate in different competitions. Originally, the ancient Olympic Games were held in Olympia, Greece, from the 8th century BC to the 4th century AD. The modern Olympic Games are regarded as the world's foremost sports competition. The Games are currently held every two years, with Summer and Winter Olympic Games alternating, although they occur every four years within their respective seasonal games. Cities compete to host both the Olympic and the Paralympic Games, where athletes who have a physical disability take part.

Source: www.wikipedia.org/wiki/Olympic_Games

Coursebook, page 2, Activity 1

Students skim the text about the Beijing Olympic Games. They match each of the four headings to one of the paragraphs. Remind them not to write in their Coursebooks, but to note down the letters of the headings and the numbers of the paragraphs in their exercise books.

Answers:

- a 4
- b 1
- c 2
- d 3

Coursebook, page 3, Top Tip

Direct students' attention to the Top Tip, which focuses on the reading strategies of skimming and scanning. Highlight the difference between skimming and scanning, and give examples of when you would use these strategies in everyday life. For example, you would scan a newspaper to find an article that interests you. You would scan information on a noticeboard at

an airport to find out what time a particular flight leaves or arrives.

Coursebook, page 3, Activity 2

Students read the text about the Beijing Olympic Games in detail. When they have finished, ask a few quick comprehension questions to check understanding, such as:

- Why was it so special for China to host the Games?
- What was the 'Water Cube' used for?
- What two symbols of ancient China are mentioned?
- How long did the Beijing Olympic Games last?
- Why was the flag handed to the mayor of London at the end of the Games?

Students read sentences **a – f** and check the meanings of the words in bold. They note down the letters of the topics in the list that are mentioned in the text, together with the numbers of the relevant paragraphs.

Answers:

- a Paragraph 1
- b Paragraph 2
- c Paragraph 2
- d Paragraph 3
- e Not mentioned.
- f Paragraph 4

Coursebook, page 3, Activity 3

Students answer the four comprehension questions. This can either be done as an oral activity, or if you prefer, tell them to write out the answers in their exercise books.

Answers:

- a Four hours.
- b The National Stadium (nicknamed the 'Bird's Nest' and the National Swimming Centre (nicknamed the 'Water Cube').
- c Panama (for athletics).
- d The Olympic flag.

Workbook, page 2, Activity 1

Students read the questions in the Olympic Quiz, then discuss them in their groups. They

Theme 1 Unit 1

Olympic Fever

circle the answer they think is correct. If they don't know an answer, encourage them to guess.

Explain to students that they are going to hear an excerpt from a quiz show, with the host asking a contestant the questions. Play Listening I.I.I. Students listen and check their own answers.

Listening Script I.I.I

Contestant (Con)

Host: Let's begin our quiz about the Olympic Games. Question number one – How long is an Olympic swimming pool? 25 metres, 40 metres or 50 metres?

Con: 50 metres.

Host: Excellent. Question number two – What was the first Asian country to host the Olympic Games? Was it China, Japan or Korea?

Con: Er ... Korea?

Host: No, I'm sorry. The correct answer is Japan. Question number three – How many times has the USA hosted the Summer Olympic Games? Four, three or two?

Con: Um .. three?

Host: I'm afraid that's wrong again. The correct answer is four times. Question number four – What do the 5 rings on the Olympic flag mean? Are they just a design, do they mean the five elements earth, air, water, fire and oil – or do they mean the union of the five continents – America, Africa, Australia, Europe and Asia?

Con: Let me, see. I think it's the union of the five continents.

Host: That's right. Well done. Here's question number five. The Olympic motto in Latin is 'Citius, Altius, Fortius.' What does it mean in English? Does it mean 'Many countries, one world', 'Faster, higher, stronger' or 'Winning is everything?'

Con: Um ... 'Faster, higher, stronger?'

Host: Right again. Excellent. Question number six – How long does an Olympic basketball game last? 40 minutes, 30 minutes or one hour?

Con: One hour.

Host: No, sorry, it's 40 minutes. Question number seven – Which of these is not an Olympic sport – golf, sailing or cycling?

Con: Golf.

Host: That's right. And now for our last question, Question number eight. Which country won the most gold medals at the Beijing 2008 Olympics? Was it Russia, the USA or China?

Con: Oh, that's easy. It was China.

Host: That's correct. China won the most gold medals - 51 in total. Thank you very much for taking part in our Olympics Quiz today. Hope you enjoyed it!

Con: Oh, yes, I did. Thank you!

Answers:

- 1 (c) 50 metres
- 2 (b) Japan
- 3 (a) four
- 4 (a) 40 minutes
- 5 (a) golf
- 6 (c) China
- 7 (c) The union of the five continents – America, Africa, Australia, Europe, Asia.
- 8 (b) Faster, higher, stronger.

Workbook, pages 2 and 3, Activity 2

This activity provides further practice in skimming. Students read the four titles, then skim the text and decide on the most appropriate title.

Elicit the answer and ask students to give their reasons as to why they chose this title.

Answer: d. How a Host City is Chosen.

The topic of each one of the four paragraphs relates to this title.

Theme 1 Unit 1

Olympic Fever

Workbook, page 3, Activity 3

Students read the text in Activity 2 in detail, and write their answers to the comprehension questions on the writing lines. Do a whole class check, and elicit the answers.

Answers:

- a** It is not only prestigious, but also excellent for tourism and business.
- b** The International Olympic Committee (IOC).
- c** 'Applicant Cities' are all cities wishing to apply to host the Games. 'Candidate cities' are selected by the IOC from the Applicant Cities.
- d** Because a city needs a long time to prepare.
- e** 1 fever
2 contest
3 take place
4 selects
5 deadline

Workbook, page 3, Activity 4

This activity provides further practice with reading, asking and answering questions. Students work in pairs. They turn to Communication Activity 1 on pages 60 and 61 of the Workbook. Student A asks Student B the questions from Olympic Quiz A on page 60, and Student B asks Student A the questions from Olympic Quiz B on page 61.

When students have completed the quiz, elicit the answers and write them on the board or display them on an OHT. Students should give their partner a score out of 8.

Answers:

Olympic Quiz A

- 1** (c) Greece
- 2** (c) 70
- 3** (a) running
- 4** (b) horse riding
- 5** (b) twice
- 6** (a) Swedish
- 7** (b) boxing
- 8** (c) Greece

Olympic Quiz B

- 1** (a) 26 miles
- 2** (b) Athens
- 3** (a) basketball

- 4** (c) three times
- 5** (b) 1992
- 6** (b) beach volleyball
- 7** (c) all of them
- 8** (c) after the Olympics

Coursebook, page 3, Time to Talk

In this activity, students ask and answer questions about two Olympic champions. Student A takes the sprinter, Usain Bolt, and Student B takes the swimmer, Michael Phelps. Students ask each other questions about their athlete. They should speak in complete sentences, maintain eye contact and ask and answer the questions as clearly as they can. They should also pay attention to using the correct verb tenses.

As a homework exercise, students can write a paragraph with a description of one of the athletes, based on the information in the 'Time to Talk' activity. Encourage them to supplement the information with any other information they can find.

Model paragraphs

Usain Bolt

Usain Bolt is a very famous Jamaican sprinter. He was born on 21 August 1986 and is 1.96 metres tall. At the Beijing 2008 Olympic Games he won three gold medals and broke both the 100m and 200m world records. He is nicknamed Lightning Bolt.

Michael Phelps

The American swimmer Michael Phelps was one of the most memorable champions at the Beijing 2008 Olympics. He was born on 30 June 1985 and is 1.93 metres tall. He won 8 gold medals at the Beijing Games. He has been World Swimmer of the Year 6 times.

Theme 1 Unit 2

Reach for the Sky

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

Lead-in

Discuss skyscrapers with students. Ask if they like or dislike this type of building, and to give their reasons. Make sure that students understand the meaning of 'skyscraper'. Ask why this name is so appropriate for a tall building (because it literally seems to scrape the sky).

Skyscraper: A very tall building containing offices or flats.

Ask students if they have seen or even visited any skyscrapers. There are none in Oman, but some students may have visited the Burj Khalifa in Dubai. Most students will probably have seen skyscrapers in films or on TV, or in magazines.

A topic for class debate is whether students would prefer to live in skyscrapers or traditional houses, and to give their reasons. Is it the duty of Omani youth to preserve the national heritage of Oman by keeping the old traditional houses, perhaps slightly modernised?

Another possible topic for debate is whether a country should spend money on building taller and taller skyscrapers. Could the money be put to better use?

Background Information

List of the tallest buildings in the world in order of height

1. Burj Khalifa (828 metres) Dubai, UAE
2. Abraj Al Bait Towers (601 metres)
Mecca, Saudi Arabia
3. Taipei 101 (508 metres) Taipei, Taiwan
4. Shanghai World Financial
Centre (SWFC) (492 metres)
Shanghai, China

5. International Commerce Centre (484 metres) Hong Kong, China
6. Petronas Towers (451.9 metres) Kuala Lumpur, Malaysia
7. Nanjing Greenland Financial Complex (450 metres) Nanjing, China
8. Willis Tower (442.1 metres) Chicago, USA

Source: www.en.wikipedia.org/wiki

Coursebook, page 4, Activity 1

In groups, students discuss the list of buildings, and decide on answers to questions 1, 2 and 3. They may know that Burj Khalifa is the tallest building in the world, but they may not know about the second and third tallest.

Note: Please note that this information is true in December 2011, but that things may change as taller and taller buildings are constructed.

Answers:

1. a. Burj Khalifa
b. Abraj Al Bait Towers
c. Taipei 101
2. For cities, see background information above.
3. Encourage students to think of buildings with unusual designs, just tall ones. Some buildings they could name are:
 - the Burj Al Arab in Dubai, which is shaped like a sailing ship
 - the Sydney Opera House in Australia
 - the Eiffel Tower in Paris.

Ask students if they have any favourite buildings in Oman, and what they like about them. They might mention the Grand Mosque and the Royal Opera House in Muscat as examples of stunning architecture.

Workbook, page 4, Activity 1

As a lead-in, ask one or two questions about the buildings, for example:

- Which city is the tallest building in? (Dubai)
- Which building was most recently completed? (Abraj Al Bait Towers)
- Which two buildings have the same number of floors? (Taipei 101 and the SWFC)

Theme 1 Unit 2

Reach for the Sky

Students work with a partner and take two buildings each. They read the information about their buildings carefully. Tell them to cover up the information about their partner's buildings in order to focus on their own buildings.

Workbook, page 5, Activity 2

Students take turns to ask questions to find out information about their partner's buildings, based on the questions in their Workbooks.

Play Listening 1.2.1 as an example dialogue.

Listening Script 1.2.1

- Student A: Where's the SWFC?
- Student B: Shanghai.
- Student A: When was it completed?
- Student B: 2008.
- Student A: How tall is it?
- Student B: 492 metres.
- Student A: How many floors does it have?
- Student B: 101.
- Student A: How much did it cost?
- Student B: 1.2 billion US dollars.

Coursebook, page 4, Activity 2

As a lead-in to this activity, ask students if they have heard about the Kingdom Tower in Saudi Arabia, which, when completed, will be the newest tallest building in the world.

Discuss the article and photo with students. What do they think about the projected Kingdom Tower? Do they like/dislike it? Ask them to give their reasons.

Students read the newspaper article about the Kingdom Tower. Before they read, write a focus question on the board, such as:

What will the Kingdom Tower be used for?

When they have finished reading, elicit the answer to the focus question.

Answer to focus question:

A hotel, luxury apartments, offices and an observatory.

Ask a few quick comprehension questions to check understanding, such as:

1. Where is the Kingdom Tower going to be built? (On the outskirts of Jeddah)
2. Why was Adam Smith chosen as the architect of the Kingdom Tower? (He has the best experience of designing tall buildings in the Middle East, as he already designed the Burj Khalifa)

After reading, students make a list of the superlative adjectives the article contains in their exercise books. Give them time to do this, then elicit the superlative adjectives and write them on the board.

Superlative adjectives:

1. newest (paragraph 1)
2. tallest (paragraph 1)
3. most ambitious (paragraph 1)
4. tallest (paragraph 2)
5. highest (paragraph 2)
6. best (paragraph 2)
7. most elegant (paragraph 3)
8. most beautiful (paragraph 3)
9. quickest (paragraph 3)

Coursebook, page 5, Grammar Recall

Direct students' attention to the Grammar Recall box. This focuses on the formation of comparative and superlative adjectives. Refer students also to the Grammar Reference section for Theme 1 on page 75 at the back of their Workbooks for more information and examples of comparatives and superlatives.

Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right.

Theme 1 Unit 2

Reach for the Sky

Answers:

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

Remind students that some adjectives have irregular forms in the comparative and superlative forms. Three examples are indicated under the sentences - good, better, best; bad, worse, worst; far, further / farther, furthest / farthest. Other examples are much, more, most and little, less, least.

Coursebook, page 5, Activity 3

Students decide if the sentences are correct or incorrect. They refer to the examples in the Grammar Recall box and give their reasons. They write out the correct versions of the sentences in their exercise books.

Answers:

- 1 Incorrect sentence. We do not use 'more' and '-er' together. For an adjective of one syllable, we add '-er' to form the comparative.

Corrected sentence:

His hair is longer than his sister's.

- 2 Correct sentence. This follows the rule that for an adjective of one syllable, we form the superlative by adding '-est'.
- 3 Incorrect sentence. We do not use 'the most' and '-est' together. For an adjective of one syllable, we add 'the' and '-est' to form the superlative.

Corrected sentence:

The cheetah is the fastest land animal.

- 4 Correct sentence. This follows the rule that for an adjective of one syllable, we add '-er' to form the comparative.
- 5 Correct sentence. This follows the rule that for an adjective of two syllables ending in 'y', we form the superlative by adding '-iest'.

- 6 Incorrect sentence. We do not use 'more' and '-est' together. For an adjective of one syllable, we add 'the' and '-est' to form the superlative.

Corrected sentence:

This lesson is the longest in the timetable.

- 7 Incorrect sentence. We do not add '-er' to the end of adjectives of more than one syllable to form the comparative. We add 'more' and '-er'.

Corrected sentence:

Chinese is more difficult to learn than Arabic.

Workbook, page 5, Activity 3

Students work with a partner and make sentences comparing the four buildings in Activity 1 on page 4 of their Workbooks. They refer to the examples given, and write their sentences on the writing lines. Encourage them not only to make comparisons using comparative and superlative adjectives. They can also use structures such as '(not) the same as;' '(not) as much as;' '(not) as many as.'

Go round the class, eliciting sentences from volunteers. Write the sentences on the board.

Some examples of possible sentences are:

- The Abraj Al Bait Towers are taller than the SWFC.
- Taipei 101 is older than Burj Khalifa.
- The SWFC wasn't as expensive as Burj Khalifa.
- The SWFC has the same number of floors as Taipei 101.

Workbook, page 5, Activity 4

Students fill in the gaps in the sentences with one word in each gap. Encourage them to read the whole text before they start filling in the gaps, as this will help them get the gist of it better. Then play Listening 1.2.2 so that students can check their answers.

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

Theme 1 Unit 2

Reach for the Sky

Listening Script 1.2.2

Dubai was exciting, but Hong Kong was **(1) more** exciting **(2) than** Dubai, and Shanghai was the **(3) most** exciting of all. The skyscrapers were amazing, especially the World Financial Centre. It's **(4) the** tallest building in China and the third **(5) tallest** in the world. It's not **(6) as** tall **(7) as** Taipei 101 in Taiwan, but it has the same number of floors **(8) as** Taipei 101. At night, when all the buildings in Shanghai are lit up, it's one of the **(9) most** fantastic sights I've ever seen.

Coursebook, page 5, Activate Your English

This activity gives students further practice in using superlative adjectives. Students work in pairs. Student A is a visitor to Student B's area, and asks him/her to recommend some places. Refer students to the examples of adjectives and places to recommend which are given in the activity. Make sure that students understand the meaning of 'recommend'.

Play Listening 1.2.3 as an example of a possible dialogue. Emphasise to students that the places can be real or imaginary. When they have finished their dialogues, get them to reverse roles.

Listening Script 1.2.3

Student A: I'm coming to visit your town next week.
 Student B: That's nice.
 Student A: Can you recommend some places?
 Student B: Certainly. What would you like to know?
 Student A: Where's the best place to stay?
 Student B: Let me see...The Golden Sands Hotel.

Workbook, page 5, Activity 5

The Grammar Practice activities on page 64 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 75 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

adjective	comparative	superlative	opposite
new	newer	newest	old
beautiful	more beautiful	most beautiful	ugly
expensive	more expensive	most expensive	cheap
lazy	lazier	laziest	active
tall	taller	tallest	short
far	farther	farthest	near
good	better	best	bad
boring	more boring	most boring	interesting
thin	thinner	thinnest	fat
easy	easier	easiest	difficult

- 2 a** No, he isn't. He's shorter.
b No, it wasn't. It was cheaper.
c No, it wasn't. It was the worst.
d No, it isn't. It was the most interesting.
e No, it isn't. It's the most difficult.
f No, she isn't. She's fatter.
- 3 a** This food is the most delicious I've ever tasted.
b He's the most important person in the room.
c Are you as tall as your brother?
d It's not as cold in Oman as in the UK.
e Everything in this shop is cheaper than in the other one.
f Don't worry! It's not as far as you think.

Theme 1 Unit 3

Shining Stars

Coursebook, pages 6 and 7

Workbook, pages 6 and 7

Lead-in

Discuss sport with students. Ask questions such as:

- What's your favourite sport for playing or watching? Give your reasons.
- What do you like about this sport?
- What Omani sports stars do you know?
- What international sports stars do you know?

Coursebook, page 6, Activity 1

Organise students into four groups. Each group reads in detail about one of the four Omani sports stars A, B, C or D. As they read, tell them to make notes about their star and check the meanings of any unknown vocabulary.

Coursebook, page 7, Activity 2

Students find a student from a different group. They ask and answer questions about the other student's star. When they have finished, they should find a student with another different star, and ask and answer the questions again.

Coursebook, page 7, Activity 3

Students read all the texts about the four stars, and find words with the meanings indicated. Make sure they understand that, when looking for each word, they should be looking for a word with the part of speech indicated after each phrase.

Students write the words into their exercise books, together with their meanings. Elicit the answers and write them on the board. Then get students to make up sentences of their own using the words. Elicit some sentences from volunteers, and write these on the board too.

Answers:

- a** prestigious
- b** glamorous
- c** circuit
- d** concerned
- e** champion
- f** dressage

- g** represent
- h** promote

Workbook, page 6, Activity 1

Students look at the pictograms and discuss them in their groups. They write the names of as many sports as they know in their exercise books.

Answers:

- a** running (sprinting)
- b** cycling
- c** horse riding
- d** football
- e** cricket
- f** skiing or ski jumping
- g** rugby
- h** ice skating
- l** fencing

Coursebook, page 7, Top Tip

Direct students' attention to the Top Tip, which focuses on the importance of grouping words in the same subject category to make learning new vocabulary easier. Subject categories may be simple or complex.

Coursebook, page 7, Activity 4

This is a categorization activity which gives practice in grouping words together. Students draw four columns in their exercise books, and write one of the four headings at the top of each column. The words in the list are associated with one of the sports in the heading, except for two words which do not fit into any of the columns. Students have to name the sport the extra two words are associated with.

Answers:

- Football
- score (v)
- kick (v)
- ball
- goal

- Motor racing
- engine
- track
- mechanic

Theme 1 Unit 3

Shining Stars

Horse riding

gallop (v)
reins
saddle

Volleyball

net
score (v)
hit (v)
ball

Extra words

pool – swimming, diving
racket – tennis, badminton

Students then work with a partner and make a list of more sports. They write down one or two words associated with each sport, such as the name of the equipment used or the place where the sport is played.

Workbook, page 6, Activity 1

Students look at the pictograms and discuss them in their groups. They write the names of as many sports as they in their exercise books.

Workbook, page 6, Activity 2

Students complete the table either with the names of countries or country adjectives / nationalities.

countries	country adjectives / nationalities
The United States of America	American
a. Greece	Greek
b. Russia	Russian
c. Poland	Polish
d. France	French
e. Australia	Australian
f. United Arab Emirates	Emirati
g. Portugal	Portuguese
h. Tunisia	Tunisian
i. Canada	Canadian
j. Pakistan	Pakistani
k. China	Chinese
l. Norway	Norwegian

Answers:

Workbook, page 6, Activity 3

Students choose some of the words from the table in Activity 2 to complete the sentences.

Answers:

- 2 Greece
- 3 Emirati
- 4 China
- 5 Australian
- 6 Norway

Workbook, page 7, Activity 4

Students read through the dialogue between a sports coach and a student. Play Listening 1.3.1 and tell students to fill in the gaps as they listen.

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

Listening Script 1.3.1

- Coach: Good morning. Can I help you?
Student: Yes, please. I want to take up a new sport.
Coach: What kind of sport? The fastest, the **longest**, the most exciting or the most dangerous?
Student: What's the **most exciting**?
Coach: Deep-sea adventure diving.
Student: Isn't that the **most dangerous**?
Coach: No, that's deep-sea diving with sharks.
Student: That sounds a bit too exciting for me.
Coach: Well, what about the **fastest** sport – motor racing?
Student: I can't drive.
Coach: Well, what about marathon running? That might be **better** for you. You don't need a car for that.
Student: That sounds like too much hard work. What else is there?
Coach: What about a team sport like football? Or rugby?
Student: I don't like playing with other people. I might get hurt.
Coach: I think the best thing for you then is the safest, **slowest, most**

Theme 1 Unit 4

Natural Record Breakers

comfortable sport.

Student: What's that?

Coach: Sofa-surfing.

Student: How do you play that?

Coach: You lie down on the sofa, switch on the TV and watch other people running around!

Practise the dialogue with the whole class, then get students to practise it in pairs.

