

Basic Education

9A

English

for
Me

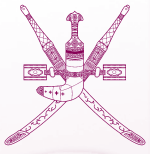


Teacher's Book

2019

MINISTRY OF EDUCATION , SULTANATE OF OMAN





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English

for Me

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MINISTRY OF EDUCATION

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His Majesty Qaboos Bin Said, Sultan of Oman

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Contents

Topic

Students will learn to:

Main language

1

Teen Time

Give opinions about different teen interests and issues
Listen to and recognise opinions and reasons
Ask and answer questions for personal information
Recognise and use common functional and idiomatic expressions
Recognise, understand and use: possessive adjectives, possessive pronouns, possessive apostrophe, conjunctions for giving reasons.
Write a longer description of a person
Recognise and read /ɪ/ and /ɪ:/ sounds
Reflect on learning and area of study

Possessive adjectives
Possessive pronouns
Possessive apostrophe
Conjunctions for giving reasons.
Language of opinion, e.g. In my view, I think
Review of language from 8A and 8B

2

Writers and Writing

Apply objective criteria for assessing writing
Make sentences longer using clauses, adjectives and adverbs
Read and understand different semi-authentic texts
Write a story using a range of writing tools
Use punctuation
Understand copyright and referencing conventions
Recognise and use similes, metaphors, alliteration, etc.
Identify and use the features of direct speech
Recognise and use relative clauses
Order adjectives
Identify /θ/ and /ð/ sounds

Direct speech
Relative clauses and pronouns: who, which, that
Conjunctions, e.g. before, after, but however, as, which, that, who
Similes, alliteration, onomatopoeia
Order of adjectives
Punctuation

Map

Vocabulary

Vocabulary of interest and activities, jogging, swimming, watching TV

Adjectives of appearance and personality, e.g. curly, blond, careful, jealous, active

Prophet Yusuf (PBUH) story, e.g. famine, dream, ears

Skills and strategies

Brainstorm

Note taking

Write about a person

Listen for opinion

Use the Writing Route

Guess meaning from context

Develop dictionary skills

Classify language into appropriate functions

Transfer information

Present information graphically

Reflect on learning

Read a variety of texts for pleasure and general understanding

Activities

Do a mix and mingle

Do a multiple choice

Complete a nomination form

Write extensive sentences about appearances, personality and interests

Project: prepare an opinion on a self-chosen subject

Do a survey and write up their findings

Read a photo story

Do a Teen Test: self-testing

Types of story: myth, legend, fable, mystery, fiction, etc.

Types of writing: poetry, prose, non-fiction, biography, report, etc.

Reference, plagiarism, copyright

Speech marks, commas, capital letters, apostrophes etc.

Plot, setting, title, characters, beginning, middle, ending

Verbs: said, whispered, murmur, shouted, exclaimed, replied, etc.

Process writing

Guess the meanings of words from context

Classify stories

Applying writing criteria

Listen to and understand a story for general and specific information

Use linking words to connect sentences and ideas

Identify main ideas

Identify features of descriptive writing

Skim and scan for information

Read about copyright and use referencing conventions

Transfer information

Use a dictionary

Reflect on learning

Do information gaps

Describe a picture

Punctuate sentences

Read and understand poems

Do a crossword

Write a detailed biography

Project: write a story

Make a poster

Portfolio: write longer sentences, make a poster

Fill in the blanks

Read and compare texts about authors and their work

Write a story report

Assess writing

Do a Teen Test

Dictionary work

Topic**Students will learn to:****Main language****3****Money**

Read and understand a variety of texts about money
 Read and understand a story about King Midas
 Write a formal letter of complaint
 Plan and discuss the advantages and disadvantages of money
 Give personal opinions
 Listen for attitude
 Read and identify topics
 Understand and use multiple meanings of words
 Differentiate between present simple and present perfect
 Recognise and use the past perfect
 Sounds /ɒ/, /æ/ and /e/

Past perfect
 Review of past simple and present perfect
 Review of passives
 Review of second conditional

4**Space**

Read and understand longer texts about space
 Read and interpret a more complicated table and graphs
 Write complex sentences using conjunctions
 Listen to and understand a variety of longer texts
 Ask for clarification
 Speak politely
 Use large numbers
 Identify and use adverbial clauses of time
 Recognise and use reflexive pronouns
 Recognise and use irregular comparatives and superlatives
 Recognise sounds /s/ and /z/