If you feel the level of your class is suitable, encourage students to make up new dialogues substituting different sports and adjectives as they feel appropriate. Students can perform their new dialogues in front of their classmates.

Workbook, page 7, Activity 5

Students match the sports to the playing areas. They write the letter of each playing area in the box to the right of each sport. Do a whole class check and elicit the answers.

1 b	5 e	9 h
2 e	6 f	10 e
3 a	7 g	11 b
4 d	8 e	12 g

Coursebook, page 7, Activity 5

Students write a short biography or profile of a famous sportsman or sportswoman. Encourage them to research some facts and make notes before writing. Refer them to the Writing Guide on page 70 of their Workbooks for help with layout and language. The model biography of the racing driver Lewis Hamilton below is also reproduced in the Workbook Writing Guide so that students can refer to it directly themselves.

Model biography

Lewis Hamilton

Lewis Hamilton is an English Formula One racing driver. He was born in Stevenage in England in 1985. He always wanted to be a racing driver, and started racing go-karts at the age of six.

At the age of 10, in 1995, Lewis met Ron Dennis, the Head of the McLaren Formula One racing team. He told Dennis that he wanted to drive for McLaren one day. Three years later, at the age of 13, Lewis was signed up by McLaren for their Young Driver Development programme. He promised to keep studying at school while racing cars. In 2007, after six seasons in lower divisions, he became a Formula One driver at McLaren's.

In his first season, Hamilton broke several records. He was the youngest driver to lead the World Championship. He was the 2008 Formula One World Champion. Away from the track, he enjoys playing the guitar, playing computer games with his younger brother, and training.

Coursebook, pages 8 and 9

Workbook, pages 8 and 9

Lead-in

Ask questions to revise background knowledge about continents and countries. For example:

- How many continents are there? (Seven)
What are they? (Europe, Asia, North America, South America, Australia, Africa, Antarctica)
- Where are the following countries situated?
Venezuela, Mexico, Egypt, Australia, Kenya, New Zealand, Jordan, France, Turkey.

Coursebook, page 8, Activity 1

Students discuss the questions in pairs or groups. They choose an answer to each question and note it down in their exercise books. Although they may know some of the answers, they will have to guess quite a few. Check their understanding of 'drought' in Question 6, and any other unknown words.

Play Listening 1.4.1 so that students can check their answers. Tell them to award themselves two points for each correct answer. Go round the class, asking for students' scores.

Theme 1 Unit 4

Natural Record Breakers

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

Do a whole class check and elicit the answers.

Listening Script 1.4.1

Presenter: How well did you do? Let's find out just where in the world these natural record breakers can be found. Score two points for each correct answer.

Voice 1: Question 1. The world's slowest growing tree? That's a white cedar tree in **Canada**. It's grown just 10 centimetres in the last 155 years.

Voice 2: Question 2. The world's longest underwater cave system was discovered recently in **Mexico**. It measures 95 miles.

Voice 1: Question 3. The deadliest earthquake in history took place in 1201. It hit the eastern part of the Mediterranean Sea. The highest number of people killed – about 1.1 million – were in **Egypt** and **Syria**.

Voice 2: Question 4. The highest waterfall in the world is the Angel Falls on the River Coroni in **Venezuela** in South America. It has a single drop of 979 metres.

Voice 1: Question 5. A volcano in **Hawaii**, USA, called the Kilauea volcano, has been erupting continuously since 1983. It's the world's most active volcano.

Voice 2: Question 6. The worst drought in history killed an estimated nine million people. It took place in **China**, between 1876 and 1879.

Voice 1: Question 7. The deepest part of the world's oceans is in the **Pacific Ocean**. It reaches a depth of 10,924 metres.

Voice 2: Now for Question 8, the last question. The world's driest desert, which has an average of only 1

mm of rain each year for the last 36 years, is the Atacama Desert in **Chile** in South America.

Presenter: OK, time to add up your score. Give yourself a mark out of 16. Who's the natural record breaker champion in your class?

Coursebook, page 8, Activity 2

Students listen to the recording again for specific information about the natural record breakers. They choose an answer from the three choices given for each record breaker. Tell them to note down the letter of each answer in their exercise books.

Pre-teach any vocabulary students may not know, for example, **cedar**, **erupting**, **estimated** and any other words. Then play Listening 1.4.1 again

Answers:

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

As a homework activity, you may like to ask students to find out whether Oman holds any natural world records, or records for the GCC countries.

Workbook, page 8, Activity 1

In pairs, students complete the record arc by thinking up suitable endings for the questions, and writing their questions on the writing lines. Refer students to the three examples given. Encourage them to use different question words to begin their questions – 'What's', 'Where's' or 'Who's'.

When students have finished, ask volunteers to read out some of their questions, and write the best ones on the board.

As a homework activity, ask students to practise their research skills by finding out answers to some of the questions they have made.

Theme 1 Unit 4

Natural Record Breakers

Workbook, page 8, Activity 2

Tell students they are going to listen to someone talking about a particular thing, and they have to find out what it is. Play the first part (the first paragraph) of Listening 1.4.2, then pause the CD and ask students if they can guess what the speaker is talking about. Accept any answers at this stage; do not confirm or deny students' ideas. (It is very unlikely they will guess the answer at this stage).

Continue with the same procedure. Play the second part (second paragraph). Pause the CD and ask if students have guessed the answer. (They probably still won't be able to).

Play the third part (third paragraph). Pause the CD and ask if students have guessed what the speaker is talking about. (Students should be able to guess the answer by now).

Play the fourth part (fourth paragraph) so that students can confirm their answers.

Answer = lists

Listening Script 1.4.2

I'm going to talk about a very common thing and I want you to guess what it is. It's something that we use every day to help us remember things, or as a way of recording information. What am I talking about?

Can you name the top five highest-paid sports stars in the world? Or the five fastest animals over 100 metres? Or your top five favourite movies, or the five most popular tourist destinations in the world? Can you tell me who the ten richest people in the world are, or the five most deadly diseases on the planet?

You still don't know what I'm talking about? OK, then, here's another clue. How do you remember what to buy when you are out shopping? Or the things you have to do each day? Or the things you have to remember to put in your school bag each morning?

Have you got it now? That's right – I'm talking about lists. We all make them, and some of us remember to use them. They help us organize our thoughts and remember to do things. But the only problem is, if you lose your list, then you're in big trouble!

Direct students to the second part of the instructions for Activity 2 on page 8 of their Workbooks. Tell them they are going to hear the talk again. Explain they will hear some differences between some of the words they hear in the talk, and the words written in phrases **a – f** in their books. They should cross out the words that are different, and substitute the correct words, as shown in the example given.

Answers:

- a** runners. It should be 'animals'.
- b** stories. It should be 'movies'.
- c** ten. It should be 'five'.
- d** hundred. It should be 'ten'.
- e** spiders. It should be 'diseases'.

Coursebook, page 9, Soundbites

Direct students to the Soundbites box which presents question tags. Revise the use of question tags in English. Explain that these are a very common device used in informal, conversational English. They are often used just to keep a conversation going, and speakers do not always expect their listeners to answer the questions.

Refer students also to the Grammar Reference page for Theme 1 on page 75 of the Workbook for more examples of question tags.

Play Listening 1.4.3. Practise the language with students, paying attention to the intonation. Intonation falls when the speaker knows the answer, or doesn't expect or need a response, and rises when the speaker doesn't know the answer and needs a response.

Theme 1 Unit 4

Natural Record Breakers

Listening Script 1.4.3

Soundbites

Question Tags

They enjoy adventure stories, **don't they?**

He's very intelligent, **isn't he?**

We can stay here a bit longer, **can't we?**

You will send me an e-mail, **won't you?**

Let's go to the beach today, **shall we?**

We haven't got one of those, **have we?**

They didn't really believe that, **did they?**

She couldn't do that before, **could she?**

Coursebook, page 9, Activity 3

Organise students into pairs and go through the instructions for the activity with them. Student A turns to Communication Activity 1 on page 66 of the Coursebook, and Student B turns to page 67. Students take it in turns to read out the first part of a sentence, then their partner should add an appropriate question tag.

As students are engaged in this task, go round the class, monitoring them and checking intonation. When everyone has finished, do a whole class check and ask volunteers to say their sentences.

Answers:

(Student A sentences)

- 1 doesn't she?
- 2 isn't it?
- 3 can't she?
- 4 wasn't it?
- 5 isn't he?
- 6 couldn't they?
- 7 weren't they?
- 8 would you?
- 9 do they?

(Student B sentences)

- 1 does he?
- 2 don't they?
- 3 aren't we?
- 4 isn't she?
- 5 should we?
- 6 did they?
- 7 don't I?
- 8 wasn't he?
- 9 will you?

Workbook, page 9, Activity 3

This activity provides further practice with question tags. Students listen to the dialogues, and write the question tags on the appropriate writing lines as they hear them. Play Listening 1.4.4. The answers are given in **Bold** in the listening script below.

Listening Script 1.4.4

Voice 1: Your mother's looking older these days, **isn't she?**

Voice 2: I don't think so, but you're being very rude today, **aren't you?**

Voice 1: I see your team won the game on Thursday, **didn't they?**

Voice 2: Yes, it was a good match.

Voice 1: They must be top of the league now, **mustn't they?**

Voice 1: You will remember to book a table, **won't you?** It's very important.

Voice 2: I couldn't forget, **could I?**

Voice 1: You didn't forget the exam this morning, **did you?** You got up very late.

Voice 2: You are joking, **aren't you?** I got top marks.

Voice 1: These question tags are difficult, **aren't they?**

Voice 2: We use them a lot in English though, **don't we?**

Theme 1 Unit 5

The Highest Mountain in the World

Workbook, page 9, Activity 4

Students read the dialogues in Activity 3 again, and complete the statements about question tags. Discuss the use of auxiliary verbs in question tags, and the need to use **do/does**, **don't/doesn't** and **did/didn't** with present and past simple verbs.

Answers:

Positive statements are followed by **negative** question tags.

Negative statements are followed by **positive** question tags.

Coursebook, page 9, Activity 4 Workbook, page 9, Activity 5

As a lead-in, write some or all of the following similes and comparative statements on the board.

as good as gold
as white as snow
as sweet as sugar
as cold as ice
faster than a cheetah
bigger than a whale
smoother than silk
more expensive than diamonds

Erase the final word and elicit suggestions from students for new similes or comparatives. Write them on the board.

Organise students into pairs. Tell them to read through the list of adjectives in Coursebook, page 9, Activity 4. Tell them to use some of these adjectives to produce similes and comparisons to complete the gaps in Workbook, page 9, Activity 5. Refer them to the two examples given.

When students have finished, elicit some examples from volunteers and write them on the board.

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

Lead-in

Discuss mountains and mountain climbing with students. Ask if they would like to try this sport, and to give their reasons. Have they done other outdoor activities such as walking, camping and hiking? Do they enjoy these activities, and if so, why?

Discuss other questions, such as:

- What qualities does a good mountain climber need?
- What are the risks and dangers of mountain climbing?

Coursebook, page 10, Activity 1

Students discuss the two questions in groups. For question **b**, elicit the names of mountains that students know, and write them on the board.

Coursebook, page 10, Activity 2

Students read the text, 'The Highest Mountain in the World.'

After they have finished, ask a few quick comprehension questions to check understanding, such as:

- Where is Mount Everest? (Nepal)
- Why did so many climbers fail to reach the summit of Everest? (Because of the cold weather and the thin air)
- Why did Tenzing Norgay become famous? (Because he was the first man to climb Everest along with Edmund Hillary in 1953)

After reading, students note down the examples of conjunctions (linking words) in their exercise books. Show them the example of 'and' in line 2. Go round the class, eliciting the conjunctions from volunteers.

Theme 1 Unit 5

The Highest Mountain in the World

Conjunctions:

and – line 5
 However – line 9
 because – line 10
 But – line 14
 Moreover – line 15
 Then – line 16
 and – line 18
 so – line 19
 and – line 20
 Meanwhile – line 21
 After – line 22
 and – line 23

Ask students what the purpose of conjunctions is. Elicit that conjunctions join sentences together, so that a text flows more smoothly. If students are able to use conjunctions competently, they will improve their writing style.

Coursebook, page 10, Top Tip

The Top Tip focuses on time order words and phrases. These are very important in narrative writing, as they make the sequence of events clear to the reader.

Go through the examples of time order words and phrases given, and ask if students can think of any others.

Coursebook, page 11, Activity 3

Students read the excerpt from an interview with Khalid Al Siyabi, the first Omani to climb Mount Everest. This sets the scene for the listening activity in Activity 4. Before they read, tell them to check the meanings of the six words under the rubric.

Sherpa: local person from the Himalayan region

triple: three times as much or as many

altitude sickness: an illness that can affect mountain climbers, hikers, skiers or travellers at high altitude (typically above 2,400 metres)

summit: top of a mountain

expedition: long organized journey, especially to a dangerous or unfamiliar place

setback: problem that delays or stops progress

Direct students' attention to the two focus questions under the words and tell them to look for the answers as they read the interview.

Answers:

- The role of the Sherpas is to carry equipment, fix the route and help climbers.
- There are a lot of challenges such as altitude sickness.

Coursebook, page 11, Activity 4

This activity gives further practice with time order words and phrases. Students note down the time order words and phrases given in their Coursebooks, in their exercise books. They listen to Khalid talking about his experience, and tick the expressions that they hear. Play Listening 1.5.1

Listening Script 1.5.1

Things were going really well. Jangbu and I had almost reached the summit of Everest, and I was very excited. But just then, we had an unexpected setback. Jangbu suddenly collapsed because of altitude sickness. I couldn't just leave him there. How could I explain to his family that I had left him to die? So I called our team leader, Tim, who was down in the base camp. I said I was going to bring Jangbu down the mountain. But Tim told me to wait. He said that some other Sherpas were on their way up the mountain.

After a time, the Sherpas arrived, and took care of Jangbu. Meanwhile, I continued on my way up to the summit. At last there I was, standing on the top of Everest, the highest mountain in the world. But I was still really worried about Jangbu. I didn't know if he would be OK.

Suddenly, while I was standing on the summit, a big storm blew up. So I had to get off the summit very fast. That storm remained for three whole days. Eventually, I got back down to the bottom of the mountain and I found to my joy that Jangbu was safe.

Theme 1 Unit 5

The Highest Mountain in the World

Time order words and phrases heard in Khalid's talk:

just then
after a time
meanwhile
at last
while
eventually

Workbook, page 10, Activity 1

Explain to students that, when telling a story, the verb tense most commonly used is the simple past.

Students look at the example of a narrative text and underline the verbs in the simple past. Point out how the writer keeps the narrative moving by using simple sentences in a clear sequence. This makes the narrative clear and easy to follow for the reader.

Answers:

Suddenly, a steep cliff of ice **opened** in front of me. I **moved** carefully towards the edge and looked over. The cliff was about eight metres deep. It **looked** very steep, but it **was** the only way down. I **lowered** my legs over it, and **drove** one of my axes into the wall of ice. I **took hold** of the axe. But the ice **was** very thin and the axe **wasn't** secure. It **didn't** hold my weight. It **came** out of the wall and pulled me with it. Suddenly I was falling down the cliff.

I **hit** the bottom of the cliff hard. At once I **felt** a terrible blow in my right knee, and the breaking of bones. I **saw** that my leg **was twisted** into a horrible shape. The pain was terrible. I tried to stand up in the snow but another wave of pain **rushed** through me.

"Have I broken my leg?" I thought. If my leg **was** broken, that would be very serious. I **couldn't** get off the mountain with a broken leg.

Hot tears **filled** my eyes. We **were** about 6,000 metres up the mountain with no hope of rescue. When I **thought** about that, I **felt** sick and cold.

"If I've broken my leg, I'll die here," I **thought**.

Discuss questions 1 and 2 with students and elicit answers.

Answers:

- 1 He fell down a cliff on the mountain.
- 2 (d) frightened. Joe is afraid he has broken his leg, and he knows he can't get off the mountain with a broken leg. The part of the text that tells us how frightened he is, is the paragraph beginning "Hot tears filled my eyes". Joe is crying because he is scared. At the end of this paragraph, it says, "When I thought about [the fact there was no hope of rescue], I felt sick and cold. This also shows how frightened he feels.

Workbook, page 11, Activity 2

This activity focuses on the use of direct quotes in a narrative. Students read the text, underline the direct quotes and discuss with their group why they are effective.

Answers:

"What happened? Are you OK?"

"I fell. I think I've broken my leg."

"What's Simon thinking? Is he going to leave me here to die?"

"Everything's changed between me and Simon. We're not a team any more. I'm on my own now."

Reasons why the direct quotes are effective:

- They make the narrative more interesting and alive.
- They take us into the mind of the writer. We feel we know him better and can understand his feelings better.
- They add realism, so that we feel the events in the story really happened.

Workbook, page 11, Activity 3

Students choose one of the topics to write a

Theme 1 Unit 5

The Highest Mountain in the World

personal narrative about. Give them a few minutes to choose their topic, then discuss with a partner why they have chosen it, and what they are going to include in it.

Workbook, page 11, Activity 4

Students write their personal narratives. First, they should write some notes to help them plan their narrative. Refer them to the Writing Guide on page 70 of their Workbooks for help with layout and language.

Refer them to the conjunctions in the text on page 10 of their Coursebooks, and the time order words and phrases on pages 11.

Encourage them to use some of these in their narrative. Remind them to give their narrative a title.

Tell students to write a draft of their narrative in their exercise books. Allocate 20 minutes for them to write their drafts in class. Circulate around the classroom offering guidance and support. Tell students to edit their drafts at home, and write a second draft to bring to the next lesson. After checking, they should copy their final drafts onto a separate piece of paper and put them into their portfolios.

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

Country Focus: China

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

The Marathon of Hope

The Terry Fox Run

Genre: Magazine Article

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

Note: At the end of this theme, don't forget to check students' spellings of the core words in the Glossary 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. They should then turn to Activity 1 on page 14 of their Workbooks and assess how well they have achieved each objective.

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

Answers to Across Cultures**Activity 1**

- 1 largest
- 2 older
- 3 earliest
- 4 better
- 5 more traditional
- 6 most appealing

Activity 2

Chinese Cities

Chinese Cities	Early Inventions	Famous Constructions	Popular Sports
Beijing Shanghai Qingdao	paper umbrella fireworks	Great Wall Three Gorges Dam Qingdao Haiwan Bridge	dragon boat racing table tennis basketball

Activity 3

N	O	G	A	R	D	R
A	C	M	H	E	J	U
B	P	A	N	D	A	O
K	S	D	L	W	T	F
A	R	C	H	E	R	Y

Theme 1 Unit 5**The Highest Mountain in the World****Answers to Review and Reference****Activity 2**

- a** faster
- b** highest
- c** young
- d** more expensive
- e** as soon as
- f** the most beautiful
- g** good . . .as

Activity 4

- a** skyscraper
- b** promote
- c** champion
- d** recommend
- e** deadline
- f** equestrian
- g** triple
- h** summit
- i** memorable
- j** altitude
- k** setback
- l** fever

Theme 2

Sources of Inspiration

Summary

Overview

Coursebook: Activities 1, 2

Lead-in: Activating interest in the topic area

Relating photos to the topic of the theme

Focusing on vocabulary related to the theme

Unit 1 Houses of Musical Drama (Reading)

Coursebook: Activity 1 Reading and note-making

Coursebook: Activity 2 Reading for specific information

Coursebook: Activity 3 Categorisation

Workbook: Activity 1 Reading and matching pictures to text

Workbook: Activity 2 Vocabulary development

Workbook: Activity 3 Listening for specific information

Coursebook: Time to Talk Describing and asking questions

Workbook: Activity 4 Paragraph writing

Unit 2 Musical Genius (Grammar)

Lead-in: Discussion: activating interest in the topic area

Coursebook: Activity 1 Discussion

Workbook: Activity 1 Listening and ordering information

Workbook: Activity 2 Finding out information: quiz

Workbook: Activity 3 Writing statements

Coursebook: Activity 2 Reading for specific information

Coursebook: Activity 3 Forming questions from answers

Coursebook: Activity 4 Listening for specific information

Coursebook: Grammar Recall Past simple and present perfect: review

Coursebook: Activity 5 Choosing correct alternatives

Workbook: Activity 4 Categorising time expressions

Coursebook: Activate Your English

Asking questions to complete missing information

Workbook: Activity 5 Sentences with 'for', 'since' or 'ago'

Workbook: Activity 6 Grammar practice activities

Unit 3 A Jewel of a Ship (Vocabulary)

Lead-in: Discussion: activating interest in the topic area

Coursebook: Activities 1, 2 Reading for specific information

Coursebook: Activity 3 Putting information in order

Coursebook: Activity 4 Vocabulary development

Coursebook: Top Tip Adjective endings

Coursebook: Activity 5 Choosing correct adjectives

Workbook: Activity 1, 2 Listening for specific information

Workbook: Activity 3 Matching activity: adjectives

Workbook: Activity 4 Choosing adjectives: gap-fill

Workbook: Activity 5 Writing a short narrative

Unit 4 Couch Potatoes (Listening and Speaking)

Lead-in: Discussion: Activating interest in the topic area

Coursebook: Activity 1 Reading for gist

Workbook: Activity 1 Reading: completing a questionnaire

Workbook: Activity 2 Writing sentences

Coursebook: Activities 2,3,4 Listening activities

Coursebook: Soundbites

Asking for and giving an opinion

Expressing agreement and disagreement

Workbook: Activity 3 Sentence completion

Workbook: Activity 4 Categorisation

Coursebook: Activity 5 Debate

Unit 5 Great Stories (Writing)

Lead-in: Revising the purpose of a review

Coursebook: Activity 1 Discussion

Coursebook: Activity 2,3 Reading for specific information

Workbook: Activity 1 Reading: paragraph summaries

Workbook: Activity 2 Asking and answering questions

Coursebook: Activity 4 Giving a presentation of a review

Coursebook: Top Tip Writing a book or story review

Workbook: Activity 3 Making notes about a book or story

Workbook: Activity 4 Writing a review of a book or story

Theme 2 Unit 1

Houses of Musical Drama

Overview

Lead-in

Ask students to look at the title of the theme, *Sources of Inspiration*. Make sure they understand the meaning of the phrase.