Adverbial clauses of time: while, whenever, until, before, after
 Reflexive pronouns: myself, yourself, himself, herself, ourselves, themselves
 Review comparatives and superlatives, more than, less than, hotter, hottest

Club Corner

Predict the area of study
 Read and understand a variety of texts for general and specific understanding
 Read and write a variety of texts
 Revise and use pronouns, relative clauses and adverbial clauses of time
 Revise conjunctions
 Revise polite phrases
 Revise language of opinion
 Ask and answer questions for specific information
 Write a formal letter
 Make their own activities for peers
 Reflect on their learning and review the area of study

Pronouns: possessive pronouns, reflexive pronouns, subject pronouns, object pronouns and possessive adjectives
 Relative clauses: which, who, that
 Adverbial clauses of time: before, after, while, until, whenever
 Language of opinion: I think, my feeling is, in my opinion, etc.
 Conjunctions: but, because, so, as, etc.

Vocabulary

Nouns: money, bank, shop, account, miser, notes, coins, charity, currency, chores, million, community, etc.
Verbs: buy, sell, shop, save, spend, control, wrap, achieve, etc.
Adjectives: rich, poor, happy, miserable, shiny, solid, gold, expensive, respected, etc.
Metalanguage: tone, hesitation, repetition, opinion, attitude

Skills and strategies

Recall prior learning on this topic
Skim and scan for information
Understand meaning from context
Transfer information from one medium to another
Prepare both sides of an argument
Develop dictionary skills
Ask and answer interview questions
Identify attitude of speakers
Identify topics of texts
Reflect on learning

Activities

Listen and complete a bank account form
Sort and define vocabulary: dictionary work
Conduct an interview
Do a currency chant
Do a role play
Read and write a newspaper report
Do quizzes
Read, understand and match money idioms
Write sentences with given words
Write a letter of complaint
Project: discuss advantages and disadvantages of money
Choose and do a portfolio activity

Space: solar system, astronaut, satellite, shuttle, rocket, gravity, atmosphere, planet
Adjectives: brave, colourful, electrical
Large numbers: hundred, thousand, million, billion
Measuring: diameter, distance, temperature

Skim and scan texts
Read and use a glossary
Infer meaning
Predict a story
Decode non-linear information
Build sentences
Problem solve
Plan, research and write materials for a project
Reflect on learning

Do an information gap
Read and write larger numbers
Read and answer questions
Write complex sentences
Conduct interviews
Do a quiz
Fill in a form
Complete tables
Rewrite a report
Do jigsaw reading
Project: design an ITC website about space
Do a project
Do a Teen Test

Adjectives of appearance and personality, e.g. curly, blond, careful, jealous, active
Money: sell, buy, rial, baiza, sale, etc.
Space: solar system, astronaut, satellite, cosmic, atmosphere, planet, ozone

Apply prior knowledge
Apply logic
Brainstorm
Read, write and take part in extended dialogues
Skim and scan
Transfer information from one form to another
Independent learning skills: research and reference, check spellings, reflect upon learning

Do a quiz
Read a graph
Read and understand stories
Write an opinion
Write a story and a limerick
Write questions and conduct interviews
Write an advertisement
Read & answer questions on texts
Do a dialogue
Read an events programme
Write formal a formal letter
Do language puzzles
Make activities for others



Introduction

1 The course

1.1 Description of the Course

English For Me Grade 9 is the fifth level of the new English curriculum for students in the second cycle of the Basic Education school system. The course aims to develop and strengthen the English which students have already encountered in earlier grades. Consequently, there is an expectation that students will have some grammatical and lexical knowledge and be able to communicate at a basic level.

As with earlier grades, the course is structured around a series of topics, which provide opportunities for a multi-layered, task-based approach to be adopted.

The International Teenagers Club, introduced in Grade 9, provides a vehicle for students to access information about people from English speaking cultures as well as other cultures. Students are introduced to a range of characters to reflect the wider world and situations, which they are slowly becoming aware of and need to engage with through English. Additionally, 'Club Talk' is introduced as a regular feature in which different club members express opinions and views on a given topic. This aims to act as catalyst for discussion and reflection for students.

Whilst recognising that students of this age are more mature and able to deal with more analytical activities, motivation and interest remain key considerations in the learning process. Therefore, the topics selected have been chosen for their interest and relevance to the age group rather than determined by language.