Source: person, place or thing from which something comes, arises or is obtained

Inspiration: sudden feeling of enthusiasm or new idea which helps you to do or create something

Sources of inspiration: things, places or people we admire, and which give us confidence and encouragement to achieve things in our own lives. Teach the related adjective, 'inspirational' and the related verb, 'inspire.'

Ask students to list some examples of sources of inspiration in their own lives. These can be things, places or people. Go round the class and ask volunteers for their ideas.

Coursebook, page 17, Activity 1

Direct students to the Overview page of the Coursebook. Ask them to look at the title of the theme, *Sources of Inspiration*, and the five photographs, and elicit their ideas about how the photos could be linked to the theme.

Note: Each photo depicts one of the topics covered in the five units of the theme.

- The Royal Opera House, Muscat.
Relates to Unit 1 which is about opera houses. It is an example of an inspiring building.
- Musical instruments.
Relates to Unit 2, which is about people who inspire us because of their genius – in this case, musical genius.
- Jewel of Muscat*.
Relates to Unit 3, which is about the inspiring true life story of a voyage made by an Omani built replica of a 9th century Arab trading ship.
- Teenagers watching television.
Relates to Unit 4, which is about television – sometime a source of inspiration and sometime not!

- Illustration of the cover of the novel *Moby Dick*. Relates to Unit 5, which is about inspiring stories.

Coursebook, page 17, Activity 2

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

dull: not exciting or interesting

couch potatoes: people who spend a lot of time sitting and watching television

sources of inspiration: things, places or people we admire, and which give us confidence and encouragement to achieve things in our own lives

inspire: encourage someone by making them feel confident and eager to do something

pride: strong feeling of pleasure and satisfaction

achieve: successfully complete something

fantastic: wonderful, excellent

genius: very high level of intelligence, mental skill or ability which only a few people have

fictional: imaginary, not real

classic: book, play or film that is very good and has been admired for a long time

courage: quality of being brave

crew: team of people who work on a ship or plane

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

Coursebook, page 18, Activity 1

Lead-in

Discuss musical performances with students. Make sure they understand the meaning of 'performance.'

Theme 2 Unit 1

Houses of Musical Drama

Performance: a musical, dramatic or other kind of entertainment presented before an audience.

Ask questions such as:

- Have you ever been to a musical performance?
- What kind of performance was it?
- Did you like / dislike it? Give your reasons.
- Does your school put on musical performances? Have you ever taken part in one?

Direct students' attention to the picture of the Royal Opera House, Muscat (ROHM). Refer them to the picture of the ROHM on page 17 of the Coursebook as well. Discuss the ROHM with them. Ask questions such as:

- Do you like this building?
- What do you like about it?
- What kind of impression do you think it gives to visitors to Oman?
- What effect do you think it will have on tourism and the economy in Oman?

Ask students if they have read about or seen the Royal Opera House, Muscat. Make sure they understand the meanings of 'opera' and 'opera house' or the Sydney Opera House in Australia.

Opera: A musical play where all the words are sung.

Opera house: A theatre where operas are performed.

Ask students if they know of any other famous opera houses in the world. They may have heard of, or read about, the Cairo Opera House in Egypt or the Sydney Opera House in Australia.

Background Information

Royal Opera House, Muscat

The Royal Opera House, Muscat, is Oman's premier venue for musical arts and culture. It was established by a royal decree from His Majesty Sultan Qaboos bin Said who visualised it as a way of bridging gaps between cultures. It opened in October 2011 in the

Shatti Al Qurum district of Muscat, where it stands as a proud symbol of Omani contemporary architecture. The Opera House complex consists of a concert theatre, auditorium, gardens, shops, restaurants and an arts centre for musical, theatrical and operatic productions.

The mission of the ROHM, as stated by Dr Nasser Al-Tae, Director of Education and Community Outreach, is to foster the constructive role of Oman in the dialogue between civilisations, enrich cultural exchange and strengthen bonds of permanent friendship and cooperation.

For further information, encourage students to access the ROHM website www.rohmuscat.org.om

Tell students to read the review of the first performance at the ROHM, the Italian opera, *Turandot*. Make sure they understand the meaning of 'review'.

Review: An article in a newspaper or magazine that gives an opinion about a new film, book, play or musical performance.

As students read, they make notes in their exercise books about the features of the Opera House that are mentioned in the review. They should also note down any unknown vocabulary, together with the meanings.

Note: The word 'libretto' in the fourth paragraph is word. It means the text or words of an opera, or musical play.

Features of the Opera House that are mentioned:

- large seating capacity
- impressive entrance area
- marble floors and staircases
- decorations hand carved by local craftsmen
- beautifully designed auditorium
- modern technology to aid understanding

Theme 2 Unit 1

Houses of Musical Drama

Coursebook, page 19, Activity 2

Students scan the review in Activity 1 to find the required information. They note it down in their exercise books.

Answers:

- a** Italian
- b** 850 for operas; about 1,050 for concerts
- c** China
- d** a wide staircase, lanterns, pagodas, statues of lions, a gold throne
- e** to show the libretto of the opera in three different languages – Arabic, English and the original language

Coursebook, page 19, Activity 3

Students read each sentence and decide if it applies to the Royal Opera House, or to the performance of *Turandot*.

They draw two columns in their exercise books, headed 'Royal Opera House' and 'Performance', and write the letters of the sentences into the appropriate column.

Note: Tell students to read *all* the sentences before deciding which sentence goes into which column.

Answers:

Royal Opera House

b, d, f, h, j

Performance

a, c, e, g, i

Workbook, page 16, Activity 1

In this matching activity, students read the four descriptions of the musical venues and look for the key information which will help them match each picture to the corresponding text. They should underline the key information, and write the name of the building on the line under its picture.

Answers:

A 3 (Opera House, Sydney)

Key information:

It has a very unusual design . . . represents a ship at full sail.

B 4 (Royal Festival Hall, London)

Key information:

It is situated on the South Bank of the River Thames.

C 1 (Amazon Theatre, Manaus)

Key information:

It has a huge dome . . .

D 2 (Carnegie Hall, New York)

Key information:

. . . a 60 floor office tower block was built next to it.

Workbook, page 17, Activity 2

This activity gives students practice with vocabulary development. They read each phrase, then scan the text indicated to find the word with the corresponding meaning.

Answers:

- 1** dome
- 2** tiles
- 3** financed
- 4** philanthropist
- 5** renowned
- 6** architect
- 7** events
- 8** renovation

Workbook, page 17, Activity 3

Students listen to the talk and work their way through the activities. Play Listening 2.1.1. Pause after each section to give students time to complete the answers. Repeat as necessary.

Listening Script 2.1.1

The Royal Opera House, Muscat

The Royal Opera House, Muscat isn't the only opera house in the Arab World. There are also opera houses in Cairo and Damascus. But our opera house in Muscat is unique. His Majesty saw it as a bridge that will connect

Theme 2 Unit 1

Houses of Musical Drama

Oman with other cultures.

An important point is that the Opera House isn't only about opera. It is a multi purpose theatre that will host Omani, Arab and international musical performances from all over the world.

We are planning to organize many events such as school visits; backstage tours; training programmes for music teachers; master classes by musical experts and conferences. In addition, we are planning matinee shows for children – in other words, afternoon performances – as well as special performances for families.

We think of the Royal Opera House as an Omani 'majlis' or an open social forum where both Omanis and non-Omanis can enjoy, experience and engage with the arts.

questions to find out more information. If time allows, students can change partners, and follow the same procedure with their new partner.

Workbook, page 17, Activity 4

In this writing activity, students are asked to write a paragraph about a building they like. It can be the same building they described in the 'Time to Talk' activity (Coursebook, page 19) or a different building. It can be a building they have visited, or they would like to visit.

Note: To help students with ideas, teachers might like to bring in pictures showing a variety of different buildings.

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

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

Step One

Elicit a few types of buildings (mosque, hotel, hospital) and write them on the board. Give students time to think about their buildings and discuss why they have chosen this building.

Step Two

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

Step Three

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

In the first couple of sentences of the paragraph, students should introduce their building by stating its name (if it has one) and where it is.

Answers:

- 1 a F. There are opera houses in Cairo and Damascus.
b F. It will host a variety of international musical performances from all over the world.
- 2 a = 7
b = 4
c = 5
d = 3
e = 1
f = 6
g = 2
- 3 d (A performance in the afternoon)

Coursebook, page 19, Time to Talk

Students make notes individually about a building in their town or village which they like, following the guidelines given. It can be any building, even their own house. If they prefer to describe a building outside their own town, that is also fine. It can be a building which inspires them, or simply a building they like.

Students work in pairs, and take turns to give a short talk about their building to their partner. Their partner listens, and asks one or two

Theme 2 Unit 2

Musical Genius

- I like the new Royal Opera House, Muscat, very much. It is situated in Shatti Al Qurum, near the Sultan Qaboos highway, not far from
- The building I have chosen to write about is my family house. It is situated in a quiet street in Salalah
- The Burj Al Arab Hotel is a fantastic and unusual building. It is situated in Dubai, near . .

The rest of the paragraph gives more details about the building. Students should mention what their building looks like, what it is used for and what they like about it.

Example of a model paragraph

The Sydney Opera House

The Sydney Opera House is a very famous building which is situated on Sydney Harbour in Australia, close to the Harbour Bridge. It has a very beautiful and unusual design because it looks like a ship in full sail. It hosts not only operas but many other international musical performances too. I would love to visit it one day, not only because it is a building of great beauty, but also because it is unique in the world.

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

Lead-in

Discuss music and musicians with students. Ask what famous musicians they know, in the Arab World and elsewhere.

Coursebook, page 20, Activity 1

Tell students to look at the pictures and name the instruments. Elicit the names of other musical instruments, and write them on the board. Ask other questions, such as:

- Do you, or does anyone you know, play a musical instrument?
- How long have you played this instrument?
- Would you like to play a musical instrument? If so, which one? Give your reasons.

Workbook, page 18, Activity 1

Direct students' attention to the types of musical styles. Ask what styles of music they like/ dislike. Encourage them to talk about their favourite musicians, bands and singers if they have any.

Play Listening 2.2.1. Tell students to number each musical style as they hear it mentioned. The answers are given in **Bold** in the listening script below.

Listening Script 2.2.1

- 1 I love **rap** music. I've just bought the latest single by Jazzy D.
- 2 My sister loves pop music, but I really don't like it at all.
- 3 I'm really into **reggae** at the moment. I love Bob Marley's songs.
- 4 My family love traditional Omani **folk** music.
- 5 I heard a great **jazz** band on the radio this morning.
- 6 My dad loves **country and western**

Theme 2 Unit 2

Musical Genius

music, but I think it's awful!

- 7 The Royal Oman Symphony Orchestra plays beautiful **classical** music.
- 8 I went to a great **rock** concert at the weekend.

Workbook, page 18, Activity 2

As a lead-in, discuss with students how they listen to music. Ask questions, such as:

- Do you use MP3 players, I-Pods or CD players?
- Do you buy CDs or download music from the Internet?
- What was the last CD you bought or downloaded?

Direct students' attention to the Music Quiz. Tell them to read through the list of questions in the quiz. Ask the first couple of questions as examples, and elicit replies.

- Have you ever been to a concert?
- Have you ever played a musical instrument?

Tell students to complete the information about themselves by ticking the 'Yes' or 'No' column as appropriate. When they have finished, they should interview a partner, and complete the other columns with their partner's information.

Workbook, page 19, Activity 3

Students use the information they obtained in the quiz to write statements about their partner, following the examples given. Circulate around the classroom offering guidance and support. When students have finished, elicit a few statements from volunteers and write them on the board.

Coursebook, page 20, Activity 2

Students read the text about Vanessa Mae. Before they read, direct them to the focus question – 'What style of music does Vanessa Mae play?' Explain the meaning of 'prodigy' in the title of the article. Mention the composer Mozart as an example of a musical prodigy, but say that prodigies occur in other fields apart from music (art, sport etc).

Prodigy: Young person who has a natural ability to do something extremely well.

Answer:

Vanessa Mae plays the 'crossover' style of music which combines classical music with rock and pop.

Coursebook, page 20, Activity 3

Students read the answers to four questions about Vanessa Mae, then work out what the questions are. Elicit the answers, then play Listening 2.2.2. so that students can check. Pause the CD after each question so that students can repeat it.

Listening Script 2.2.2

- 1 Where was Vanessa Mae born?
- 2 How long has she been playing the violin?
- 3 When did she make her musical debut?
- 4 How many copies of her CD did she sell?

Note: The questions may be phrased in slightly different ways, for example:

Question 3: What year did she make her musical debut?

Question 4: How many copies of *The Violin Player* did she sell?

Coursebook, page 20, Activity 4

Direct students' attention to the picture. Elicit their ideas about who the people in the picture are and what they are doing. (A reporter is interviewing two girls waiting in line for tickets for a concert by Coldplay).

Students read through the four questions. Explain that they are going to hear the dialogue between the reporter and the girls. Play Listening 2.2.3. As they listen, students note down the answers to the questions.

Answers:

- 1 Tickets for the Coldplay concert.
- 2 About three months.
- 3 Two years ago.
- 4 For two hours – since seven o'clock.

Theme 2 Unit 2

Musical Genius

Listening Script 2.2.3

Reporter (Rep)

- Rep: Hello, girls. Are you waiting to get tickets for the concert?
- Alice: Yes, we are.
- Rep: Can I ask you some questions?
- Alice: Yeah.
- Nina: Sure.
- Rep: What are your names?
- Alice: I'm Alice.
- Nina: And I'm Nina.
- Rep: I like your accent, Nina. Where are you from?
- Nina: I'm from the USA, but I'm living in London at the moment.
- Rep: How long have you lived here?
- Nina: About three months.
- Rep: What about you, Alice? Are you a Coldplay fan?
- Alice: Yes, I am. They're brilliant. I've got all their CDs.
- Rep: Have you seen them in concert before?
- Alice: Yes, I have. I saw them two years ago in London. They were fantastic.
- Rep: You obviously like them a lot. How long have you been in the queue?
- Alice: Let's see... What's the time now? Nine o'clock? That means we've been here for two hours - since seven o'clock.
- Rep: That's nothing. Some people have been here since five o'clock this morning!

Coursebook, page 21, Grammar Recall

Discuss with students what verb tense they used to talk about their experiences for the quiz in Workbook, page 18, Activity 2. Elicit the present perfect.

Ask students to look back at questions 2, 3, and 4 in Coursebook, page 20, Activity 4 and ask what verb tense is used for each question. Elicit that the present perfect is used in Question 2, the past simple in Question 3 and the present perfect (continuous) in Question 4.

Elicit the time expressions used in each answer – 'for', 'since' and 'ago.' Discuss their different uses.

Note: 'For' and 'since' are often used with the present perfect. 'For' is used to refer to a period of time. 'Since' is used to refer to a specific point of time. 'Ago' is often used with the past simple to specify when an action in the past took place in relation to the present time.

Direct students' attention to the Grammar Recall box. This focuses on the usage of the present perfect in contrast with the simple past. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right.

Refer students to the Grammar Reference section on page 76 of their Workbooks for further information and examples of the usage of the past simple and present perfect.

Answers:

- 1 d
- 2 b
- 3 c
- 4 a

Coursebook, page 21, Activity 5

Students work through the activity orally, choosing the correct form of the verb or time expression in each sentence. If you prefer, tell students to write out the sentences in their exercise books.

Answers:

- 1 for
- 2 visited . . . ago
- 3 since
- 4 for
- 5 went
- 6 since

Workbook, page 19, Activity 4

Students categorise the time expressions into those that refer to periods of time, and those that refer to a specific time. They write each expression into the appropriate column.

Theme 2 Unit 2

Musical Genius

Answers:

A period of time

- 15 minutes
- four weeks
- six months
- three years

A specific time

- midnight
- 9 o'clock
- 2011
- Tuesday

Coursebook, page 21, Activate Your English

Students turn to the Communication Activity 2 on pages 68 and 69 of their Coursebooks. They work with a partner, and ask and answer questions to complete the missing information in their part of the table.

Workbook, page 19, Activity 5

Students write sentences about their own lives, using the six verbs in the box with the time expressions 'for', 'since' and 'ago.' They should use each verb once, and each time expression twice.

Do a quick check of the simple past and past participles of the six verbs.

- live – lived – lived
- know – knew – known
- study – studied – studied
- be – was – been
- have – had – had
- play – played – played

Elicit a few examples of sentences and write them on the board, such as:

- I lived in Salalah for two years.
- I've known my best friend since 2005.
- I learned to play the piano a year ago.

Circulate around the classroom offering guidance and support. When students have finished, elicit a few sentences from volunteers and write them on the board.

Note: As an additional writing activity, teachers can ask students to create a paragraph about

their lives, using the Present Perfect and 'for', 'since' and 'ago.'

Workbook, page 19, Activity 6

The Grammar Practice activities on page 65 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 76 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

- 1
 - 1 was born
 - 2 has lived
 - 3 went
 - 4 learned
 - 5 has won
 - 6 has been
 - 7 broke
- 2
 - a bought
 - b hasn't (has not) eaten
 - c haven't (have not) heard
 - d wrote
 - e Have ... seen
 - f met
- 3
 - 1 since
 - 2 for
 - 3 ago
 - 4 for
 - 5 since
 - 6 for
 - 7 ago

Additional writing activity

As an additional writing activity, tell students to research some facts about a musician or singer whom they like, and write a short biography or profile of this person. Refer them to the Writing Guide for Theme 1 on page 70 of their Workbooks for help with layout and language in writing a biography. They can use the example biography of Lewis Hamilton as a model, even though Lewis Hamilton is a sportsman, not a musician.

Theme 2 Unit 3

A Jewel of a Ship

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

Lead-in

Discuss great achievements with students. Refer them to the achievement of Khalid Al Siyabi, the first Omani to climb Mount Everest. This unit focuses on another great Omani achievement – the voyage of *Jewel of Muscat* in 2010.

Ask students if they have heard of *Jewel of Muscat* and if so, what they know about her. For a detailed and informative account of *Jewel* and her voyage to Singapore, refer them to the website www.jewelofmuscat.tv

Note: When referring to a ship in English, we use 'she.'

Background Information

Jewel of Muscat

Jewel of Muscat is the replica of a 9th century Arab trading ship. The wreck of the original ship was discovered in 1998 by a team of German divers off the coast of Indonesia. She had been on her way from China, and was carrying a cargo mainly of ceramics.

Jewel of Muscat was built in Qantab near Muscat, Oman, using entirely authentic materials and tools, from many countries around the world. She took a year to build, and in February 2010 sailed from Muscat to Singapore with an international crew of 20. Her journey took five months and the crew experienced many adventures and challenges on the way. On arrival in Singapore in July 2010, she was presented as a gift from the government of Oman to the government of Singapore. In October 2011, *Jewel* was re-housed in a new maritime museum in Sentosa Island, Singapore.

Jewel's journey was unique because it recreated the voyages of the Arab traders hundreds of years ago, and brought to life the challenges and risks these sailors faced

without the advantages of modern technology. The project has done much to raise awareness, especially among young people, of Oman's great maritime heritage and traditions.

Coursebook, page 22, Activity 1

Students read the notice advertising the film about *Jewel of Muscat* which was shown at the British Museum in July 2011. This film was made by National Geographic.

As students read, they look for the answer to the focus question – 'What kind of film is the notice advertising?' (A documentary). Make sure that students understand the meaning of 'documentary.'

Documentary: A film or TV programme that gives detailed information about a particular subject.

After reading, students choose the correct answers in the four statements underneath the text. Remind them to write the letter of each answer in their exercise books, and not in their Coursebooks.

Answers:

1 c 3 b
2 a 4 c

Coursebook, pages 22 and 23, Activity 2

Students read the text about *Jewel of Muscat*. As they read, they look for the answer to the focus question – 'Why is *Jewel* a unique ship?' They should also check any unknown vocabulary in their dictionaries and write it in their exercise books, together with the meanings.

Answer to focus question:

Jewel is unique because:

- she was built using only traditional tools and materials, with no nails or screws
- she had no engine and was navigated without the aid of modern technology

Theme 2 Unit 3

A Jewel of a Ship

Coursebook, page 23, Activity 3

Students read the text in Activity 2 again, and put the events in the correct sequence. They should note down the answers in their exercise books.

Answers:

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

Coursebook, page 23, Activity 4

This activity gives students practice with vocabulary development. They read each phrase, then scan the paragraph indicated to find the word with the corresponding meaning.

Answers:

- a maritime
- b replica
- c navigate
- d formal

Coursebook, page 23, Top Tip

Direct students' attention to the Top Tip, and read through the information with them about adjectives ending in '-ed' and '-ing'. Make sure they understand the differences. Adjectives ending in '-ed' apply to a person's feelings, whereas adjectives ending in '-ing' apply to a person, thing or situation that causes those feelings.

Coursebook, page 23, Activity 5

Students choose the correct form of the adjective for each sentence. Refer them to the information in the Top Tip to help them choose. Remind them to write the answers in their exercise books, and not in their Coursebooks.

Answers:

- a interested
- b exciting
- c confused
- d boring
- e tiring

When students have finished, tell them to write

out five more sentences using each of the remaining adjectives. Go round the class, eliciting a few example sentences from volunteers, and write them on the board.

Workbook, page 20, Activity 1

This activity gives practice in listening for specific information. Students listen to an extract from an interview with Saleh Al Jabri, Captain of *Jewel of Muscat*. They list the possible dangers he mentions, then tick the corresponding box according to whether *Jewel* actually encountered the danger or not, and if so, the place where it was encountered.

Play Listening 2.3.1 straight through. Repeat as necessary. The answers are given in **Bold** in the listening script below.

Listening Script 2.3.1

Interviewer (Int)

Int: Captain Saleh, were there any dangers you were particularly worried about before the voyage began?

Saleh: Yes, indeed. My biggest worry was what would happen if we had a **'man overboard' situation**. *Jewel* had no engine so it would be very difficult to rescue someone if they fell overboard, especially at night. We had regular training sessions in case this happened. Fortunately, **it never did**.

Int: What else were you worried about?

Saleh: Well, I was quite worried about **whales**. A big whale could easily capsize a little ship like *Jewel*. We did see a whale **near the coast of Oman**. It passed right under the ship and came up the other side.

Int: Wow. Anything else?

Saleh: Yes, there was the danger of **cyclones**. We ran into one in the **Bay of Bengal**, between Sri Lanka and Malaysia. It was a frightening experience but thank God, *Jewel* came through safely.

Int: That's really great.

Theme 2 Unit 3

A Jewel of a Ship

Saleh: There was another completely different kind of danger that we met towards the end of our voyage. This was in the **Straits of Malacca** between Malaysia and Singapore. The Straits are one of the busiest shipping lanes in the world. We were in serious danger of being run over by **oil tankers**. As you know, *Jewel* had no engine so it was really hard to get out of the way quickly.

Int: That must have been really scary. Anything else?

Saleh: Well, yes. We were a bit worried about **pirates**.

Int: Pirates! Did you meet any?

Saleh: Fortunately **not**.

Answers:

- 1 Man overboard. No
- 2 Whales Yes. Near the coast of Oman.
- 3 Cyclones. Yes. Bay of Bengal
- 4 Oil tankers Yes. Straits of Malacca.
- 5 Pirates No

Workbook, page 20, Activity 2

Students listen to the next part of the interview and tick the nationalities of the crew members which they hear mentioned. After listening, they write the names of the corresponding countries into their exercise books.

Play Listening 2.3.2. The answers are given in **Bold** in the listening script below.

Listening Script 2.3.2

Interviewer (Int)

Int: How many crew members did you have, Captain Saleh?

Saleh: There were 20 members of crew altogether, and nine different nationalities. They were . . . let me see . . . **Omani, British, American, Australian, Sri Lankan,**

Malaysian, Singaporean and Indian.

Int: Um . . . that's only eight.

Saleh: Really? I must have forgotten one. Ah, yes, of course, I remember now.

Italian.

Nationalities not mentioned:

French
Russian
Chinese

Countries:

Oman	France
Britain	Russia
America	China
Australia	
Sri Lanka	
Malaysia	
Singapore	
India	
Italy	

Workbook, page 21, Activity 3

Students read through the list of experiences. They choose the adjective from the box at the top which best corresponds to the experience, and write it on the line after the experience. Warn them there is one extra adjective. Check that they understand the meaning of 'frustrating'. Give an example to make it clear.

Frustrating: A situation that makes you feel annoyed and upset because it is preventing you from doing something you want to do.

An example might be when you can't understand the instruction in an exam question. This is frustrating because you can't work out what you are supposed to do.

Another example might be when you are in a hurry to get to school, there is a traffic jam on the road. The traffic is moving very slowly and you know you are going to be late. This is frustrating because there is nothing you can do except wait.

Theme 2 Unit 3

A Jewel of a Ship

Answers:

- 1 frustrating
- 2 inspiring
- 3 frightening
- 4 exhausting
- 5 surprising

Extra adjective: confusing

Workbook, page 21, Activity 4

This activity gives further practice with using adjectives ending in '-ed' and '-ing.' Students complete the eight sentences using the adjectives in the box at the top. Refer them to the information in the Top Tip (Coursebook, page 23) to help them choose. Warn them that there are two extra adjectives.

Answers:

- 1 frightened
- 2 annoyed
- 3 irritating
- 4 confusing
- 5 excited
- 6 exhausted
- 7 confused
- 8 interesting

Extra adjectives: frightening, exhausting

Workbook, page 21, Activity 5

Students write a short narrative, imagining they are a member of the crew on *Jewel of Muscat* and describing some of their experiences. Encourage them to describe their feelings, and to use some of the adjectives they have encountered in the unit.

Before students start writing, encourage them to share their ideas with the rest of their group. For further ideas, refer them to the *Reading for Pleasure* sections at the end of this unit (Coursebook, pages 30 and 31 and Workbook, page 27) which are excerpts from Captain Saleh's log.

It is strongly recommended that, if time allows, teachers get students to write the first drafts in class. If possible, a first draft should be written

in class whenever students are asked to produce a piece of written work during the Grade 11 course. In this way, teachers can best help and guide students.

Note: Students do not have to write a narrative as long as the example given below.

Example of a model narrative

A Sudden Squall

This morning the sea was calm and beautiful, and the winds were light. *Jewel* was sailing well and I felt very happy and confident. I was proud to be a member of the crew of such a historic ship. Captain Saleh was an excellent captain, and always encouraged us to do our best.

However, after lunch the weather changed suddenly. Dark clouds appeared and a strong wind started to blow. "Get ready, men," Captain Saleh told us. "There's a big squall coming." Soon after that the squall hit us. The heavy rain made the decks wet and slippery and I kept falling over. The wind became stronger and stronger. It was difficult to hear anything because of the noise. The rain drove into my face like pieces of sharp glass.

Suddenly I heard a terrible noise. I looked up and saw a large crack in one of the masts. By now the waves were 4 or 5 metres high. I began to feel very afraid. "I'll never see my family again," I thought.

Suddenly I felt a hand on my shoulder. It was Captain Saleh. "Don't worry," he shouted. "*Jewel* is a strong ship. Everything will be OK." His words made me feel much calmer. Soon after, we passed through the squall safely. The clouds disappeared, and I saw the bright moon and millions of shining stars. It was a wonderful sight.

Our mast has been badly damaged, but fortunately we're not far from Sri Lanka. We'll look for a tree there to make a new mast.

Theme 2 Unit 4

Couch Potatoes

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

Lead-in

Ask students how they think this unit is related to the title of the theme, *Sources of Inspiration*. Elicit or explain that TV programmes can sometimes be a source of inspiration, but not always! Ask which TV programmes students regard as inspirational.

Discuss students' television viewing habits. Ask questions such as:

- How much TV do you watch every day?
- Do you watch TV with your parents?
- What's the most popular viewing time for Omani teenagers to watch TV?
- Do Omani girls and boys watch the same kinds of TV programmes?

Coursebook, page 24, Activity 1

Direct students' attention to the title of the unit. Ask if they remember what 'couch potato' means. Refer them to the words in bold in Coursebook, page 17, Activity 2 where they first encountered this phrase.

Students guess the meaning from the four definitions given, then read the article and see if they were right.

Answer: c

Background Information

The term 'couch potato' was first used in America to describe people who sat on their couch or sofa, and watched television for hours and hours. The word 'potato' is used in the expression because people generally ate snacks such as crisps and potato chips while watching television.

Workbook, page 22, Activity 1

Direct students' attention to the questionnaire to find out whether they are a couch potato. Ask them to complete it with true information about themselves. Get them to discuss in their

groups how many of them are couch potatoes, and how healthy or unhealthy their television viewing habits are. Go round the class, asking students for their scores.

Workbook, page 23, Activity 2

Students write five sentences about their television viewing habits based on their answers to the questionnaire in Activity 1. This activity provides a useful opportunity to revise the use of adverbs of frequency.

Additional speaking activity

As an additional speaking activity, organize students into pairs. Student A describes a TV programme and Student B tries to guess what it is. Students should find this fun!

Coursebook, page 24, Activity 2

Discuss with students what kind of things they enjoy doing in their free time. Direct their attention to the list of leisure activities **a - i** in their Coursebooks. Ask which of these activities they enjoy doing.

Tell students to write the numbers **1 - 8** in their exercise books. Say they are going to listen to eight teenagers talking about activities they enjoy doing, and that as they listen, they should write the letter of each activity next to the number of each speaker.

Remind students that they don't have to understand every word; they only have to listen for what the teenagers enjoy doing. Warn them there are three activities which are not mentioned.

Note: Teach the meaning of the phrase 'soap opera'. This is a television or radio story about the daily lives and relationships of the same group of characters.

Play Listening 2.4.1. The answers are given in **Bold** in the listening script below.

Theme 2 Unit 4

Couch Potatoes

Listening Script 2.4.1

- Presenter: Listen to these eight teenagers talking about activities they enjoy doing in their free time.
- Voice 1: 1. I go out with my friends a lot. We like **going shopping**. Even if we don't have any money, we go window shopping.
- Voice 2: 2. I like **playing computer games** with my friends. We spend time at each other's houses trying out the latest games.
- Voice 3: 3. I'm a huge sports fan. I'm a member of the school **football** team.
- Voice 4: 4. I love **watching TV**. I get very tired after school, and I always turn on the TV as soon as I get home. My favourite programmes are soap operas.
- Voice 5: 5. I do a lot of **reading**. I especially enjoy historical novels and science fiction.
- Voice 6: 6. I love **cooking**. It's my passion. I'm always in the kitchen trying out new recipes. Oh, and I like **gardening** too.
- Voice 7: 7. I enjoy **playing tennis** three times a week. I usually have tennis tournaments at the weekends as well.
- Voice 8: 8. I don't have a lot of free time because I have so much homework. But when I can, I like **listening to music**. I spend a lot of time downloading music from the Internet.

Activities not mentioned:

dancing; painting; swimming

Coursebook, page 25, Activity 3

Direct students' attention to the two lists – the list of types of programmes, and the list of programme titles. Discuss the various programme types, and ask what types students enjoy.

Direct students' attention to the example. Explain that they are going to listen to the eight teenagers talking again, this time talking about the programmes they like and dislike.

Tell students to write the letters **a – h** into their exercise books. They listen to the recording, and match the types of programmes with the programme titles by writing the number of each programme title beside the corresponding letter of the type of programme. Play Listening 2.4.2. Warn students that they will hear the programmes mentioned in a different order than in their Coursebooks.

Listening Script 2.4.2

- Voice 1: I really like discussion programmes. They're so interesting, especially 'Debate of the Week.'
- Voice 2: Well, I love watching comedy series. My favourite one is 'Friends.'
- Voice 3: I like reality shows. I think 'Pop Idol' is great.
- Voice 4: Really? I can't stand reality shows. I like documentaries like the National Geographic Wildlife programmes.
- Voice 5: Boring! I like the sports channel. My favourite programme is 'Football Focus.' I can find out what's happening in the English Football League every weekend.
- Voice 6: Now that's what I call boring! I hate sports programmes. But I love lifestyle shows like 'Fashion World.'
- Voice 7: Do you? I prefer quiz shows like 'Who Wants to be a Millionaire?'
- Voice 8: Oh no. Detective dramas like 'Law and Order' are much more exciting.

Answers:

- a** 7
b 6
c 3
d 1 (Example)

Theme 2 Unit 4

Couch Potatoes

e 5
f 2
g 4
h 8

Coursebook, page 25, Activity 4

Students listen to a debate about the standard of British television programmes. Play the debate twice. The first time that students listen, they write down the four different types of programmes mentioned. The second time they listen, they decide if statements **a**, **b** and **c** are True or False. They note down the letters of the statements and **T** or **F** in their exercise books accordingly. Play Listening 2.4.3.

The answers to the first part of the activity are given in **Bold** in the listening script below. The answers to the second part are given underneath the listening script.

Listening Script 2.4.3

Presenter (Pres)

Pres: Good evening, and welcome to our programme, 'Talking about Television'. Tonight our debate is about the standard of British television programmes. I'm joined by the media journalist for *The Daily Times* Julie Trubshaw; the TV critic, Tom Hinks and the Director of Channel 6, Mary White. Welcome to you all.

Julie: Good evening.

Tom: Good evening.

Mary: Hello.

Pres: So, Tom, let's start with you. What do you think about the standard of British television these days?

Tom: Well, in my view it's excellent.

Julie: Really? I think a lot of our programmes are terrible.

Tom: I'm sorry, but I can't agree with you. I think some of our **documentary programmes** are the best in the world.

Julie: That's true. Our documentary programmes are very good, but we have too much rubbish on television

with all those **reality programmes**.

Tom: I'm not sure about that. I don't think we have too much reality TV. But I do think we have too many **quiz shows**.

Pres: What about you, Mary? What's your view on British television?

Mary: Well, I think Tom and Julie are both right. I agree that our documentary programmes are excellent, but I also think there is too much reality TV. Personally, I believe that British television **drama** is of a very high standard.

Tom: Absolutely. How do you feel about British TV drama, Julie?

Julie: I couldn't agree more. But in my opinion, American TV programmes are the best in the world.

Tom: Sorry, I don't think that's right.

Pres: Well, that's an interesting thought. Let's take a break now and continue our discussion after the break ...

Answers to True/False questions:

- a F. Tom says, "I don't think we have too much reality TV."
- b T
- c F. Julie says, "But in my opinion, American TV programmes are the best in the world."

Additional listening activity:

If time allows, to give your students more practice with listening, play Listening 2.4.3 again, and ask students to note down in their exercise books the name of the person who says the following phrases:

1. I'm sorry but I can't agree with you.
2. I'm not sure about that
3. Personally, I believe ...
4. I couldn't agree more.

Answers:

- 1 Tom
- 2 Tom
- 3 Mary
- 4 Julie

Theme 2 Unit 4

Couch Potatoes

Coursebook, page 25, Soundbites

Direct students to the Soundbites box which presents ways of asking for and giving opinions, and agreeing and disagreeing.

Play Listening 2.4.4. Practise the language with students, paying attention to the intonation.

Listening Script 2.4.4

Soundbites

Asking for an opinion

What do you think about...?

What's your view on ...?

How do you feel about ...?

Giving an opinion

In my view ...

I think that ...

I believe that ...

Expressing agreement

I agree.

Absolutely.

I couldn't agree more.

Expressing disagreement

I'm sorry, but I can't agree with you.

I'm not sure about that.

Sorry, I don't think that's right.

Workbook, page 23, Activity 3

Students complete the dialogue using the words and phrases in the box at the top.

Note: Tell students to read the whole dialogue before attempting to fill in the missing words and phrases. They should focus on two things to help them find the right word or phrase:

- whether the word or phrase makes sense
- whether it is grammatically correct

Warn them there are two extra phrases.

Answers:

2 not sure

3 agree

4 think

5 you're right

6 disagree

7 absolutely

8 For me

Extra phrases:

don't think so, that's not right

Workbook, page 23, Activity 4

Students complete the table by writing words and phrases from the unit into the appropriate columns.

Asking for an opinion

What do you think about...?

What's your view on ...?

How do you feel about ...?

Giving an opinion

In my view ...

I think that ...

I believe that ...

For me ...

Agreeing

I agree with you.(Example)

Absolutely.

I couldn't agree more.

You're right.

Disagreeing

I'm sorry, but I can't agree.

I'm not sure about that.

Sorry, I don't think that's right.

I don't think so.

I completely disagree.

Encourage students to write any other phrases they know as well. Phrases they might write are:

Asking for an opinion

What's your opinion?

What about you?

Giving an opinion

In my opinion, ...

As far as I'm concerned, ...

Theme 2 Unit 5

Great Stories

Agreeing

Too right.
Definitely.

Disagreeing

I'm afraid that's not right.
Surely that's not right.

Coursebook, page 25, Activity 5

Organise students into groups to discuss the positive and negative points about television in Oman and what programmes they find inspirational. You may want to provide the following questions for students to focus on:

Points for

- What good educational and cultural programmes are there?
- What good debate, discussion and documentary programmes are there?
- What good entertainment programmes are there?

Points against

- What really bad programmes are there? Why are they bad?
- What types of programmes are on too often?

Give students a few minutes to discuss their ideas, then ask them to make notes of the points they have discussed. This should take a further five minutes.

Re-organise the class by putting two groups together, and asking them to discuss the good and bad points about television in Oman again. Remind students to refer to their notes. Tell groups to make any new notes necessary. You may want to set another time limit for this. Finally, open the discussion out into a whole class debate.

Coursebook, pages 26 and 27

Workbook, pages 24 and 25

Lead-in

In this unit, students analyse a couple of examples of reviews of a book or story, and then write their own review.

Refer students to the review of the opera *Turandot* (Coursebook, page 18, Activity 1). Elicit or remind them of the purpose of a review. A review is an article about a book, play, story, film or concert in which the writer expresses their opinion.

Coursebook, page 26, Activity 1

In groups, students discuss the types of stories (genres) they know. Some types of stories they might mention, apart from adventure and science fiction, are:

- historical
- crime
- thriller
- detective
- spy
- romance
- ghost
- mystery

Go round the class, eliciting types of stories from each group, and list them on the board.

Discuss what stories students enjoy, and ask them to give their reasons.

Background Information

Moby Dick by Herman Melville

Moby Dick is the greatest work of the American author, Herman Melville (1819 – 1891). Written in 1850, it is a very original and unusual story. It is regarded as one of the greatest works of imagination in literature. It is the story of an obsessive sea captain's hunt for a white whale, a creature as huge and dangerous as the sea itself.

Theme 2 Unit 5

Great Stories

As a young man, Melville himself had made several long voyages on ships, including 18 months on a whaling ship in 1841. This is why he is able to describe life on board the *Pequod*, the ship in *Moby Dick*, and the crew members, with such factual detail, and make the story come so alive.

Coursebook, page 26, Activity 2

Students read the review of *Moby Dick* and look for the answer to the question – ‘Did the writer of the review enjoy *Moby Dick*?’ Ask students to be prepared to give their reasons.

Answer:

Yes, the writer of the review enjoyed *Moby Dick*. We know this because of the first sentence.

Moby Dick is one of the world’s great adventure stories.

But it is mainly in the last paragraph, where the writer expresses his own opinion of the story. He is very positive about the book:

Moby Dick is a very exciting and powerful story. It is also very interesting

The writer finishes by saying that he would definitely recommend *Moby Dick* to anyone who enjoys adventure stories and tales of the sea.

Coursebook, page 27, Activity 3

Students read the review of *Moby Dick* in Activity 2 again and find the information about the headings listed.

Answers:

- Title and author = *Moby Dick* by Herman Melville
- Type of book = adventure story
- Characters = Ishmael (story teller); Captain Ahab, *Moby Dick*
- Events in the story = the hunt for *Moby Dick*. The eventual finding of *Moby Dick*, and the attack on him. Sinking of the *Pequod*.
- The writer’s opinion of the book = he liked it because it is a very exciting and powerful story which is also very interesting.

Workbook, page 24, Activity 1

This activity gives students further practice in review analysis. Students read another review – this time a review of the short story, *Key Item*, by the science fiction writer, Isaac Asimov.

As a lead-in, discuss with students whether they like science fiction stories, and if so, to give their reasons. Ask them to name any science fiction stories they have read and enjoyed.

After reading *Key Item*, they match each of the four paragraph headings underneath to one of the paragraphs in the review.

Answers

- Paragraph a = 4
- Paragraph b = 2
- Paragraph c = 3
- Paragraph d = 1

Workbook, page 25, Activity 2

Students refer to the review in Activity 1 and ask a partner questions about *Key Item*, following the examples given.

Coursebook, page 27, Activity 4

In this activity, students present an oral review of a book or story to their group. They choose a book or story they have read recently or, if they prefer, a film they have seen.

Give students enough time to make notes about their book or story. Refer them to the suggested phrases which they can use as a guide when presenting their review.

Encourage students to choose books and stories which they think the other students in their group might be interested in. As students listen to their group’s reviews, encourage them to ask questions at the end.

Coursebook, page 27, Top Tip

Direct students’ attention to the Top Tip. It is important that students understand there are two parts to a review. A review gives some brief factual information about the story, including a brief summary of the events and characters, and also expresses the writer’s own opinion. Point

Theme 2 Unit 5

Great Stories

out that, when describing the events in a book or story, the present tense should be used.

Workbook, page 25, Activity 3

This activity prepares students for writing their review. They read through the required information about the book or story they have chosen, then makes notes of the information on the writing lines.

If they prefer to choose another book or story from the one they talked about in Coursebook, Activity 4, that's fine.

Workbook, page 25, Activity 4

Students write a review of the book or story they have chosen, based on the notes they have made in Activity 3. Refer them to the reviews of *Moby Dick* and *Key Item* as examples, as well as the Writing Guide on page 71 of their Workbook for further help with layout and language.

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

After checking and editing their work, students should write a second or final draft which they then store in their portfolios.

Across Cultures

Coursebook, pages 28 and 29

Workbook, page 26

Country Focus: Ireland

Reading for Pleasure

Coursebook, pages 30 and 31

Workbook, page 27

A Unique Voyage

Genre: Journal

Review and Reference

Coursebook, page 32

Workbook, pages 28 and 29

Note: At the end of this theme, don't forget to check students' spellings of the core words in the Glossary 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. They should then turn to Activity 1 on page 28 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 28 and 29 of their Workbooks. They then complete the chart in Activity 3 on page 29 with 15 words of their choice from the theme – 5 verbs, 5 nouns and 5 adjectives. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 29.

Answers to Across Cultures

Activity 1

- 1 Eire.
- 2 The potato.
- 3 The USA.
- 4 Riverdance.
- 5 The Ha'penny Bridge.
- 6 a The colour green.
 - b Shamrock.
 - c Leprechaun.