1.2 General Aims

The general aims of the course at this level are as follows:

- to maintain student's interest and enjoyment in learning English.
- to contribute to the development of the student's linguistic, intellectual, social and emotional skills.
- to enable students to use English for a purpose and to regard English as a means of communicating real information.
- to encourage students to think independently about English.
- to raise students' awareness of how language operates as a rule-based system
- to encourage students to be actively involved in the learning process.
- to encourage students to reflect on, and evaluate, their own progress through self-evaluation tasks.
- to encourage students to develop independent learning strategies.
- to encourage students to co-operate with their peers and help each other to learn.
- to encourage students to develop a positive attitude towards, and take an interest in, their own and different cultures and peoples.
- to support teachers by providing systematic lesson guidance.

The course has been designed with both the student's and the teacher's needs in mind and aims to contribute to educational development in its widest sense.

To help achieve these general aims, **English For Me** Grade 9:

- uses materials designed to engage students in topics that interest them.
- regularly focuses on grammar through explicit activities.
- adopts an integrated approach to skills development



- includes a range of multi-level, communicative tasks for different ability students.
- uses clear and concise rubric to maximise student autonomy.
- introduces optional activities to develop flexibility and choice.

1.3 Methodology

The **English For Me** methodology is based on an integrated, multi-layered approach to language learning, with functional and grammatical aspects of the language, skills, vocabulary, pronunciation and learning strategies developed through key topics.

Language

The key emphasis in **English For Me** is an inductive approach to language learning. Students are asked key questions to lead them to discover language patterns and grammatical rules for themselves. By doing this, they become active participants in the learning process, not passive receivers of knowledge. Language acquisition theories suggest that this personalisation of linguistic rules is extremely important in the language acquisition process.

Occasionally, however, where it is deemed more appropriate, a deductive reasoning approach is adopted. In these instances, students are given a brief description of a rule and asked to apply it in following activities. Whether inductive or deductive, the language activities should be quick and lively.

Throughout the course, there is a gradual input of metalanguage through language focus boxes in order to build up students' knowledge of the language. This ability to apply basic grammatical terms appropriately is important if students are to be asked to work out rules for themselves and claim ownership of the language they learn. A grammar reference is provided in the Skills book for students to refer to.

Additional photocopiable language activities with a separate answer key are also provided at the back of the Teacher's Book. These aim to give further practice to items covered in earlier grades. These can be used at any time during the semester at the discretion of teachers. It is recommended that the

photocopiable activities are laminated so they can be used several times, and that students complete the activity in their exercise books.

Students are also given the opportunity to complete more traditional language practise exercises in the Self-study pages at the back of the Skills Book. These activities are additional activities to those presented in the lessons and teachers should encourage students to complete them independently outside of the classroom or when needed.

Vocabulary

Helping students to develop a wide and rich vocabulary is a major aim of the new English curriculum. The vocabulary in the course is generally presented in lexical sets arising out of the key topic of a unit. Their knowledge is broadened through interacting with the texts and activities in the units. This vocabulary is then recycled in later units. This process of recall and recycling occurs continually throughout **English For Me**.

English For Me includes a wide range of both active and passive vocabulary. The active vocabulary in the course has been selected for its usefulness and high frequency use in real communication. The passive vocabulary has been selected on the basis of providing semi-authentic examples of language that enrich the topics and situations presented in each unit. Encountering vocabulary in texts which they are expected to understand but not use actively helps students get used to the idea of dealing with new vocabulary by looking at it in context.

In Grade 9, teachers should encourage students to use the different ways of storing words and expressions that were introduced in grades 5-7. For example, students should be familiar with keeping their own personal dictionaries in their portfolios or exercise books. In addition to the key vocabulary in the course, students should be encouraged to add words that interest them on a personal level.

In Grade 9, a Word list with the phonetic transcript, is included at the back of the Skills Book for students to check their spelling and pronunciation of key vocabulary items. It is very important that you do NOT teach the

whole of the phonetic transcript. At this stage, students are not expected to write the phonetic symbols. The phonetic transcript is introduced gradually to continue raising awareness of sounds and spelling in a formalised way.

The Four Skills

English For Me adopts a task-based, multi-layered approach to language learning where the skills are systematically developed within an integrated framework. Skills are not taught in isolation, although there may be more focus on a particular skill in a given activity. Rather, they are developed through responses to real tasks which generally require the use of at least two, if not all, skills.