Activity 2

- 1 F. Dublin is the capital of the Republic of Ireland.
- 2 NG
- 3 T
- 4 F. One million died and a million more emigrated.
- 5 F. It is a small green plant.
- 6 T
- 7 NG

Activity 3

- 1 since
- 2 for
- 3 ago
- 4 for
- 5 since
- 6 ago

Answers to Review and Reference**Activity 2**

- a** started
- b** has been
- c** Have you climbed
- d** haven't seen
- e** Did you meet
- f** went . . .wasn't
- g** haven't come

Activity 4

- a** debate
- b** science fiction
- c** obesity
- d** replica
- e** voyage
- f** maritime
- g** documentary
- h** prodigy
- i** navigate
- j** review
- k** soap opera
- l** formal



Theme 3

Connections

Summary

Overview

Coursebook: Activities 1, 2

Lead-in: Activating interest in the topic area

Relating photos to the topic of the theme

Focusing on vocabulary related to the theme

Unit 1 No Man Is An Island (Reading)

Lead-in: Discussion: poem

Coursebook: Activity 1 Reading for specific information

Coursebook: Top Tip Preparing to read

Coursebook: Activity 2 Comprehension questions

Coursebook: Activity 3 Vocabulary development

Workbook: Activity 1 Reading and discussion

Workbook: Activity 2 Identifying topic and supporting sentences

Workbook: Activity 3 Creating and acting out a role play

Coursebook: Time to Talk Discussion

Workbook: Activity 4 Writing a paragraph

Unit 2 Social Networking (Grammar)

Lead-in: Discussion: types of 'networking'

Coursebook: Activity 1 Reading for understanding

Coursebook: Activity 2 Discussion: social networking

Coursebook: Grammar Recall Present Perfect with adverbs of time: review

Coursebook: Activity 3 Choosing correct adverbs of time

Workbook: Activity 1 Practice with past participles

Workbook: Activity 2 Writing sentences with adverbs of time

Coursebook: Activate Your English Completing sentences

Workbook: Activity 3 Putting words in the correct order

Workbook: Activity 4 Creating sentences using adverbs of time

Workbook: Activity 5 Grammar practice activities

Unit 3 Remembering and Forgetting (Vocabulary)

Coursebook: Activity 1 Discussion: activating interest in the topic area

Coursebook: Activity 2 Reading for specific information

Coursebook: Activity 3 Vocabulary development

Coursebook: Activity 4 Asking and answering questions

Workbook: Activity 1 Grouping vocabulary items

Workbook: Activity 2 Discussion

Workbook: Activity 3 Writing sentences

Workbook: Activity 4 Reading and discussion: poem

Workbook: Activity 5 Writing a short poem

Unit 4 Dramatic Connections (Listening and Speaking)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Listening for specific information

Coursebook, Top Tip Preparing for listening

Coursebook: Activity 3 Listening for gist

Workbook: Activity 1 Listening and gap-fill

Workbook: Activity 2 Listening and speaking

Coursebook: Soundbites Expressing obligation, necessity and advice

Coursebook: Activities 4, 5 Speaking: giving advice

Workbook: Activity 3 Creating a dialogue from pictures

Workbook: Activity 4 Dramatising a situation

Unit 5 Volunteers (Writing)

Lead-in: Discussion and vocabulary development

Coursebook: Activity 1 Reading and discussion

Coursebook: Activity 2 Discussion

Coursebook: Activity 3 Reading for specific information

Workbook: Activity 1 Analysing a letter of application

Workbook: Activity 2 Matching paragraphs to descriptions

Workbook: Activity 3 Discussion: skills and qualities

Workbook: Activity 4 Writing a formal letter of application

Theme 3 Unit 1

No Man Is An Island

Overview

Lead-in

Coursebook, page 33, Activity 1

Direct students to the Overview page of the Coursebook. Ask them to look at the title of the theme, *Connections*, and the five photographs, and elicit their ideas about how the photos could be linked to the theme.

Note: Each photo shows an aspect of one of the topics covered in the five units of the theme.

- a Relates to Unit 1, which is about friendship.
- b Relates to Unit 2, which is about social networking.
- c Relates to Unit 3, which is about memory.
- d Relates to Unit 4, which is about drama.
- e Relates to Unit 5, which is about volunteering.

Coursebook, page 33, Activity 2

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

entire: whole, complete

connect: join two or more people or things together

social networking sites: websites which people can join, and then ask others to join as their guests or friends

community projects: planned pieces of work to build or improve something for groups of people living in a particular area

adventure challenges: exciting things to do that test people's strength, skills and abilities

message: spoken or written piece of information that you send or give to another person

powerful: very strong

drama: play performed by actors on stage, TV or radio

experiences: things that have happened to you in the past

memories: things that you remember from the past about a person, place or experience

Coursebook, pages 34 and 35

Workbook, pages 30 and 31

Coursebook, page 34

Lead-in

Direct students' attention to the two lines at the top of the page. These are from a poem by the sixteenth century English poet, John Donne.

Note: In the poem, 'man' means human beings, mankind in general – i.e. not 'man' as opposed to 'woman.'

Ask students what they think the poet means. Encourage them to suggest he is saying that human beings can't function properly without other people; we are all interdependent. Donne is comparing mankind to a continent and saying that each person is like a piece of land that makes up this continent. We are not separated from each other like islands.

Coursebook, page 34, Activity 1

Students carry out Tasks 1 and 2 and write answers individually in their exercise books before comparing their answers with the rest of their group. Get students to think about the topic of friendship, and why we need friends. They may remember some ideas about friendship from the unit *Teenage Friendships* in Grade 11A (Theme 2, Unit 3).

Give students an example of how to complete the sentence, "I most need a friend when ...". For example – "I most need a friend when I need to talk about a problem."

Theme 3 Unit 1

No Man Is An Island

When students have had enough time, go round the groups, asking a spokesperson from each one to summarise their discussion. Ask for examples of how students completed the phrase, "I most need a friend when . . ." and write some examples on the board.

Coursebook, page 34, Top Tip

The top tip focuses on ways to make a new reading text easier to understand. The title and pictures give important clues about a text, but students can also start thinking about the topic and how their own experience relates to it. This will make their minds more receptive to dealing with a new text.

Students read the text 'Why do we need friends?' As they read, tell them to note down the reasons the writer gives as to why we need friends.

Coursebook, page 35, Activity 2

Students answer the four comprehension questions. You can do this as an oral activity, or get students to write the answers in their exercise books. Do a whole class check and elicit answers from volunteers.

Answers:

- a** There are four reasons, as follows:
1. Friends affirm our personal value.
 2. Friends give us security.
 3. Friends can make us feel that we are a better person.
 4. Friends stimulate us by introducing us to new ideas.
- b**
1. By admiring our skill at playing sport.
 2. By laughing at our jokes.
 3. By making us feel that we are popular.
- c** By making us feel a little better, and helping to alleviate the pain.
- d** Sharing good news with a friend increases our own pleasure.

Coursebook, page 35, Activity 3

The focus of this activity is vocabulary development. A helpful strategy is for students to identify the part of speech of the word they have to find in the text. For example, the answer to the first phrase, "state that something is

true," will be a verb. So students should look for the most suitable verb in paragraph 1 - **affirm**.

Answers:

- a** affirm
b popular
c weaknesses
d stimulate
e alleviate
f heartache
g increase
h joy

As a homework activity, tell students to make up their own sentences containing these words, and write them into their exercise books.

Students should go through the text again and list any other unknown vocabulary in their exercise books, together with the meanings.

Workbook, page 30, Activity 1

Students read the two English proverbs and discuss their meanings.

Point out how the meanings of these two sayings – *Birds of a feather flock together* and *Opposites attract* – contradict each other. Tell students there are other English sayings with contradictory meanings. For example,

Many hands make light work.
Too many cooks spoil the broth.

Ask if there are sayings in Arabic with meanings that contradict each other, and write them on the board. The sayings can be about any topic, not just friendship.

Students read the text, 'Similar or different?' Tell them as they read, to look for an answer to the question, 'Which saying does the writer agree with?' They should be prepared to say which part of the text expresses his views.

Answer:

The writer agrees with the saying 'Birds of a feather flock together.' This is clear from the third and fourth paragraphs, in the sentences beginning:

Theme 3 Unit 1

No Man Is An Island

- 1 'A friendship has a greater chance of survival ...' (Paragraph 3)
- 2 'But it is much harder for a friendship to survive ...'(Paragraph 3)
- 3 'We feel much more secure when connecting ...' (Paragraph 4)

Workbook, page 31, Activity 2

This activity focuses on analyzing sentences.

Remind students about the concept of topic sentences. You might like to give them this information as a Top Tip. A topic sentence is the sentence which best defines a paragraph and expresses the main idea. It is usually, but not always, the first or last sentence of a paragraph.

In the first part of the activity, students read the text in Activity 1 again and decide if the sentences **a - d** are topic sentences or supporting sentences. They write **T** or **S** in the box after each sentence accordingly.

Answers:

- a** S
b T
c S
d S

Ask students to identify the topic sentences in paragraphs 1,3 and 4. These are the first sentences of these paragraphs.

The second part of the activity asks students to find particular types of sentences in the text, and underline them. Ask students to tell you which word or phrase helped them identify the type of sentence.

The key words or phrases are given in **Bold** in the answers below.

Answers:

- 1 A sentence that gives an example of something:
For instance, a quiet person who is unhappy about being shy ...
 (Paragraph 2)
- 2 A sentence that expresses a similar idea to

the sentence before:

In other words, we feel more comfortable with people ... who
 (Paragraph 1)

- 3 A sentence that expresses the opposite idea to the sentence before:

However, others believe that "opposites attract."
 (Paragraph 1)

- 4 A phrase that gives a reason for something:

... **because** we share the same characteristics, tastes and attitudes
 (Paragraph 1)
 ... **because** they wish they were more like them.
 (Paragraph 2)

Workbook, page 31, Activity 3

Students read the five friendship rules, then think of a situation which gives an example of how they should follow each rule.

Help students by suggesting situations. Here are some ideas:

Rule 1

An example is already given in the Workbook.

Rule 2

Your friend tells you that he / she is secretly trying to lose weight. You promise not to tell anyone.

Rule 3

Your friend is having difficulty understanding a maths problem. They ask you to help them.

Rule 4

Your friend is depressed because they have failed an exam. They need you to cheer them up.

Rule 5

Your friend is happy because they have won a competition. They need you to congratulate them.

Encourage students to think of more 'friendship rules' situations which illustrate them.

Theme 3 Unit 1

No Man Is An Island

Coursebook, page 35, Time to Talk

Direct students to the 'Time to Talk' box on page 35 of their Coursebooks. Get them to read the list of common activities shared by friends, then in their groups, think of two more of their own. Groups discuss the activities and rank them in order of most to least important. They should make a list of their final order in their exercise books.

Go round the groups asking how they ranked the activities. Write the rankings of each group on the board and see if each group's ranking is similar or different.

Workbook, page 31, Activity 4

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

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

Step One

Give students time to think about a friend they are going to write about, and to write down some notes about the following:

- the name of their friend
- how / where / when they met this friend
- why they like this friend / what they enjoy about the friendship
- what they do to maintain the friendship

Step Two

Students think about the structure of their paragraph. They should begin with a topic sentence which should be a general statement about friends or friendship. For example:

It is very important to have friends.

The topic sentence will be followed by

supporting sentences based on the notes students made about their friend. The first supporting sentence should give the name of their friend, and where and when they met their friend. For example:

I first met Ahmed ten years ago. His family came to live in the house next door.

They should continue by giving details about what they enjoy about the friendship.

Having Ahmed as a friend is important to me because

I really enjoy my friendship with Ahmed because . . .

Finally, they should say what they do to maintain the friendship.

Sometimes Ahmed doesn't understand his English homework, so I

If Ahmed is feeling down, I

They should add a closing sentence, for example:

For all these reasons, Ahmed is a major part of my life.

Step Three

Go round the class eliciting students' ideas orally. Then build up a model paragraph. You can prepare this in advance and show it on an OHT, or you can write it on the board.

Step Four

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

Theme 3 Unit 2

Social Networking

Model paragraph

My friend Ahmed

It's very important to have friends. I first met Ahmed ten years ago. His family came to live in the house next door. I really enjoy my friendship with Ahmed because we have similar interests. We both love computer games and playing football. We help each other whenever we can. Sometimes Ahmed doesn't understand his English homework, so I help him. If he's feeling down, I do my best to cheer him up. For all these reasons, Ahmed is a major part of my life.

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

Lead-in

Discuss with students what they understand by 'network' and 'networking.'

Network: A group of people, organizations, companies, places or systems that are linked together.

Networking: This word is often used in a business context. It means the practice of meeting other people involved in the same kind of work with the purpose of forming new business contacts or sharing information.

'Social networking' enables people with shared interests to meet new people and connect with others. It can be done either in person by meeting people at social events, or electronically by joining websites and chatting to other people online

Background Information

The most popular international social networking sites on the Internet are 'MySpace' and 'Facebook.' MySpace is particularly popular with teenagers, and is now in a number of different languages. Facebook started out as a college-based network and is popular with older students. There are several other websites which link up people with shared interests.

Coursebook, page 36, Activity 1

This activity provides a good way of checking understanding. Students read the text 'Get connected!' and choose the correct sentence endings from the alternatives given below the text.

Do a whole class check and elicit the answers. Ask students which paragraph contained the information which directed them to the right answer.

Theme 3 Unit 2

Social Networking

Answers:

- 1 a (Paragraph 1)
- 2 b (Paragraph 2)
- 3 a (Paragraph 2)
- 4 b (Paragraph 3)

Coursebook, page 36, Activity 2

In groups, students discuss the three questions about social networking sites. Ask a spokesperson from each group to summarise the main points of the group discussion to the class.

Coursebook, page 37, Grammar Recall

Direct students' attention to the Grammar Recall box. This focuses on the present perfect used with the four adverbs of time – *just*, *still*, *already* and *yet*. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right. They should fill in the gaps with one of the adverbs of time.

Note: Although students are not usually asked to fill in anything in the Grammar Recall sections, on this occasion it makes the activity more challenging. Remind them not to write in their Coursebooks, but to write the complete sentences out in their exercise books.

Refer students to the Grammar Reference section on page 77 of their Workbooks for further information and examples of the present perfect used with adverbs of time.

Answers:

- a 1 and 4 (still and yet)
- b 3 (just)
- c 2 (already)

Coursebook, page 37, Activity 3

Students choose the correct adverbs of time. Go through each sentence with them and elicit the reasons for their choice. Get them to explain how each adverb of time links to the context of the sentence.

Explain that word order is very important when using adverbs of time. Point out that 'yet' often but not always goes at the end of a sentence.

Answers:

- 1 still
- 2 just ('already' is also possible here)
- 3 already
- 4 already
- 5 yet
- 6 just
- 7 yet

Coursebook, page 37, Activity 4

Students read through the text 'Get Connected!' on page 36 again and find examples of the present perfect with *just*, *still*, *already* and *yet*. Tell them to write out the examples in their exercise books.

Answers:

First paragraph:

Have you signed up to a social networking site yet? . Over 100 million people have already signed up to the most popular international site. Social networking is becoming one of the most talked-about sensations on the Internet. And it's big business. One of the biggest and best-known sites has just been sold for over a billion US dollars.

Second paragraph:

No examples of adverbs of time are given.

Third paragraph:

However, despite their popularity, there have been complaints about the problems of cyberbullying and safety. Many sites have already made attempts to protect younger users, but some sites have still not put security systems in place. Other critics are worried about the negative social effects such impersonal, 'virtual' friendships will have on individuals in the future.

Workbook, page 32, Activity 1

Students go through the list of irregular verbs and find their past participles in the word search box. Make sure they understand that answers can be written horizontally or vertically, and can go forwards or backwards.

Answers:

- be – been
break – broken

Theme 3 Unit 2

Social Networking

drink – drunk
eat – eaten
find – found
get – got
go – gone
have – had
leave – left
see – seen
speak – spoken

Answers:

o	n	c	e	u	p	e	n	o	g	n	o	e	a	t
d	i	s	p	o	k	e	n	m	e	t	t	a	h	n
n	e	r	e	g	w	a	s	a	l	f	i	t	t	e
u	h	a	d	o	l	e	g	s	e	e	n	e	i	e
o	r	l	n	t	a	m	e	d	l	i	n	z	b	
f	z	i	e	k	n	u	r	d	b	r	o	k	e	n

Workbook, page 32, Activity 2

Students rewrite the sentences, adding *just*, *still*, *already* or *yet* according to the context given in brackets. Some sentences have more than one possible answer. Remind them that it is important to put the adverb in the correct place in the sentence.

Answers:

- Munir has already arrived at the airport /
Munir has just arrived at the airport.
- Amira still hasn't replied to my e-mail. /
Amira hasn't replied to my e-mail yet.
- Abdullah has just bought a new car.
- I still haven't eaten my lunch. / I haven't eaten
my lunch yet.
- They have already booked their holiday.
- Shahira has just become a grandmother.

Coursebook, page 37, Activate Your English

Go over the instructions for this activity with students and check their understanding. Direct their attention to the example of a phrase with four possible endings, each with a different adverb of time.

Students have to work in pairs and write out four endings for three of the listed sentences. Get them to compare their sentences with another pair. Elicit some sentences from

volunteers, and write them on the board.

Additional speaking activity

As an additional speaking activity that gives further practice with the Present Perfect, show students two 'before' and 'after' pictures of something that has undergone a change – for example, a building that has been renovated. Get them to describe what has happened to it.

Workbook, page 33, Activity 3

Students form sentences from jumbled words. Each sentence contains an adverb of time - *just*, *still*, *already* or *yet*. Remind students to put the adverb of time in the correct order in each sentence. Point out that the word in each set of jumbled words which begins with a capital letter is the word which will go at the beginning of the sentence.

Answers:

- We've just been on a fantastic holiday!
- He's already started to walk and he's only ten months old / He's only ten months old and he's already started to walk.
- Have you still got the CD I lent you?
- I've just finished a really interesting book about space travel.
- They've already broken three world records.
- Have you eaten lunch yet?

Workbook, page 33, Activity 4

Students make a list of seven things they do every day on the writing lines in their Workbooks. They put a tick or a cross according to whether they have or haven't done these things yet today. Then, using the examples as a model, they write sentences on the lines in their Workbooks. After they have finished, tell them to read their sentences to a partner.

Workbook, page 33, Activity 5

The Grammar Practice activities on page 66 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 77 of their Workbooks for guidance.

Theme 3 Unit 3

Remembering and Forgetting

Answers to Grammar Practice Activities

- 1
 - 1 She **has already chosen** the date.
 - 2 She **hasn't booked** the venue **yet**.
 - 3 She **has already written** the guest list.
 - 4 She **hasn't sent** the invitations **yet**.
 - 5 She **has already decided** about the food.
 - 6 She **hasn't arranged** the music **yet**.
 - 7 She **has already bought** new shoes.
 - 8 She **hasn't bought** a new dress **yet**.
- 2 Mike: The managing director has **just** come to see me. He was asking about that report. Have you written it yet?
 Peter: Er ... no. I **still** haven't started it.
 Mike: Why not? I told you to do it last week.
 Peter: Yes, I know. But my computer broke down. I took it to the repair shop, and I've **just** had a call from them. They've been working on it for three days, but they **still** haven't managed to fix it.
- 3
 - a I'd love to buy a car, but I haven't learned to drive **yet**.
 - b It's nine o'clock, and I **still** haven't started my homework.
 - c That new shopping centre has **just** opened. Do you want to go there with me?
 - d No, thanks, I've **already** been there twice.
 - e How's the match going, Ahmed? Great. Oman has **just** scored another goal.
 - f What about Saudi Arabia? No, it hasn't scored **yet**.

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

Coursebook, page 38, Activity 1

Discuss with students whether they have good or bad memories. Is it difficult for them to remember things? What types of things do they find it easy or difficult to remember?

Note: 'Memory' is used in this context meaning 'ability to remember things', not 'something that you remember.'

In groups, students discuss the items in the list, and whether they are good or bad at remembering these things. They also discuss ways of helping themselves remember.

Ask each group to appoint a spokesperson to summarise the group's discussion to the class. Go round the groups, and elicit their suggestions for remembering things. Write the list on the board.

Coursebook, page 38, Activity 2

Direct students' attention to the title of the text and the picture of the herb rosemary. Ask if they are familiar with this plant. They may have seen it in the supermarket.

Note: 'Rosemary' is also a girl's name in English.

Ask students what other herbs they know and elicit the names, using LI if necessary as they probably won't know the names in English. Ask what herbs grow in Oman and what they are mainly used for.

Note: Herbs are usually used to add flavouring to food, or for medical purposes. Some examples of common herbs are *parsley*, *coriander* and *thyme*.

Tell students to read the text, 'Rosemary for remembering'. Before reading, you may want to discuss Alzheimer's disease with them, mentioned in the fourth paragraph.

Theme 3 Unit 3

Remembering and Forgetting

Alzheimer's disease: A disease that affects the brain, especially in people over 65. It causes loss of memory, and also affects their thinking and behaviour. It gets gradually worse and there is still no cure. It is named after the German psychiatrist Alois Alzheimer who diagnosed it in 1906.

When students have read the text, ask a few quick comprehension questions to check understanding, for example:

- Why did people at funerals in the West often throw rosemary into the coffin of a dead person?
- What two plays by Shakespeare are mentioned?
- Why do scientists believe that rosemary really can help us remember things?
- Where can we get rosemary?

Coursebook, page 39, Activity 3

Students read the text 'Rosemary for remembering' again, and do the vocabulary activity. They note down their answers in their exercise books, then look up the words in their dictionaries to see if they chose the right meanings.

Answers:

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

As a homework activity, tell students to make up their own sentences containing these words and write them into their exercise books.

Coursebook, page 39, Activity 4

This activity is a speaking activity, for which students need to refer to the Communication Activity on page 70 of the Coursebook.

Organise students into pairs, and explain that they are going to test their partner's memory about some events. First, play Listening 3.3.1 as an example.

Listening Script 3.3.1

Student A: Let's see what you remember about your last birthday. What day of the week was it?

Student B: Let me see. I think it was ... um ... Tuesday. Or was it Wednesday? No, it was definitely Tuesday.

Student A: What time did you get up?

Student B: Well, it was a schoolday, so I had to get up at the usual time. About six o'clock.

Student A: What did you have for breakfast?

Student B: Sorry, I really can't remember that. No idea!

Students choose one of the three topics given, then turn to the Communication Activity on page 70 of their Coursebooks to ask the questions. At the end, they should give their partner a score out of 10.

Workbook, page 34, Activity 1

This activity gives students practice in grouping words with associated meanings together to make them easier to learn and remember.

Tell students to look at the diagram, and to think of words associated with the central word, 'Memory'. Two examples have already been written in. Students work in groups and think of more words associated with memory and add them in. The words can be nouns, verbs or adjectives. Other examples might be *mind*; *good*; *bad*; *short*; *long*; *short-term*; *long-term*; *forget*.

Go round the groups, asking for their words. Make a list on the board.

Note: If time allows, you could teach some idioms associated with *memory*, for example:

- **Idiom**
have a memory like a sieve = have a very bad memory
Example
My sister has a memory like a sieve. She's always forgetting things.

Theme 3 Unit 3

Remembering and Forgetting

- **Idiom**
take a trip down memory lane = remember the past
Example
Yesterday I took a trip down memory lane. I visited my old school.
- **Idiom**
have one's memory play tricks = not remember things correctly
Example
A. I came to Oman in 2007.
B. No, you didn't. It was 2008. Your memory must be playing tricks on you.

Workbook, page 34, Activity 2

Students read the list of ideas about suggested ways to improve the memory. They discuss the ideas with their group and decide on the ideas which would be most helpful.

Tell students they are going to hear a dialogue between two people discussing ways to improve memory. Some of the ideas listed will be mentioned, and they should circle the letters of the ideas they hear. Play Listening 3.3.2 straight through.

Note: Warn students that the ideas do not appear in the recording in the same order as they are listed in the Workbook.

Listening Script 3.3.2

- Voice 1: So is there anything we can do to help improve our memories?
- Voice 2: Yes, there are a number of things you can do. You can start by keeping your brain active. Reading the Holy Quran and memorizing it is an excellent way to improve your memory. Try and develop new mental skills such as learning a new language. It's also good to challenge your brain with puzzles.
- Voice 1: What kind of puzzles?
- Voice 2: Any kind really - jigsaw puzzles . . . word games . . . crossword puzzles. Next, remember to give yourself time to form a memory. Focus on

the things you want to remember, and bring your mind back to them. Repeat the things you want to learn. The more times you hear, see or think about something, the better you'll be able to remember it.

Voice 1: What about physical things to do?

Voice 2: Well, exercise makes you more awake, and gets your brain ready for memorizing things. You should also make sure you eat well, and that means eating the right kinds of foods. Fish, eggs, green vegetables and fruit are all good foods for your brain.

Voice 1: Anything else?

Voice 2: Yes, above all make sure that you are sleeping well. Getting a good night's sleep, which means at least seven hours a night, may improve your memory.

Voice 1: Very interesting. Any final piece of advice?

Voice 2: I suggest that you find a memorization technique that works for you, and practise it as often as you can.

Answers:

Ideas that are mentioned:

- a** reading the Holy Quran
- b** taking exercise
- d** finding a memorization technique
- e** doing crossword puzzles
- f** repeating things you want to learn
- i** eating foods good for your brain
- j** getting a good night's sleep

Ideas that are not mentioned:

- c** playing games
- g** reading aloud
- h** telling stories

Workbook, page 34, Activity 3

In the first part of this activity, students look at the four verbs *remember*, *forget*, *remind* and *lose* and choose the correct alternative for each sentence.

Theme 3 Unit 3

Remembering and Forgetting

Answers:

1. remind
2. remember
3. forgot
4. forgetting ... losing

Students make up four sentences of their own, using one of the four verbs in each sentence. Get them to compare their sentences with a partner, then ask volunteers to read out their sentences.

Workbook, page 35, Activity 4

The poem 'I remember, I remember' is a poem about nostalgia. It contrasts the carefree days of the past with the troubled days of the present.

The poet remembers the innocent and happy days of his childhood and compares them with the present. The poem is full of regret for his childhood days, although we are not told why the poet feels so unhappy about his life as an adult.

There are several lines in the poem which convey the feeling of sadness and regret, and a sense of lost innocence. Here are some examples:

Verse 1

*But now, I often wish the night
Had stole my breath away.*

stole = stolen, taken

In other words, the poet is saying he wishes he had died when he was young.

Verse 2

*My spirit flew in feathers then
That is so heavy now ...*

My spirit flew as light as a bird when I was young, but now it is so heavy (sad) ...

*But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a boy.*

'tis= it is

It makes me very sad to know that now, I'm further away from Heaven than when I was a boy.

Students read the poem. Before they read, they look at the picture and discuss ideas about how it could be related to the title. The poet is remembering a house – the house where he was born and spent his childhood.

Play Listening 3.3.3. Tell students to follow the poem in their books as they listen. After they have listened, ask them if they liked the poem, and to give their reasons. They discuss questions **a**, **b** and **c** under the poem

Listening Script 3.3.3

I remember, I remember

I remember, I remember
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day;
But now, I often wish the night
Had stole my breath away.

I remember, I remember
Where I used to swing,
I thought the air must rush as fresh
As swallows on the wing;
My spirit flew in feathers then
That is so heavy now
The summer pools could hardly cool
The fever on my brow.

I remember, I remember
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky;
It was a childish ignorance;
But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a boy.

Theme 3 Unit 4

Dramatic Connections

Workbook, page 35, Activity 5

As a homework activity, ask students to write a short poem in English about a memory from their childhood. The memory can be sad or happy, and can be about a person, or an event. The best poems could be read aloud in class, or put up on the walls.

Students do not have to make their poems rhyme, as this will probably be too challenging for them.

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

Coursebook, page 40, Activity 1

Students discuss questions **a** and **b** in their groups. Ask if they have seen any plays, what plays they have seen and whether they enjoyed watching them. Elicit their ideas about why drama can be a very effective way to get a message across.

Note: Drama is very powerful way of communicating a message to people because a live theatre performance makes the audience sit up and listen because it is visual. This works particularly well with children. When children see a topic presented and played out in front of their eyes, they understand it more and can remember it better.

Coursebook, page 40, Activity 2

Students discuss the three pictures and decide what topic they are about. Elicit that they are about road safety.

Have a brief discussion with students about road safety in Oman. What are the main things which lead to accidents? Students might suggest some of the following:

- speeding
- drivers not wearing seatbelts
- drivers talking on their mobile phones
- parents not using car seats for their children
- cars travelling too close to the car in front (tailgating)
- drivers not indicating before they change direction

Coursebook, page 40, Top Tip

Direct students' attention to the top tip. Explain that there are many purposes for listening – for example, to hear an account of an event, to find out information about something or to follow instructions. If we know the purpose before we listen, our minds will be more tuned in to the listening text, and we will be more receptive.

Theme 3 Unit 4

Dramatic Connections

Coursebook, page 40, Activity 3

Students listen to a phone conversation between Ahlaam Al Marhoobi, a lady who brings theatre groups to Oman, and a head teacher. First, they read the four phrases and discuss the most likely reason for the head teacher's call out of the four choices given.

Note: Ahlaam Al Marhoobi is a real person who has been bringing plays to be performed in schools in Oman for over ten years. In the dialogue below, she talks about her work.

Play Listening 3.4.1 straight through. Students listen and see if they guessed the correct reason for the call.

Listening Script 3.4.1

Mobile rings

Ahlaam: Hello?

Teacher: Good morning. Am I speaking to Ahlaam Al Marhoobi?

Ahlaam: Yes, that's right. How can I help you?

Teacher: Well, I've heard you bring theatre groups to Oman. I'm interested in having a play performed at our school, and I'd like to find out more about the kind of plays you do. May I ask you some questions?

Ahlaam: Yes, of course. Please go ahead.

Teacher: Where do the plays come from?

Ahlaam: I get them from a theatre group in the UK, who write and perform them. The company sends actors to Oman and I help them as much as possible. I go with the actors to different schools and regions, so I sometimes watch the same play ten or twenty times, depending how long the tour is!

Teacher: What are the plays about?

Ahlaam: Oh, different topics. I started off bringing plays to entertain primary school children, and get them singing and having fun. But now, I also bring plays for older students about serious topics – for example, electricity, space and the environment. In February 2010, I brought two plays about a subject I'm very worried about – road safety in Oman.

Teacher: How do you choose the plays?

Ahlaam: Some plays have already been written. But the plays about road safety were specially written for Oman. I told the theatre company what points I wanted to get across – for example, the dangers of speeding, how to behave in a car or school bus, how the driver shouldn't talk on a mobile phone. We also included quad bikes and their dangers. The company wrote the plays, and sent me a draft. I checked everything to make sure the plays were suitable for Oman and our culture.

Teacher: How do the plays benefit our students?

Ahlaam: Well, drama is a powerful tool if you want to get a message across. Young people enjoy watching the plays, so they are more likely to learn from them and remember the message in them.

Teacher: Thank you very much for the information. It was very helpful. I'll discuss things with my colleagues and get back to you.

Ahlaam: Nice talking to you, and thanks for your call. Goodbye!

Theme 3 Unit 4

Dramatic Connections

Answer:

d to find out more about the plays which Ahlaam brings.

Workbook, page 36, Activity 1

Students listen to the conversation again and complete the gaps in the sentences with the missing words or phrases. When they hear the sentences on the CD, ask them to put up their hands so you can pause the CD and give them time to write each word or phrase in the appropriate gap.

Tell students to swap their books with a partner. Do a whole class check. Elicit the answers and write them on the board. Tell students to make sure that their partner has spelt the words correctly.

Answers:

- a** performed
- b** actors
- c** students ... space
- d** quad bikes
- e** suitable ... culture
- f** powerful
- g** discuss

Workbook, page 36, Activity 2

This activity gives students practice in responding to statements with short questions. This is a common conversational technique used in English when someone is relating an event, telling a story or making a statement. It reassures the speaker that the listener is following, and is interested in, what they are saying

Get a couple of volunteers to demonstrate the example, then organise the class into pairs and get them to practise saying the other statements and questions. Tell students to pay particular attention to the tense of the statement before they form the question. If the statement is in the simple past, the question will also be in the simple past.

Students and their partners take it in turns to say the statements and questions. Play Listening

3.4.2 so they can check whether their short questions were correct. Pause the CD after each statement and question to give students time to check that they have written the correct short question on the writing line after the statement.

Listening Script 3.4.2

Voice 1: a. I sometimes watch the same play 20 times.

Voice 2: Do you?

Voice 1: b. Some plays have already been written by the company.

Voice 2: Have they?

Voice 1: c. The subject of the play was road safety.

Voice 2: Was it?

Voice 1: d. Young people enjoy drama very much.

Voice 2: Do they?

Voice 1: e. We're going to see the play tomorrow.

Voice 2: Are you?

Voice 1: f. Electricity is an interesting topic.

Voice 2: Is it?

Voice 1: g. I'll call him as soon as I can.

Voice 2: Will you?

Voice 1: h. My brother has just visited the Royal Opera House

Voice 2: Has he?

Coursebook, page 41, Soundbites

Direct students to the Soundbites box which presents ways of expressing obligation, necessity and advice using modal verbs. Refer students also to the Grammar Reference page for Theme 3 on page 77 of the Workbook for more examples.

Play Listening 3.4.3. Practise the language with students, paying attention to the intonation.

Theme 3 Unit 4

Dramatic Connections

Listening Script 3.4.3

Soundbites

Expressing Obligation, Necessity and Advice

You **must** have a passport to travel abroad.

You **mustn't** cheat in an exam.

You **have to** follow the rules of the game.

You **don't have** to come today if you're busy.

You **should** respect older people.

You **shouldn't** watch so much TV.

You **need to** keep the beach clean.

You **needn't** buy a new CD every week. You already have enough.

Coursebook, page 41, Activity 4

This activity gives students practice with using the modal verbs in the Soundbites activity. Students look at the three pictures, and individually write down some things they would say to the people in the pictures. Here are some examples you can give to help students:

Picture A: You mustn't use a mobile phone in a hospital. It's not allowed.

Picture B: You shouldn't eat so much junk food. It's not healthy.

Picture C: You mustn't break the speed limit. It's dangerous to drive too fast.

Go round the groups, eliciting more suggestions about what they might say to these people, and write them on the board.

Coursebook, page 41, Activity 5

Students read the further examples of situations where they might want to give someone strong

suggestions or advice. In groups, they think of things they would say to these people. As before, go round the groups and write their suggestions on the board.

Workbook, page 37, Activity 3

Students look at the four pictures in groups, then put them into the correct sequence of events.

Answers:

c, a, d, b

Tell students to imagine they are the person walking on the beach. They should think of some reasons they might give to the person leaving his litter on the beach as to why he shouldn't do that. Some examples are given in the Coursebook, but encourage students to think of their own examples as well.

Students should then imagine they are the person who has left the litter lying on the beach, and say why they have done this. Again, some examples are given in the Coursebook.

Workbook, page 37, Activity 4

Students create a dialogue between the two figures, and dramatise the situation. They should try and include some examples of the phrases with modal verbs used in the Soundbites box in Coursebook, page 41. When they have written and practised their dialogues, ask volunteers to act them out in front of the class.

Encourage students to create dialogues which flow in the most natural way possible. Each line of the dialogue should follow on from what the other person has just said, so that the two participants play equal parts in keeping the conversation going.

Note: If students prefer, they can choose one of the other situations in Coursebook, page 41, Activity 5 and create a dialogue based on that situation instead.

Theme 3 Unit 5

Volunteers

Coursebook, pages 42 and 43

Workbook, pages 38 and 39

Lead-in

Ask students what they understand by the word *volunteer* and make sure the meaning is clear to them. *Volunteer* can be used as a verb or a noun.

- volunteer* (n) – 1. Someone who is not paid for the work they do.
2. Someone who offers to do something without being forced.

- volunteer* (v) - 1. To do work without getting paid.
2. To offer to do something without being forced.

Write some sentences with *volunteer* on the board, and ask students to tell you if it is a noun or a verb in each sentence. Here are some examples:

1. Can I have a volunteer to collect the books, please? (noun)
2. My brother and his friend volunteered to clean up the beaches. (verb)
3. A small team of volunteers went out to look for the missing child. (noun)
4. I'm going to volunteer to work on a project in Africa. (verb)

Ask if students know the adjective that comes from *volunteer*. Elicit or teach the word *voluntary* and write it on the board, together with a couple of example sentences.

1. You don't get paid for voluntary work.
2. They are forming a voluntary organization to help the community.

You can also teach the adverb *voluntarily*.

1. He answered the question voluntarily.
2. Did your teacher ask you to do all that extra homework? No, I did it voluntarily.

Coursebook, page 42, Activity 1

Before students read the text, refer them to Coursebook, Unit 1, page 34 of this theme, and direct their attention again to the top tip, which is about ways of preparing for a new reading text so that it is easier to understand.

Remind students that the title and pictures give important clues about a text. They can start thinking about the topic and how their own experience relates to it. This will make their minds more receptive to dealing with the text.

Encourage students to start thinking about the topic of volunteers. Ask them if they have ever volunteered for anything at home, or in the wider community. What volunteer programmes do they know of in Oman, and other GCC countries? What international agencies work in Oman? Do other nationalities come to Oman to volunteer for projects?

Students read the text, 'About Cook International.' As they read, they look for the answer to the focus question, 'What kind of organization is Cook International?' They then discuss the four questions under the text.

Answer to focus question:

Cook International is a charitable organization which runs community aid projects and adventure challenges in many different countries for young volunteers.

Note: *Cook International* is a fictitious company, although it is modelled on real organizations which run volunteer programmes for young people.

Coursebook, page 42, Activity 2

Students read the list of projects, and choose the three they would be most interested in joining. They can do this activity in groups or pairs. Open the discussion out into a whole class discussion, asking students to give the reasons for their choices. Establish which are the most and least popular class choices.

Theme 3 Unit 5

Volunteers

Coursebook, page 43, Activity 3

Students read the list of six statements. They then read the information in the text about Cook International. They decide if each statement is **True, False** or if there is no information given. They should write the answers in their exercise books.

Answers:

- 1 T
- 2 NG. It only says over 28. We don't know if there is an upper age limit.
- 3 F. There are also 5 week programmes.
- 4 NG. We don't know if there are countries on every continent, as only some of the countries are listed.
- 5 T
- 6 F. Volunteers will develop these qualities on the programmes if necessary.

Workbook, page 38, Activity 1

Students read the application letter from a boy called Tariq Ali to Cook International. They match the seven descriptions to each part of Tariq's letter, and write the appropriate letter in the box after each one.

Note: Remind students that 'Dear Sir / Madam' is only used to begin a letter when we don't know the name or address of the person we are writing to. When we begin a letter in this way, we should end it with the phrase 'Yours faithfully'.

Answers:

- a writer's address
- b writer's contact details
- c organization's address
- d formal greeting
- e formal ending
- f writer's signature
- g writer's name

Workbook, page 38, Activity 2

Students match each of the five paragraph summaries to one of the paragraphs in Tariq's letter. They write the number of each paragraph in the box after each phrase.

Answers:

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

Workbook, page 39, Activity 3

Students discuss what skills and qualities they think volunteers on an international project should have. Ask them in their groups to list the top five in each category. Go round the groups asking a spokesperson from each group to summarise the group's choices to the class. Ask students to give reasons for their choices.

Make sure that students understand the meanings of the adjectives in the column headed 'qualities.' As a homework activity, tell them to write sentences containing these adjectives into their exercise books.

Workbook, page 39, Activity 4

Students write a formal letter of application to join a volunteer project. They can either choose an organization which runs one of the projects listed in Coursebook, page 42, Activity 2, or write a letter to join a volunteer project in Oman.

Background information about volunteering in Oman

According to an article published in a local paper in Oman in March 2011, more volunteers are needed in every type of volunteer organization in the Sultanate.

December 5 is International Volunteer Day around the world. In December 2010, the Ministry of Social Development announced a new award in Oman – the Sultan Qaboos Prize for Voluntary Work. This prize will be awarded every December to individuals or organizations who are most effective in contributing to society through voluntary work. According to the Ministry, the prize will 'solidify and expand the culture of volunteer work and show its importance in serving the family and society'.

Theme 3 Unit 5

Volunteers

Most volunteer projects in Oman are run by social and environmental organizations. Projects range from protecting wildlife to helping sports coaches with disabilities. Projects that volunteers can be involved in include raising money through charity events, awareness campaigns, school and community presentations, discussion forums and research initiatives.

As the director of one charitable organisation said, "Volunteering is important for society because it makes people united, and it's a service to the community."

Source: www.theweek.co.om

Organisations in Oman which run volunteer projects include:

- KnowledgeOman (wide variety of community projects)
- ESO (Environment Society of Oman – environmental and conservation projects)
- Dar Al Atta'a (community projects and aid initiatives)
- PETRA (Para Equestrian Therapeutic Riding Activities – horse riding activities for disabled children and adults)
- Al Hayat Association (helps people with drug addiction problems and their families)
- Special Olympics Oman (provides disabled athletes with the opportunity to train and compete in Olympics-style sports)

Give students five minutes to choose the organization they are going to write their letter to. Explain that they are going to do this in stages. As a first step, refer them to the Writing Guide on page 72 of the Workbook and go through the guidelines of writing a formal letter of application. Discuss the main elements of layout and language appropriate for a formal letter.

Note: These guidelines can also be applied to job applications.

Tell students to write a draft of their letter in their exercise books. Allocate 15 – 20 minutes

for them to write their drafts in class. Circulate around the classroom offering guidance and support. Tell students to edit their draft at home, and write a second draft to bring to the next lesson. After checking, they should copy their final draft onto the writing lines on page 39 of their Workbooks.

Across Cultures

Coursebook, pages 44 and 45

Workbook, page 40

Country Focus: Australia

Reading for Pleasure

Coursebook, pages 46 and 47

Workbook, page 41

The Country of the Blind

Genre: Adventure Story

Review and Reference

Coursebook, page 48

Workbook, pages 42 and 43

Note: At the end of this theme, don't forget to check students' spellings of the core words in the Glossary 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. They should then turn to Activity 1 on page 42 of their Workbooks and assess how well they have achieved each objective.

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

Answers to Across Cultures

Activity 1

- The outback is the name given to large areas of desert.
- The Aborigines came to Australia thousands of years ago.

Theme 3 Unit 5

Volunteers

- c** The eucalyptus tree is found in the wetter regions.
- d** You can see the Harbour Bridge from the hills overlooking Sydney.
- e** Australians are especially good at swimming.
- f** 'Barbies' often take place on the beach.
- e** affirm(ed)
- f** herb ... scent
- g** corpse
- h** stimulate(d)
- i** feather
- j** community ... volunteer
- k** participant(s)
- l** volunteer

Activity 2

- 1 Australia is the sixth largest country in the world.
- 2 The Aborigines came to Australia 40,000 years ago.
- 3 The didgeridoo is a kind of Aboriginal musical instrument.
- 4 A marsupial is an animal which keeps its young in a pouch.
- 5 The capital of Australia is Canberra.
- 6 Over 24 per cent of Australians over 15 do organised sporting activities.