Listening

In previous grades, the listening material provided students with authentic models of spoken English reflecting natural patterns of stress, rhythm and intonation, rather than distorted models often produced with English spoken at a very slow speed. In Grade 9, this is extended further through the use of background sound effects, distractors, hesitations, repetitions and a variety of accents to make the listening tasks more challenging and realistic.

In Grade 9, listening text types include dialogues in different contexts, interviews, news reports, instructions, telephone conversations, extracts from radio programmes and chants. Listening task types include checking predictions, inferring opinion, completing charts, multiple choice questions, note-taking, sequencing events, identifying important words, matching speaker and context and identifying discrepancies between aural and written texts.

It is very important for students to know that it is not necessary to understand every word they hear when listening. Usually, the difficulty of a listening task is determined by the type of task rather than by the level of the text itself. It is therefore very important that you check that students do understand the nature of the task before they start to listen.

Getting ready for listening

Pre listening

Encouraging students to predict what they are going to hear helps students prepare for the task ahead. All listening activities are presented within the context of the topic of the unit and this in itself helps students predict what the answers to a task might be. Helping students remember what they already know about the topic also prepares students for the kind of language and ideas they may hear in the listening text. Before listening, it is important to reassure students that they do not need to understand every word they hear.

While listening

With the right preparation, during listening students should be able to concentrate on understanding the message itself.

Post listening

When students have completed the activity, encourage them to check their ideas in pairs or in their groups. This helps to develop student's self confidence before any whole class checking.

Speaking

It is important that students see that there is a reason for speaking. All the activities are presented within the framework of the unit topic and this provides the stimulus for speaking. The pair work and group work, although based on a given model, encourage students towards a freer use of the language within a controlled situation. The element of choice in these activities encourages students to begin gradually to manipulate the language for themselves.

Speaking activities include finding real information about friends in the class; asking for factual information about a topic; expressing opinions about a topic or story; taking part in a debate or presentation; doing an information gap activity, doing a play or telling a story.

It is important to provide positive reinforcement to students and not make them feel self conscious about their speaking in English. Always offer praise for students' efforts regardless of the level of accuracy. Don't interrupt students and correct them as they are speaking but praise their utterance and rephrase it and repeat it correctly yourself.

In Grade 9, the phonetic alphabet is gradually introduced through activities and the word list at the back of the skills book. The lack of standardised spelling and pronunciation in English means that encouraging students to use the word list will greatly enhance their ability to pronounce new words.

Reading

English For Me Grade 9 continues to develop both top-down and bottom-up reading strategies through presenting students with different activity types and a variety of different text types. These text types include stories, chants, poems, e-mails and letters, dialogues, factual pieces of information, reviews, games and instructions.

Students continue to be exposed to longer reading texts in Grade 9 of **English For Me**. This builds on the gradual development of reading skills and work with progressively longer pieces of text in earlier grades. Students are encouraged to read for the same reasons they do in their first language, to find out something they did not already know, or to read for pleasure – to be entertained by their reading. The texts in the course have been developed to provide students with real information, to learn something new, or for enjoyment through stories, newspaper reports and puzzles. Whilst reading texts are becoming more extensive at this level, the lexical input is still carefully controlled.

For students to become fluent readers, it is important that they do not worry over every word, whether they are skimming the text for general meaning or scanning it to pick out specific information. It is very important in developing a positive approach to reading that students view it as an interesting challenge rather than a tedious chore.

Getting ready for reading

As with listening tasks, it is important to spend time preparing for the task. This should include drawing on the student's previous knowledge about the subject matter, using visuals to aid understanding and looking at key vocabulary to help students predict the general content of the text.

The detailed teaching notes very often suggest ways of engaging the student's interest in the

text before they begin reading. This helps to focus student's attention on the task and creates a framework into which students can put the information they read about. You may also want to ask students awareness raising questions, such as, "How Many paragraphs are there?", "What are the topic sentence?", "What's the title?", "Who wrote the text?", "Why was it written?", "Who was it written for?", etc..

While reading

Encourage students to work out the meaning of vocabulary as they come across it, using the context and the accompanying visuals to help them.

Post reading

It important to get students to respond to their reading, not just answer some set questions. Enter into a dialogue with students about their reading. If it was a story, did they enjoy it? If it was factual text, what new things did they learn? What did they find interesting, strange, etc?

Be careful about getting students to read texts aloud unless it is to recite a poem, act out a play or story, read a dialogue, read from notes in a debate or as a rubric check. Reading aloud usually inhibits most students, and adults, and forces them to concentrate on what they are saying rather than on what they are reading. This very often means that the meaning of text is lost.

Although students are much older, this does not mean that they are more confident as readers. Students should not be forced into a position of having to read aloud to the whole class – a very intimidating task for many!

Graded Reading Cards

A new feature in Grade 9 is a set of graded reading cards. These aim to give students further independent reading practise. The cards are on a range of topics from current and previous grades. Each set has 15 cards which can be used in any order.

There is a set of Gold cards for the more fluent readers, a set of Silver cards for students who are reading well, and a set of Bronze reading

cards for students who find reading challenging. According to the abilities of students in your class, different students will start on different sets of cards. Students should be encouraged to keep a record of the cards they have read in their portfolio. In addition, you may want to ask students to write a few sentences reflecting on each of the cards they have read.

Each card has activities to support and check understanding of the various texts. The cards can be used at the discretion of the teacher. The cards are designed as a re-usable resource and students should be encouraged to complete activities in their exercise books.

Writing

The writing activities in **English For Me**, particularly the more extensive activities, generally appear after a model has been provided. This is to ensure that students have had exposure to the language they need to use in the writing activity. At this level, it is important that time is spent building up the language students will need to complete the task and providing a model on which they can base their own work.

In Grade 9, students are gradually introduced to the concept of writing for different purposes, audiences and different genre. This is done through stories, letters, e-mails, notes, cards, etc. Students are asked to analyse these texts as a way of helping them to develop their writing skills.

Although models of writing are provided to help students, they should be encouraged to personalise and extend their work as much as possible. Here, the discussions involved in the planning and drafting parts of the writing process is very important. Students were introduced to the concept of process writing in grades 5-8 and will need continual guidance through the different stages so that they see the importance of planning, drafting and re-drafting.

In Grade 9B, there are several opportunities for shared writing. This requires teachers to model the process of writing with the participation of students. Here the role of the teacher is to elicit the text from students using

questions and act as scribe. In this way, the teacher can develop awareness of writing strategies and conventions, expanding sentences, using vocabulary and punctuation.

Students should be familiar with using the cursive 'Alfred' font as the basis for their handwriting. However, the use of personal styles of handwriting for different purposes such as note-taking, list-making and short answers should also be developed gradually. Even so, it remains important at this stage to model good handwriting and regularly check that students are producing the best work possible, especially in any final draft of work.

Correction

Student's work will inevitably contain mistakes at this level. Be sensitive in your correction and do not attempt to highlight and correct every error made. It is demoralising to students, and adults, to receive a piece of work covered in corrections and red marks.

Encourage students to correct their own mistakes and build in an element of peer correction. Peer correction is very useful because it raises student's awareness of what is relevant and accurate when writing. Apart from providing useful opportunities for students to discuss their work together it also enables students to see how others, the audience, view their writing and ideas.

Spelling

This very important sub-skill is systematically developed throughout the course. In each unit, the students have two types of spellings to learn: key words specified in the syllabus and words they choose themselves. The key words are related to reading texts, writing tasks or sounds work and they are checked throughout each unit. In addition, students are asked to select a specified number of words in each unit that they would like to learn to spell. These student-chosen spellings are checked in pairs. The students exchange spelling lists and then take turns to read out and test each other on the spellings they chose and learned. You might want to give some of your students additional spellings to learn based on their individual learning needs. These spellings could be taken from the wordlist at the back of the Skills Book. The phonetic alphabet is introduced gradually in the Skills Book to



continue raising awareness of sounds and spelling in a more formalised way.

1.4 Cross curricular links

In order to complete many of the activities in the course successfully, students are asked to use skills they have developed across the curriculum. For example, when students are asked to do a class survey this involves more than simple mathematical skills. They must know how to collect and classify the information needed and represent it accurately. This involves interpersonal skills, learning strategies and critical thinking.

The inclusion of pair and group work involves co-operation, adaptability and sharing. Students can contribute their particular skill or knowledge to group work. The artist, the science expert, the actor – all will be pleased to use their special talents to make their group work successful.