Activity 3

1. Meat
2. Emu
3. Aussie.
4. Tree.
5. Sport.
6. Opera.
7. Koala.
8. Barbie
9. Beach.

Name of country: AUSTRALIA

Answers to Review and Reference

Activity 2

- a** still
- b** already
- c** just
- d** just
- e** yet
- f** still
- g** already
- h** yet

Activity 4

- a** ignorance
- b** disorder
- c** flock
- d** litter ... bin

Theme 4

Beginnings and Endings

Summary

Overview

Coursebook: Activities 1, 2

Lead in: Activating interest in the topic area

Relating photos to the units of the theme

Focusing on vocabulary related to the theme

Unit 1 Life Changes (Reading)

Coursebook: Activity 1 Reading and discussion

Workbook: Activity 1 Matching and ordering

Workbook: Activity 2 Listening and speaking

Coursebook: Activity 2 Reading and matching paragraph headings

Coursebook: Activities 3 and 4 Reading for specific information

Workbook: Activity 3 Vocabulary development

Workbook: Activity 4 Grammar: prepositions

Coursebook: Time to Talk Describing and asking questions

Workbook: Activity 5 Writing about an event

Unit 2 Are You Old Enough? (Grammar)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading and discussion

Workbook: Activity 1 Listening and gap-fill

Workbook: Activity 2 Reading for specific information

Coursebook: Grammar Recall

'Can' and 'can't' (cannot): review

Coursebook: Activity 3 Categorisation

Workbook: Activity 3 Sentence completion

Workbook: Activity 4 Using 'can't' for deduction

Coursebook: Activate Your English Discussion

Workbook: Activity 5 Grammar practice activities

Unit 3 Tying the Knot (Vocabulary)

Lead-in: Discussion: activating interest in the topic area

Coursebook: Activity 1 Discussion and vocabulary

development

Coursebook: Activities 2, 3 Listening for specific information

Workbook: Activity 1 Reading and listening

Workbook: Activity 2 Listening for specific information

Workbook: Activity 3 Categorisation

Coursebook: Activity 4 Reading for specific information

Coursebook: Activity 5 Vocabulary development

Workbook: Activity 4 Vocabulary review: crossword

Additional Writing Activity Writing a description

Unit 4 New Year (Listening and Speaking)

Lead-in: Revising knowledge of the topic area

Coursebook: Activity 1 Reading and discussion

Coursebook: Activity 2 Listening and categorisation

Workbook: Activities 1, 2 Listening for specific information

Coursebook: Activity 3 Reading and discussion

Coursebook: Soundbites Stating plans and intentions

Workbook: Activity 3 Writing sentences

Workbook: Activity 4 Listening for specific information

Workbook: Activity 5 Discussion and writing

Coursebook: Activity 4 Discussion and writing

Additional Writing Activity Writing resolutions

Unit 5 Fantastic Festivals (Writing)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading for gist

Coursebook: Activity 3 Reading for specific information

Coursebook: Activity 4 Vocabulary development: adjectives

Workbook: Activity 1 Reading and identifying passive verbs

Workbook: Activity 2 Using the passive: gap-fill

Workbook: Activity 3 Analysing a description of a festival

Workbook: Activity 4 Writing a description of a festival

Theme 4 Unit 1

Life Changes

Overview

Lead-in

Coursebook, page 49, Activity 1

Direct students to the Overview page of the Coursebook. Ask them to look at the title of the theme, *Beginnings and Endings*, and five photos. Then ask them to look through the theme at the titles of the five units, and elicit their ideas about how the photos could be linked to the units.

Note: Each photo depicts one of the topics covered in the five units of the theme.

- A Masai warrior.
Relates to Unit 1 which is about life changes.
- Learning to drive.
Relates to Unit 2, which is about legal ages.
- A bride.
Relates to Unit 3, which is about weddings.
- A New Year greeting.
Relates to Unit 4, which is about New Year.
- A festival.
Relates to Unit 5, which is about festivals and carnivals.

Coursebook, page 49, Activity 2

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

societies: groups of people who share laws, organizations and customs

ritual: ceremony always done in the same way to mark an important religious or social occasion

rite of passage: ceremony or ritual that marks an important stage in someone's life

adulthood: state of being an adult

mature: behaving in a sensible and reasonable way, like an adult

legal ages: ages at which the law states that people are old enough to do things

marriage: state of being married, or wedding ceremony

celebration: occasion like a big party when you do something special and enjoyable to mark something

occasion: important social event or ceremony

New Year resolutions: promises that you make to yourself at New Year to change your life in some way so that it becomes better

festivals: special times and events when people celebrate something

carnivals: festivals in which people dress up in brightly coloured clothes and walk through the streets playing music and dancing

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

Coursebook, page 50, Activity 1

Lead-in

Discuss with students the concept that a person's life is divided into different stages. Ask them in their groups to list what they think the various stages are. Ask a spokesperson from each group to list the stages, and write each group's ideas on the board.

Direct students' attention to the quotation from Shakespeare.

Background Information

The Seven Ages of Man

The quotation is an extract from Shakespeare's famous comedy, *As You Like It*. It is one of Shakespeare's most famous soliloquies, and is spoken by the character Jacques.

In the soliloquy, Jacques compares the world to a stage, where people come and go like actors.

Theme 4 Unit 1

Life Changes

Ask students questions, such as:

- What do you think 'exits and entrances' mean? (deaths and births)
- How many stages does Shakespeare think our life is divided into? (seven)

Note: merely = only

Workbook, page 44, Activity 1

In the first part of this activity, students put the seven stages of a person's life into the correct sequence. Make sure they understand the meaning of 'toddler' and 'pensioner.'

Toddler: very young child who is just learning to walk

Pensioner: someone who has retired and receives an amount of money from the government, or company they used to work for

You can also ask students how old they think the people in each category would be.

In the second part of the activity, students match the stages of a person's life to the pictures. There are two stages that have no pictures.

Answers (from youngest to oldest):

baby – picture **a**
 toddler – no picture
 child – picture **d**, also picture **b**
 teenager – picture **e**
 young adult – picture **b**
 middle-aged person – no picture
 pensioner – picture **c**

Workbook, page 44, Activity 2

Revise the names of the pictured shapes. Elicit the names and write them on the board.

Shapes:

moon, rectangle, triangle, heart, sun, diamond, star

Students listen to the recording and follow the instructions. Play Listening 4.1.1 straight through.

Listening Script 4.1.1

- Voice 1: Look at the shapes and listen to the instructions. Write the information in the shapes. First, choose a shape and write the name of a teenager you know.
- Voice 2: Next, choose a shape and write the age of a child you know.
- Voice 1: Now choose a shape and write how many babies you know.
- Voice 2: Choose another shape and write 'Yes' if there's a toddler in your family and 'No' if there isn't.
- Voice 1: Choose a different shape and write the name of a young adult you know.
- Voice 2: You should have two shapes left. Choose one of them and write 'Yes' if there's a pensioner in your family and 'No' if there isn't.
- Voice 1: In the last shape, write the name of a middle-aged person you know. Now swap your book with a partner, and answer your partner's questions.

Students swap books with a partner. Their partner reads what they have written in the shapes and asks questions in the style of the examples given:

- Who's Ahmed?
- Why did you write 7 in the star?

Coursebook, page 50, Activity 2

Students skim the text and decide on the best title. Ask them to give their reasons as to why they chose this title.

Answer:

The most appropriate title is **c**.

Title **a** isn't appropriate because the text isn't about South American customs in general, only one custom - the quinceañera

Title **b** isn't appropriate because the text isn't a personal account of someone's fifteenth birthday party

Title **d** isn't appropriate because the subject of the text isn't teenage problems

Theme 4 Unit 1

Life Changes

Coursebook, page 51, Activity 3

Students read the text in Activity 2 in more detail, then answer the three questions. This can either be done as an oral activity, or if you prefer, get them to write out their answers in their exercise books.

Answers:

- 1 (c) a ritual
- 2 15 is the age when a young girl has a quinceañera, the ceremony which marks her transition into womanhood
- 3 A birthday cake, a doll and a pair of shoes with flat heels all symbolise things the girl is rejecting in order to become a woman.
 - (a) During the quinceañera, the girl has to blow out candles on her birthday cake.
 - (b) She is given a present of a doll but she has to hand it back.
 - (c) She starts dancing in a pair of flat heeled shoes, but these are replaced during the quinceañera by shoes with high heels.

Coursebook, page 51, Activity 4

Students read the short text about the Masai. As they read, they look for the answer to the focus question.

Answer:

The significance of killing a lion for Masai boys is that it is the most difficult task in a series of tasks they have to perform in order to be accepted as men.

You can also ask students what the difference is between the rite of passage for girls in a Spanish speaking South American society, and the rite of passage for young Masai boys. For the girls, the rite of passage is a single occasion (the quinceañera), whereas for the boys it is a long undertaking that happens over two years.

Workbook, page 45, Activity 3

Students read the definitions listed, then read the texts in Activities 2 and 4 on pages 50 and 51 of their Coursebooks again. They identify the meanings of the words in bold from the listed definitions.

Note: Students should identify the part of

speech of each of the words in bold. This will help them find the meaning of that word in the listed definitions. For example, 'waltz' is a noun, so the answer in the listed definitions will also be a noun.

Answers:

- 1 waltz
- 2 significant
- 3 illegal
- 4 trials
- 5 gradual
- 6 womanhood
- 7 symbol
- 8 transition
- 9 embark on

As an additional activity, tell students to use the words in sentences of their own, and to write these out in their exercise books.

Workbook, page 45, Activity 4

Students fill in each gap in the sentences with one of the words in the box at the top. Warn them there are two extra prepositions in the box.

Answers:

- a with
- b to
- c from ... to
- d of ... with
- e of
- f in
- g on
- h with

Extra prepositions:

out, by

Coursebook, page 51, Time to Talk

Students make notes individually about a significant event in their own lives, which includes the information specified. They describe the event to a partner.

Their partner listens, and asks one or two questions to find out more information. If time allows, students can change partners, and follow the same procedure.

Workbook, page 45, Activity 5

Students write about a significant event in their own lives.

This can be the same event they described in the 'Time to Talk' activity (Coursebook, page 51) or a different event. Remind students that they should use the past tense when describing past events.

It is strongly recommended that, if time allows, teachers get students to write their first drafts in class as in this way, teachers can best help and guide students.

Students' pieces of writing will vary, but as a general rule, they should divide their work into three or four paragraphs. In the first paragraph, they should introduce the event and say when it took place.

- When I was ten years old, something very exciting happened.
- One day, when I was twelve, . . .
- I will always remember an experience which happened two years ago.
- The most interesting experience I've ever had happened when I was seven years old.

In the next paragraph or two, they should give more details of the experience and say what happened.

- My sister and I were on our way home when . . .
- My family were visiting my uncle when . . .

After describing the event, students should say how they felt about it, or what effect it has had on their lives.

- Now that I am older, I still remember . . .
- I will never forget that wonderful day.
- It was the most exciting experience I've ever had.

Example of a model piece of writing**The Day I Saw a Whale**

I will never forget the day I saw a whale. I had been on a boat trip to the Damaniyat Islands, near Muscat, with a group of volunteers from the Environmental Society of Oman. We had gone to the islands to clean up the beaches and collect litter that people had left behind from picnics.

On our way back, a huge black shape suddenly rose up out of the sea. It was the size of a truck. "Look, a whale!" someone shouted excitedly. It disappeared, then rose again. It was quite near our boat, and could easily have turned us over, but there wasn't time to be frightened. We gazed at it in surprise and wonder. It was an astonishing sight.

The whale disappeared for the last time. But I will never forget that magical experience. It made me appreciate the wonders of nature even more. Shortly after that, I joined a society to preserve whales and dolphins.

Theme 4 Unit 2

Are You Old Enough?

Coursebook, pages 52 and 53
Workbook, pages 46 and 47

Coursebook, page 52, Activity 1

Discuss with students the three pictures. Elicit their ideas about how old you have to be to do these things in Oman.

Coursebook, page 52, Activity 2

Students read the information about legal ages in the UK, then decide if the statements underneath are True, False or if there is no information given. Remind them to note down the answers in their exercise books, not in their Coursebooks.

Make sure they understand the meaning of 'parental consent' (with the agreement of parents).

Answers:

- a T
- b NG
- c F
- d T
- e NG
- f F

Workbook, page 46, Activity 1

Students read the three gapped texts, and try and guess the legal ages in each country for the activities mentioned. They listen to the three speakers, and check to see if their guesses were correct, changing their answers if necessary.

Play Listening 4.2.1 straight through. Repeat as necessary. The answers are given in **Bold** in the listening script below.

Note: Students can fill in the ages using either numbers or words.

Listening Script 4.2.1

Voice 1: The law in Australia says that young people are adults at **eighteen**. That's when they can vote. No, not 'can' – they have to vote when they

are adults – in Australia, it's the law. Young people can leave school at **sixteen** and they can drive at **seventeen**. Australians can get married at **sixteen** if their parents agree.

Voice 2: In the US, you can vote at **eighteen** and in most states you can drive at **sixteen**. The age at which you can do other things is different from state to state. In some states, for example, Arkansas, you have to stay at school until you're eighteen, but in other states like Alaska, you can leave school at **sixteen**. In most states, you can get married at **sixteen** if your parents agree. In California, you can marry at **any age** if your parents agree!

Voice 3: In Japan, young people can leave school at **fifteen** and drive at **eighteen**. The law in Japan says that people are adults at **twenty**. They have special celebrations then. Japanese people can vote when they are **twenty**. Girls can get married at **sixteen** but boys have to wait until they're **eighteen**. I don't know why boys have to be older than girls.

Workbook, page 47, Activity 2

Students read the information in the three completed texts in Activity 1 again, then answer the questions about legal ages in different countries.

Answers:

- a Japan
- b The US
- c Australia
- d Arkansas (state in the US)
- e Australia
- f Japan

Theme 4 Unit 2

Are You Old Enough?

As a discussion point, elicit students' ideas about why the legal age to get married in Japan is older for boys than for girls. Ask students whether they agree with having different legal ages for boys and girls to get married, or for other activities.

Coursebook, page 53, Grammar Recall

Discuss with students the modal verbs 'can' and 'can't' (cannot). Explain that 'can' and 'can't' are used for several different purposes to express:

- ability
- possibility
- prohibition
- offers and requests
- deduction

Direct students' attention to the Grammar Recall box. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right.

Refer students to the Grammar Reference section on page 77 of their Workbooks for further information and examples of the usage of 'can' and 'can't' (cannot).

Answers:

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

Coursebook, page 53, Activity 3

Students draw three columns in their exercise books and categorise the six sentences according to the function of 'can' in each. They add two questions of their own to each category.

Draw three columns on the board. Elicit the answers and write the questions into the columns. Elicit a few examples of students' own questions and write them into the appropriate columns.

- a Possibility
- b Offer
- c Request
- d Possibility
- e Request
- f Offer

Workbook, page 47, Activity 3

Before students complete this exercise, remind them of the differences between 'can' and 'can't' and 'have to' (for expressing obligation) and 'don't have to' (for expressing no obligation). For further information, refer them to the Grammar Reference section on page 77 of their Workbooks.

Answers:

- 1 can't
- 2 can't
- 3 can
- 4 don't have to
- 5 have to
- 6 can't ... have to
- 7 Can ... can't

Workbook, page 47, Activity 4

This activity gives examples of 'can't' used for deduction. Students match each sentence with the situation it is related to. They write the number of the situation in the box after each sentence.

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

Coursebook, page 53, Activate Your English

In groups, students discuss how old they have to be to do the listed activities in Oman. They should also discuss whether they agree or disagree with the legal ages, and give their reasons.

Go round the groups, asking a spokesperson from each one to summarise that group's

Theme 4 Unit 3

Tying the Knot

discussion to the class. If students don't agree about some of the legal ages, encourage them to suggest what the ages should be, and to give their reasons. Ask whether there are any new laws they would like to introduce relating to legal ages, and again, give their reasons.

As an additional writing activity, students can summarise the information about legal ages in Oman for the different activities listed in 'Activate Your English.'

Workbook, page 47, Activity 5

The Grammar Practice activities on page 67 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 67 of their Workbooks for guidance.

Answers to Grammar Practice Activities:

- 1 a 3
b 6
c 5
d 7
e 1
f 4
g 2
- 2 1 have to
2 have to
3 don't have to
4 can
5 can
6 can't
7 can
8 can't
- 3 a can't
b don't have to ... can
c have to
d can't
e have to
f can ... can't ... have to

Coursebook, pages 54 and 55
Workbook, pages 48 and 49

Lead-in

Direct students to the title of the unit and ask if they can guess what it means. Direct them to the pictures on the page to help them and elicit some ideas.

Background Information

Tying the Knot

The expression 'tying the knot' comes from an old Celtic custom called 'Handfasting.' When a man and a woman came together at the start of their marriage, their wrists were tied together. The term is used today to mean that someone is getting married or engaged.

Coursebook, page 54, Activity 1

Direct students' attention to the pictures again, and ask them in groups to describe what is happening. Encourage them to describe the pictures in detail, including who the people are, what they are doing, what they are wearing etc. Tell students to note down any specific wedding vocabulary in their exercise books.

Coursebook, page 54, Activity 2

Students listen to a conversation between two friends, Sarah and Lucy. As they listen, they note down the answers to questions **a** and **b** in their exercise books.

Play Listening 4.3.1 straight through. Repeat as necessary. The answers are given in **Bold** in the listening script below.

Listening Script 4.3.1

- Lucy: Hi, Sarah! Where were you yesterday?
I tried to call you to see if you wanted to go to the cinema.
- Sarah: Oh, I'm sorry, Lucy. I was **at an Omani friend's wedding**.
- Lucy: At night?

Theme 4 Unit 3

Tying the Knot

Sarah: Well, it wasn't actually the wedding ceremony. It was the reception.
 Lucy: How interesting. What was it like?
 Sarah: It was lovely, but it was very different to my wedding reception.
 Lucy: Really? In what way?
 Sarah: Well, for one thing **there were no men, only women** at the reception, and for another thing, there were **no speeches**.
 Lucy: Oh. That's very different to a British wedding reception.

Coursebook, page 54, Activity 3

Ask students to read the six statements about British wedding receptions. Ask if they can predict whether these statements are true or false based on their knowledge of the world.

Explain that they are going to hear a conversation between Sarah and her Omani friend, Khalsa, about British wedding receptions. As students listen, they should decide whether the statements are True or False, or if there is no information given.

Play Listening 4.3.2. Repeat as necessary. Elicit the answers from volunteers. If a statement is **False**, ask students for the correct information.

Listening Script 4.3.2

Khalsa: Is an Omani wedding reception very different to a British one, Sarah?
 Sarah: Oh, yes. In a British wedding, the reception follows immediately after the wedding ceremony.
 Khalsa: Does the wedding ceremony always take place in a church?
 Sarah: No, it sometimes happens in a registry office. People who are not religious, or who are divorced and are getting married again, usually get married in a registry office.
 Khalsa: What happens at a British wedding reception?
 Sarah: Well, the bride and groom and their families greet the guests as they

arrive. Then everyone sits down to a big meal.

Khalsa: What happens after the meal?
 Sarah: Um . . . a number of speeches are made, usually by the bride's father, the groom's father and the best man. And then of course there are lots of toasts!
 Khalsa: Toasts? I thought toast was hot bread.
 Sarah: Yes, it is, but it also means holding up your glass and wishing someone health or happiness before you drink.
 Khalsa: Who's the best man?
 Sarah: He's usually the groom's best friend or brother.

Answers:

- 1 F. The reception is immediately after the wedding ceremony.
- 2 F. Some weddings take place in a registry office.
- 3 NG
- 4 T
- 5 F. A toast is when you hold up your glass and wish someone health and happiness.
- 6 F. The best man is usually the groom's best friend or brother.

Workbook, page 48, Activity 1

Students listen to another part of the conversation between Sarah and Khalsa. Before listening, they read the five questions and guess the answers using the words in the ring. Warn them there are two answers in the ring which are not used. Then Play Listening 4.3.3 so that they can check their answers.

Listening Script 4.3.3

Sarah: Is there a system in Oman where the man gives money to the bride? I mean, like a dowry?
 Khalsa: Yes, we call it the *mahr*. In addition, he sometimes gives her jewellery, clothes, shoes, bags, even a new mobile!
 Sarah: Wow, that's a really modern kind of dowry!

Theme 4 Unit 3

Tying the Knot

Khalsa: Yes. After both families agree on an amount of money, they arrange a day for the man's family to take the things to the bride.

Sarah: What happens after that?

Khalsa: The two families organize the preparations for the marriage contract and other rituals. The marriage contract is celebrated in the mosque by a gathering of men. After that, the man – or rather, the groom, I should say – and his family go to the bride's house for the engagement party.

Sarah: So the bride doesn't go to the mosque to sign the marriage contract?

Khalsa: No, only the groom. After the engagement party, there are sometimes other celebrations such as the henna party and the Zaffa. That's the day when the bride moves to the groom's house.

Sarah: Is that the end of the celebrations?

Khalsa: Oh no. The last stage is the wedding reception. Today this often takes place in a hotel or a hall. The bride wears a white dress and sits on a stage where all her female friends and family can admire her. This party is usually only attended by women.

Sarah: How interesting. Thanks very much, Khalsa. I understand Omani weddings a lot better now.

Answers:

- a the dowry
- b the marriage contract
- c the groom
- d a hotel
- e the bride

Answers in the ring not used:

the Zaffa, the henna party

Workbook, page 48, Activity 2

Students read the words in the cakes and check their meanings. They then listen to the final part of the conversation between Sarah and Khalsa about British weddings, and answer the questions using the words in the cakes. Play Listening 4.3.4. Repeat as necessary.

Listening Script 4.3.4

Khalsa: Can you explain more about British weddings, Sarah? What happens first?

Sarah: Well, traditionally a man proposes marriage to a woman – he asks her to marry him. But these days sometimes the woman asks the man! After his proposal is accepted, he buys her an engagement ring. Then the couple start preparing for the wedding.

Khalsa: Tell me about the wedding ceremony.