The development of effective learning strategies can aid students in their language learning. Each unit in the course includes the use of a variety of strategies such as comparing, classifying, applying prior knowledge, problem solving, sequencing, predicting outcomes, inferring meaning from context, making generalisations, and so on.

A summary of the concepts and cross curricular links in this course can be found at the back of this Teacher's Book.

1.5 Dealing with diversity: mixed ability teaching

It is clear that students learn at different rates and in different ways. Traditionally students have been classified as 'weak' or 'strong' because of this. However, this is often not the case; what it means is that students are different from each other. Individual students develop at different rates in different areas of thinking. Students have different levels of ability in mathematical, verbal, creative and physical expression and preferences in which of these skills they use.

English For Me provides opportunities to support these individual differences by giving equal opportunities to students with different

learning styles. This is achieved through activities that draw on non-linguistic skills such as knowledge about other subjects, the ability to draw, competence in logical thinking, etc. This allows students with varying abilities to make positive contributions to activities.

Furthermore, the variety of topics in the course should mean that all students find something they are interested in. Many of the activities allow students to respond at different levels of understanding and in different ways. In addition, the pair work and group work activities encourage students to work together and learn from each other. The reading and listening tasks are usually graded, allowing 'weaker' students to answer some questions and 'stronger' students to be challenged by others.

Finally, at the end of each unit students are asked to reflect on their own progress. These are presented through a variety of activities and help students see their own strengths and weaknesses. They can be useful in encouraging them to pay more attention to particular aspects of their learning.



Self Study activities

English For Me also provides a framework of core material which can be extended in different ways in order to cater for students who finish before others. The Self Study activities at the back of the Skills Book offer opportunities for the further practise and reinforcement of the work done in particular units. Here students who finish activities before others can be guided to extend their work in a particular area. Alternatively, students can be encouraged to work through these independently in their own time. There is an accompanying self-check answer key that students can use to check their own work. There is an icon in the Skills Book to help students identify activities and skills which are extended in the Self Study pages.

Students need to be made aware of all of these resources and activities at the beginning of the semester and then regularly throughout the semester in order to complete as many as possible.

1.6 Unit design

The design and content of the units has been developed out of the methodology underpinning the curriculum and the translation of these theoretical ideas into manageable and effective practice. Each unit of work is organised around a central topic and provides enough material for 45 minute periods.

An overview of each unit is included in a contents map for students in the Classbook and Skills Book and for teachers in the Teacher's Book. It may be useful to spend sometime familiarising students to the contents of the class and Skills Books through awareness raising questions. Ultimately this will allow students to access the books more independently of the teacher.

Every unit has one or more language focus where students do simple analysis activities on the key functions or grammar of the unit. The Language Focus Box is used to indicate to students that they are going to do an activity where they have to think about some aspect of language. It may be a functional or grammatical analysis, a focus on phonetics, or an aspect of reading or writing.

The units have a range of stories and projects supported by additional texts in the form of letters, e-mails, posters, web sites, book reviews, comments by ITC Club members, etc. The stories are included to foster student's enjoyment of reading for pleasure, and to encourage them to want to read beyond the classroom. The stories included in 9B are:

Unit 1: The Story of Prophet Yusuf (PBUH)
Teen Talk [photo story]

Unit 2: The Hound of the Baskervilles
The Scary Dream

Unit 3: King Midas

Unit 4: Captain Perfect and Evil Sid Simple
[reading cards]

Unit 5: Stars and Constellations [various stories]

Grade 9 of **English For Me** is divided into five units per semester, with fifteen lessons in units 1-4. However, unit 5 only has 10 lessons. It is important to teach a complete lesson and not

to start a new lesson at the end of a lesson if you finish early. If you do finish a lesson early, use the self-study activities at the back of the Skills Book to complete the lesson.

During the first part of the semester, you will need to spend some time in each lesson establishing classroom routine. This will affect the timing of the lesson and will vary from class to class.

Nearly every unit begins by focussing on the 'Cover Page' (the first page) of the unit in the Classbook in order to introduce the topic and activate students' knowledge about the topic itself. Teachers should encourage students to use as much English as possible, although this may sometimes involves students sharing their knowledge in L1. This is a very useful stage in the learning process and gives students the confidence to build on something they are already familiar with. The unit then develops by gradually building up the main vocabulary and language connected with the topic over the fifteen lessons.

In your first year of teaching the course, it would be advisable to follow the detailed teaching notes. After teaching the course for a year, you will become familiar with the course as a whole and may wish to make decisions about adapting, supplementing and extending activities.

1.7 Project work

Project work is a key element of **English For Me** in Cycle 2. It enables students to work at a pace and level suitable to their own individual learning abilities and developmental level. Projects can promote cross-curricular links and enable students to respond at different levels of understanding and in different ways to the topics researched. They are particularly useful at this level of learning as a way of helping students to develop independent learning skills and follow particular areas of interest. The projects are designed to give students an opportunity to carry out simple research and produce personalised work which encourages freer writing. The projects included in 9A are:

Unit 1: Prepare an opinion on a self-chosen subject.

Unit 2: Write a story.

Unit 3: Discuss advantages and disadvantages of money.

Unit 4: Design an ITC website about space.

By now students should have sufficient experience in organising their projects. For example, they worked with project record sheets throughout grades 5-7 and they were introduced to KWL (what I know, what I want to know, what I learned) in grade 7. In Grade 9, teachers are encouraged to spend time discussing projects with their classes and help students begin to plan, organise and review their work systematically. This can be done at the start of any new project through a whole class brainstorming session in which students contribute their own ideas. Additional support is provided within the activities with models on ways of working which can be drawn upon by students to refer to. Also, regular enquiries by the teacher as to how work progresses on projects can help to remind and gently direct students.

1.8 Portfolios

Portfolios were introduced for the first time in English at Grade 5 and will continue to be used throughout Cycle 2. They are particularly useful at this level of learning as a way of helping students develop independent learning skills.

A portfolio is an ongoing collection of a student's work. It should include a wide selection of work produced by them. Portfolios should provide opportunities for learning, teaching and assessment. A portfolio is a continually growing collection of both work in progress and finished work. It should contain both final pieces of work and examples of the process by which these products were produced.

A wide range of material should be included in the student's portfolio. For example, they may contain reading reports, writing assignments (including drafts), pictures, book reviews, project reviews and sample material, audio cassettes of stories told or acted out by students, quizzes, etc. Eventually, they may also include comments from the student's peers and parents.

Portfolios are very valuable learning and teaching tools. They can be complex to set up

and monitor, however, and both teachers new to portfolios and students will need time to become familiar with this new element of the course. Many of the elements to be included in the portfolio will be specified in the course; however, as the portfolio becomes a natural part of classroom practice the students should be encouraged to put in additional work of their own.

The portfolio items are indicated in the contents map of the Classbook, Skills Book and the Teacher's Book notes. These serve as an indicator that students should place particular items of work in their portfolio. To give you more flexibility, sometimes the students are given a choice of portfolio activities from which they can attempt one or more. The work specifically highlighted for inclusion are:

Unit 1:

- Write about a person
- Do a survey
- Write about a Top Teen

Unit 2:

- Write a biography
- Make a poster.
- Make up a poem
- Write super sentences

Unit 3:

- Make a poster
- Write about money

Unit 4:

- Research and write about planets and solar systems
- Write a story report

The use of portfolios will vary from class to class and teachers will need to use their judgement about when and how to use them. The use of portfolios needs to be quite controlled until both teachers and students are familiar with the concept. You may find it useful to use the following strategies to help students understand portfolio work.

1. Introduce the portfolio

Discuss reasons for using a portfolio with the students. Create a sample portfolio to share with the students to help them understand the process.

At this stage, you may want students to cut out the portfolio Contents page from the back of the Skills Book (page 103) and put it at the front of their portfolio. You will need to consider the best way for students to organise the material in their portfolio folder, and discuss this with them.

2. Plan organisation and use carefully

Discuss routines and procedures for using the portfolio with the class. Discuss the following with the class:

- when the portfolios will be used.
- when the students will make their selections.
- where portfolios will be stored.
- when students will have access to the portfolios.

3. Select items for the portfolio

Initially, items will be placed in the portfolio to represent components of the course. As students become more familiar with them, you should allow them to make more selections of their choice.

4. Plan time for selection, reflection and conferencing

The portfolios should be included as part of the normal classroom programme. Time needs to be allocated for students to think about and select items and to think about the reasons for selecting them.

The sharing of this information needs to be carefully scheduled, either individually, or in small groups, so that you have an opportunity to talk with all the students over a relatively short period of time.