Sarah: The bride is helped to get ready by her female friends and family. She usually arrives at the church or registry office with her father and bridesmaids. The groom is already there waiting. The best man is standing beside him. The bride's father leads her up to him and the ceremony begins.

Khalsa: What happens during the ceremony?

Sarah: The bride and groom make marriage vows - promises to each other about their future lives together. After the ceremony, the bride, groom, wedding official and two witnesses sign the wedding register. If they don't do this, the marriage isn't legal.

Khalsa: I see. What happens next?

Sarah: Well, then it's time for the bride and groom and all their family and friends to go to the wedding reception, the big meal and party to celebrate the wedding. At the end, the bride and groom leave for their honeymoon, their special holiday after the wedding. As she leaves, the bride throws her bouquet of flowers over her shoulder.

Khalsa: Why does she do that?

Sarah: Traditionally, the lady who catches the flowers will be the next person to get married.

Khalsa: Thank you, Sarah. That's very interesting! That's so different from an Omani wedding!

Theme 4 Unit 3

Tying the Knot

Answers:

- a** engagement ring
- b** best man
- c** marriage vows
- d** witnesses
- e** honeymoon
- f** bouquet

Workbook, page 48, Activity 3

Students categorise the words according to whether they refer to people associated with a wedding, or things or events.

Answers:

People

- guests
- witnesses
- couple
- groom
- bride
- bridesmaids
- best man

Things or Events

- ring
- honeymoon
- dress
- cake
- bouquet
- toast
- speeches
- invitations

Coursebook, page 55, Activity 4

Students read the six texts about wedding traditions from around the world. As they read, they look for the specific information required in the questions.

Note: The answer to the first question is in two of the texts.

Answers:

- a** China and India
- b** Fiji
- c** Oman
- d** Spain
- e** Turkey

Coursebook, page 55, Activity 5

This is another exercise in categorization. Students draw two columns in their exercise books. They read the texts in Activity 4 again and find six words or phrases associated with wealth and six with clothes. They write them into the appropriate column.

Answers:

Wealth

- coins
- worldly goods
- money
- cash
- cheques
- gold

Clothes

- dress
- suit
- gown
- coat
- robe
- sari

Note: 'Material' can also be categorized in the clothes column.

Workbook, page 49, Activity 4

Students complete the wedding crossword.

Answers:

Across

- 1** groom
- 2** bride
- 5** bouquet
- 7** cake
- 10** honeymoon

Down

- 1** guest
- 2** best man
- 3** propose
- 4** bridesmaids
- 6** speech
- 8** ring
- 9** reception

Theme 4 Unit 4

New Year

Additional writing activity

Students can write a description of a traditional wedding in their community, using some of the vocabulary they have learned in the unit. They should include information about the different stages of the wedding:

- the preparation
- the ceremony
- the celebration

Refer students to the vocabulary they have learned in both the Coursebook and Workbook to help them when writing their descriptions.

Coursebook, pages 56 and 57
Workbook, pages 50 and 51

Lead-in

Discuss the pictures on Coursebook, page 56 with students. Ask questions, such as:

- What are the celebrations for? (New Year)
- Why do many people think of New Year as a time to celebrate?
- Do you celebrate New Year? Why / why not?

Coursebook, page 56, Activity 1

Students read the short text about New Year and discuss questions a, b and c underneath in groups. Ask a spokesperson from each group to summarise the group's discussion to the class.

Coursebook, page 56, Activity 2

As a lead-in, ask students what they know about New Year celebrations in other countries. Discuss their ideas.

Explain they are going to hear an excerpt from a radio programme called The World View with a discussion about New Year celebrations in Scotland and China. Before they listen, tell them to draw two columns in their exercise books and write 'Scotland' at the top of one and 'China' at the top of the other. Make sure they do this in their exercise books and not in their Coursebooks.

Here are some suggestions you can give students to help them with their listening:

Tips for listening

1. Understanding the general idea (listening for gist)

- When you listen for the first time, don't worry if you don't understand everything. Listening is a skill that has to be practised like any other.
- Listen for important words and phrases.
- Try to link key words to topics.

2. Listening for specific information

- Before you listen, look for clues that will

help you understand what you are going to hear – titles, pictures, important words in questions or statements.

- Use your knowledge of the world to try and predict answers to the questions or statements you are given.
- Try and guess the answers.
- While you listen, listen carefully for words in the listening text which mean the same as the words in the questions or statements.

Give students time to read the list of statements **a – j** and predict whether each one refers to New Year in Scotland, or China, or both countries. They should write the letter of each statement in the appropriate column.

Note: The statements in the Coursebook do not appear in the same order as the information that students will hear in the recording.

Check that students understand the meaning of 'superstitious' which they will hear in the recording.

Superstitious: influenced by beliefs that some objects or actions are lucky or unlucky, based on old ideas of magic.

Play Listening 4.4.1 so that students can check whether their guesses were correct. Repeat as necessary.

Listening Script 4.4.1

Presenter (Pres)

Pres: Welcome to our programme, *The World View*, which today comes to you from Edinburgh in Scotland. Today our topic is New Year celebrations. We'll be talking about the differences between New Year celebrations in Scotland and China. First, I'd like to welcome our special guest, Tony MacDonald, who has just returned from China.

Tony: Good evening. It's great to be here.

Pres: So, Tony, is New Year in China very

different from New Year in Scotland?

Tony: Yes, it is. Even the dates are different.

Pres: Doesn't the Chinese New Year start on 1st January, like in Scotland?

Tony: No, it doesn't. Chinese New Year takes place in January or February. The exact dates are different every year because they depend on the moon.

Pres: I see. What special things happen at New Year in China?

Tony: Oh, lots of things. Chinese people are very superstitious. They clean their houses on the last day of the old year to get rid of bad luck. Then on New Year's Day they put on new clothes and visit their families and friends. Young people often receive envelopes with money. These envelopes are red because red is a lucky colour for the Chinese.

Pres: I suppose there are similar rituals in Scotland too. You know, things like the Scottish tradition of throwing things in the fire to get rid of the old and welcome in the new.

Tony: Exactly. And in Scotland, there's also 'first footing.'

Pres: 'First footing'? What's that?

Tony: It's a very old tradition where people go visiting their friends' and neighbours' houses after midnight on New Year's Eve. 'First foot' means the first person to enter the house after midnight. Traditionally, 'first footers' carry lumps of coal as a symbol of warmth in the coming year.

Pres: I didn't know that. What about firework displays?

Tony: Oh yes. Fireworks are as big a part of New Year in China as they are in Scotland. But in China, there are also processions in the streets. There are floats decorated as dancing dragons to symbolize wealth and long life. Dragons are very lucky in China!

Pres: Yes, we don't have any dragons in Scotland! But we do have a traditional New Year song.

Tony: Ah, you mean 'Auld Lang Syne.' Yes,

Theme 4 Unit 4

New Year

that's famous all over the world.

Pres: What's your favourite part of Chinese New Year celebrations?

Tony: Oh, I think the last day when there's a Festival of Lanterns. People carry lights in the street. It's really beautiful.

Answers:

China

a, c, d, e, f, i

Scotland

b, f, g, h, j

Workbook, page 50, Activity 1

Explain to students they are going to hear the second part of the same radio programme. This time, they will hear three people talking about New Year celebrations in different countries. As they listen, they should put a tick in the box after the name of each country they hear mentioned.

Listening Script 4.4.2

Presenter (Pres)

Pres: Welcome back to Part 2 of our programme. Let's listen to three people who have experienced the New Year and its celebrations in very different countries. Welcome to Julia, Mark and Isabel.

Julia: Hello.

Mark: Hi.

Isabel: Good evening.

Pres: Let's start with you, Julia.

Julia: Well, I lived in **Vietnam** for four years and I learnt a lot about the Vietnamese New Year.

Pres: Sounds interesting! We'll look forward to hearing about Vietnam later. Now, Mark, what country are you going to tell us about?

Mark: I'm going to talk about **Iran**. I lived there for five years and I got to know a lot about the customs, including New Year.

Pres: Great. And finally, Isabel. I believe

you're going to talk about New Year in **Egypt**. Is that right?

Isabel: No, actually, it's **Japan**. I lived in Japan for fourteen years so I know a lot about New Year traditions there. I'm afraid I don't know anything about New Year in Egypt.

Pres: No problem. Let's have a short break, then we can start our discussion.

Play Listening 4.4.2. The answers are given in **Bold** in the listening script below.

Workbook, page 50, Activity 2

Students listen to the next part of the radio programme. This time, they listen for specific information in order to choose the correct ending **a**, **b** or **c** for each statement. Before they listen, give them time to read the statements to prepare themselves.

Play Listening 4.4.3. Students circle the letter of the correct statement as they listen. Repeat as necessary.

Listening Script 4.4.3

Presenter (Pres)

Pres: Let's go back to you, Julia. What can you tell us about New Year in Vietnam?

Julia: Well, the Vietnamese New Year has a special name. It's called Tet. It's a very important festival because it falls between the harvesting of the crops, and the sowing of the new seed. Before the New Year begins, people clean their houses, and pay all the money they owe. The New Year celebrations take place over three days. On the first day, people visit their closest friends and their teachers. On the second day, they visit their in-laws and not so close friends. On the third day, they visit their teachers' families.

Pres: Thank you, Julia. Now, Mark, please tell us about Iran.

Mark: OK. New Year in Iran is called Nowruz. It celebrates the death of the old year, and the birth of the new. Nowruz always begins on 21st March, the first day of spring. People know when it's arrived because a cannon is sounded at the exact moment when the New Year begins. After the cannon has sounded, people start celebrating. They visit their relatives to wish them a Happy New Year, and older people give younger people a silver or gold coin.

Pres: Thank you, Mark. Now, Isabel, over to you. Please tell us about New Year in Egypt . . . sorry, I mean Japan.

Isabel: Right. Well, the Japanese New year is called Oshogatsu. It's celebrated on 1st January, but all the shops and offices are closed until 3rd January. There are lots of interesting customs. One is that when the New Year begins, Japanese people start to laugh. This is supposed to bring them good luck for the New Year. January 1st is a very important day, and people try and watch the New Year's first sunrise. It's believed to represent the year ahead, therefore the day should be full of joy and free from stress and anger.

Answers:

- 1 c
- 2 b
- 3 c
- 4 a
- 5 c
- 6 b
- 7 a
- 8 c
- 9 a

Coursebook, page 57, Activity 3

Students read the short text about New Year resolutions. Discuss with them whether they ever make any resolutions at New Year, and if so, what kind of resolutions they are. Tell students to read through the words and phrases on the left and match them to the

meanings on the right. They should note them down in their exercise books, then write out sentences of their own, using the same words and phrases.

Answers:

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

Coursebook, page 57, Soundbites

Direct students to the Soundbites box which presents ways of stating plans and intentions.

Play Listening 4.4.4. Practise the language with students, paying attention to the intonation.

Listening Script 4.4.4**Soundbites****Stating Plans and Intentions**

I'm **going to** spend more time doing my homework.

I'm **definitely going to** go on a diet.

I **intend** to join a gym to keep fit.

I've **decided to** take up horse riding.

I'm **planning to** learn Spanish.

I'm **not going to** watch as much TV.

I **will definitely spend** less time playing computer games.

I **won't** eat any more chocolate!

Workbook, page 51, Activity 3

Students think of some New Year resolutions of their own and write them on the lines provided, using the language indicated to express their intentions.

Theme 4 Unit 4

New Year

Go round the class, eliciting examples of resolutions from a few volunteers. Write them on the board.

Workbook, page 51, Activity 4

Direct students' attention to the boxes containing common topics for New Year resolutions. Explain they are going to hear nine speakers, each of whom will be talking about a different resolution. They have to write the letter of each resolution next to the number of the speaker. Show them the box beside Speaker 1, which has been filled in as an example.

Play Listening 4.4.5. Pause after each speaker, and give students time to write the letter in the box. Repeat as necessary.

Listening Script 4.4.5

- Voice 1: I've decided to do more exercise this year.
- Voice 2: I'm going to spend more time with my friends.
- Voice 3: I will definitely spend less time watching television.
- Voice 4: I'm definitely going on a diet.
- Voice 5: I'm planning to learn Spanish.
- Voice 6: I'm going to spend more time on my homework.
- Voice 7: I've decided to give up junk food.
- Voice 8: I intend to worry less.
- Voice 9: I'm going to listen more in class.

Answers:

- 1 e
- 2 g
- 3 k
- 4 a
- 5 l
- 6 n
- 7 c
- 8 r
- 9 o

Workbook, page 51, Activity 5

Students discuss in their groups whether they would like to make any of the resolutions in Activity 4, and think of two more resolutions

for each category.

Go round the groups, eliciting their resolutions and writing the best ones on the board.

Coursebook, page 57, Activity 4

Students work in groups to think of some funny or serious New Year resolutions for the kind of people listed. Tell them to think of a person in each of the four categories listed.

Students discuss their ideas, and write down their resolutions to share with the rest of the class. Encourage them to use some of the phrases from the Soundbites box to express their resolutions. Go round the groups, eliciting the names of the people that students chose, together with the resolutions they made up for them. Write the best resolutions on the board.

Additional writing activity

As an additional writing activity, students could write out two resolutions for each of the following categories, using a variety of ways to state plans and intentions, as shown in the unit.

1. Resolutions to live a healthier life.
2. Resolutions to help my family.
3. Resolutions to do well in school.
4. Resolutions to live a happier life.
5. Resolutions to be good to my friends.
6. Resolutions to protect the environment.
7. Resolutions to be a good citizen.

Theme 4 Unit 5 Fantastic Festivals

Coursebook, pages 58 and 59
Workbook, pages 52 and 53

Coursebook, page 58, Activity 1

Discuss festivals in Oman with students. Ask what festivals are celebrated, and what types of festivals they are. For example, Eids are religious festivals, whereas National Day is a festival celebrating an event of national significance.

Background Information

Some Festivals in Oman

Eid Al-Fitr

Marking the end of Ramadan, the month of fasting, Eid Al Fitr is a joyous occasion of prayer, feasting and colorful clothing when Omanis put on their best outfits.

Eid Al-Adha

Eid Al Adha is celebrated on the 10th day of the last Islamic month of Dhu Al-Hijjah of the lunar Islamic calendar. The celebrations start after the Hajj, the annual pilgrimage to Mecca by Muslims worldwide. It is marked by Eid prayers at the local mosque followed by sacrifice of a domestic animal (goat, cow, camel, sheep or ram) as a symbol of Abraham's willingness to sacrifice his only son. Ritual observance of the holiday lasts until sunset of the 13th day of Dhu Al-Hijjah

Renaissance Day

This takes place on 23 July. It celebrates the day that HM Sultan Qaboos bin Said ascended to the throne in 1970. It is marked by traditional dancing, feasts and fireworks in many parts of Oman.

National Day

This takes place on 18 November and marks the birthday of HM Sultan Qaboos bin Said. It is celebrated by fun events such as fireworks, and horse and camel racing.

The Muscat Festival

This is an annual festival held for a month

from mid-January in several outdoor venues around the city. The festival showcases Omani and neighbouring Arabic culture. It includes poetry recitals, traditional dancing and craft displays. There are dance and acrobatic acts from other countries, and firework displays. You can buy many goods from different countries especially the Indian Subcontinent and the Far East.

The Salalah Tourism Festival

This is held every summer for six weeks from June to August. It includes a carnival when performers parade through the streets dressed in colourful clothes. There is musical and dance entertainment, and opportunities to buy a variety of local goods in shopping centres.

Source: www.omanvisitors.com

Coursebook, page 58, Activity 2

Students skim the text about Halloween and match each of the four headings to one of the paragraphs.

Note: Encourage students to look for the key words in the headings to help them try and match the paragraphs. Ask them what they understand by 'commercialisation' and elicit that this would probably be to do with 'business' and 'shops.' This would lead them to the fourth paragraph, which mentions business and shops.

Answers:

- a 4
- b 1
- c 3
- d 2

Coursebook, page 59, Activity 3

Students read the text in Activity 2 in more detail and answer the comprehension questions. This can either be done as an oral activity, or, if you prefer, they can write out the answers in their exercise books.

Answers:

- a Halloween is an abbreviation (short name)

Theme 4 Unit 5

Fantastic Festivals

for 'All Hallows Eve' or 'the evening before All Hallows Day').

- b** To play a game of 'Trick or treat?' and ask for sweets or money.
- c** By scooping out the flesh of a pumpkin, cutting out a face and putting a candle inside to make a lamp.
- d** By making many horror films about Halloween.

Coursebook, page 59, Activity 4

Students read the definition of a carnival and list the adjectives which might be used in a description of a carnival.

Adjectives for a carnival:

crowded	unusual
enjoyable	spectacular
noisy	lively
exotic	busy
colourful	

Workbook, page 52, Activity 1

Revise the passive voice with students. Emphasise how it is often used in impersonal descriptions of events such as festivals.

Ask students if they have heard anything about the Rio Carnival. They may possibly know about it from films or television documentaries.

Students read the text. As they read, tell them to underline the verbs in the passive.

Verbs in the passive:

Paragraph 1
is celebrated

Paragraph 2
was (first) started

Paragraph 3
are designed
are built . . . decorated

Paragraph 4
are paraded
are accompanied
is played
are crowded
are awarded

Ask questions **1** and **2** under the text as a quick comprehension check.

Answers:

- 1** A local Brazilian dance.
- 2** To carry mobile displays with colourful decorations in a procession.

Workbook, page 52, Activity 2

This activity gives students practice with using the passive. Encourage them to refer to the Grammar Reference section at the back of their Workbooks for more information and examples. Tell them to be careful to use the correct past participle (regular or irregular) and also the correct verb tense, which could be either present or past.

Answers:

- a** are made
- b** was given
- c** is placed
- d** are paraded
- e** are sold
- f** are decorated
- g** was begun

Workbook, page 53, Activity 3

Students read the description of the Waitangi Day Festival in New Zealand, and number the topics a, b, c and d in the order in which they appear in the text.

Note: The Waitangi Day Festival is different kind of festival from Halloween and the Rio Carnival. It is an example of a festival held to commemorate an event of national significance.

Answers:

c, a, d, b

Students do Activities 1 and 2 under the text.

Answers:

- 1** Paragraph 1
is celebrated
was signed
- Paragraph 2
is held
is attended

Theme 4 Unit 5 Fantastic Festivals

is celebrated
are made
are performed

2 Events mentioned in the text

traditional dances
concerts
sporting events
service of remembrance
formal speeches

Events not mentioned in the text

street parties
fancy dress competitions
parades
processions

Workbook, page 53, Activity 4

Students write a description of a festival in Oman. The target audience is English speaking teenagers who have never visited Oman.

After students have chosen their festival and before they start writing, give them time to discuss with a partner why they chose this festival and what kind of information they are going to include in their description.

Refer students to the following places for help and guidance, particularly the Writing Guide for Theme 4 on page 72 of the Workbook which gives a detailed analysis of a description of Guy Fawkes Night (Bonfire Night).

Encourage them also to study the descriptions of festivals (Halloween, the Rio Carnival and the Waitanga Festival) already included in the unit.

Descriptions of festivals

- Coursebook, page 58, Activity 2
- Workbook, page 52, Activity 1
- Workbook, page 53, Activity 3
- Workbook, page 72, Writing Guide for Theme 4

Useful adjectives

- Coursebook, page 59, Activity 4

Layout and language

- Workbook, page 72, Theme 4 Writing Guide

It is strongly recommended that, if time allows, teachers get students to write the first drafts of their descriptions in class as in this way, teachers can best help and guide students.

After checking and editing their work, students should write a second or final draft which they store in their portfolios.

Encourage students to do more research about their chosen festival at home. If they have any illustrations or photos of their festivals, they can use these to make their descriptions come more alive.

Across Cultures

Coursebook, pages 60 and 61

Workbook, page 54

Country Focus: Japan

Reading for Pleasure

Coursebook, pages 62 and 63

Workbook, page 55

Life Choices

Genre: Poetry

Review and Reference

Coursebook, page 64

Workbook, pages 56 and 57

Note: At the end of this theme, don't forget to check students' spellings of the core words in the Glossary 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. They should then turn to Activity 1 on 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 then complete the chart in Activity 3 on page 57 with 15 words of their choice from the theme – 5 verbs, 5 nouns and 5 adjectives. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 57.

Theme 4 Unit 5

Fantastic Festivals

Answers to Across Cultures

Activity 1

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

h reception

i groom

j speech

k toast

l gradual

Activity 2

- 1 T.
- 2 F. It means 'the land of the rising sun.'
- 3 F. The modern Japanese are very interested in seeing how people in the rest of the world live.
- 4 NG
- 5 T
- 6 F. It takes place every July.
- 7 NG

Activity 3

1. Shikoku.
2. Magpie.
3. Cherry.
4. Camera.
5. Sapporo.
6. Tokyo.
7. Yen

An activity popular in modern Japan: KARAOKE

Answers to Review and Reference

Activity 2

- a** can't
- b** can
- c** can't
- d** Can ... can't
- e** Can
- f** can't
- g** can ... can

Activity 4

- a** vote
- b** honeymoon
- c** parade
- d** pumpkin
- e** proposes
- f** bride
- g** spectacular

رقم الإيداع ٢٠١٢/٣

Engage with English is a two-level English course for Grades 11 and 12. The course recycles and extends language structures, functions and vocabulary introduced in previous *English for Me* courses.

Stimulating, international, up-to-date themes have been chosen to engage and encourage discussion through comparison with life in Oman and look forward to life after school.

Each theme contains five units covering a wide range of topic areas and focussing on a specific language area. This wide-ranging thematic approach provides the background for integrated language skills practice, as well as systematic vocabulary development.

An *Across Cultures* section at the end of each theme introduces students to aspects of life in the English-speaking world, while a *Reading for Pleasure* section invites students to engage with more extended texts and different text types.

The choice and variety of themes will help each and every student find many things to interest and excite them.