The work done as part of the projects and portfolios will also be used in assessing student's progress. Please see the Assessment and Evaluation section at the back of this book for further details.

1.9 Useful sources of information

You may find the following selection of sources of information useful when providing support for students in researching for projects and portfolios. These are both book/magazine based and Internet sources, and were also used as the basis for many of the texts found in the Classbook. Please be aware that web sites change frequently, and you may need to discuss with students about accessing legitimate sites. It is advisable that students search the web through a filtered search engine such as Searchopolis, AltaVistaFamilyFilter or Goguardian. Please also make sure that students are aware that these sources are for information only and are not to be copied or reproduced in any way.

Books:

History of Currency in the Sultanate of Oman
Oman Today (various issues)
Adventure Oman (various issues)
Youth Observer (various issues)
The Week (various issues)
Al Watan newspaper

Internet sites:

www.raleigh.org.uk
www.bibliomania.com
www.thebritishmuseum.ac.uk/worldofmoney
www.pbs.org/newshour/on2/money/history
www.space.about.com
www.hubblesite.org
www.visibleearth.gov.com
www.virgingalactic.com
www.nmm.ac.uk
www.encarta.msn.com
www.wikipedia.com
www.britannica.com
www.enchantedlearning.com
www.bbc.co.uk
www.cnn.com
www.guardian.co.uk

Using the LRC

For both project and portfolio work students should be encouraged to use the LRC for research and independent work. It is important that you co-operate as closely as possible with the LRC co-ordinator to establish times when you can take students into the LRC, or when students can access the LRC in their own time.

Planning ahead by looking at the units and lessons before you actually get to them is useful in highlighting when you may need to have greater access to the LRC facilities.

1.10 Learning Journals

In Grade 9, Students are continually asked to reflect upon their own learning through Learning Journal activities. There are two aspects to the Learning Journal. These are:

1. Learning Journal cut-out pages

The **Learning Journal cut out pages** at the back of the Skills book that focus on a particular aspect of learning in which students are engaged in within the topic they are studying. These provide an opportunity for students to work independently and reflect upon the strategies they use in developing their learning. The Learning Journal is a personal record of the student's learning, which the teacher should comment upon, but not evaluate. Students complete the pages, as and when highlighted in the lesson. At the end of each unit, students remove their completed Learning Journal pages for that unit, and store in their portfolios. At the end of unit 5, students collect all their Learning Journal pages together, put them in order, and staple them into a booklet.

In Grade 9B, students will look specifically at different aspects of learning in the following areas:

Unit 1:

- What can you remember about grade 8
- Note taking styles
- Teen Test

Unit 2:

- Writers Toolbox
- What Makes a Good Story

Unit 3:

- Words with different meanings.
- Word attack!

Unit 4:

- Glossary page

Unit 5:

- Students reflect on the book and will make a Learning Journal booklet from the pages

they have been collecting in their portfolio during the semester. They will need to retain this for the second semester.

2. Learning Journal Diary

Students were introduced to keeping a **Learning Journal Diary** in Grade 7. In grade 8, students are encouraged to keep a personal, reflective diary in their portfolio or exercise books. Students should be encouraged to comment upon an aspect of learning from the week's work following discussions in the class.

1.11 Using the Self-Study activities

In Grade 9 there are additional self study activities at the end of the Skills Book. These provide independent learning opportunities for students as well as additional language practice. The "SS" symbol in the Skills Book helps to identify when there are additional self study materials. The students can check their answers using the answer key at the back of the Skills Book. You will need to encourage students to try and do the activities before checking their answers as part of the learning process. Additionally you may want to use the self study activities for continuous assessment purposes.

1.12 Using exercise books

In Grade 9 there is a greater emphasis on developing work beyond the Classbook and Skills Book. This is to facilitate more formalised ways of keeping information, writing drafts of extensive pieces of work, doing exercises, and developing ideas. In Grade 9 all students should be encouraged to keep an exercise book.

1.13 Unit 5: Club Corner Magazine

This final unit is called Club Corner Magazine and is different from the previous four units. In units 1-4 teachers are encouraged to follow the sequence of integrated and interrelated activities. However, in this unit there is a series of 10 independent lessons that teachers can either teach sequentially or select according to the needs of their students. This aims to provide students with opportunities to extend their learning independently of the teacher.

Club Corner has been designed in the form of a magazine in order to contextualise language and skills already encountered in units 1-4. The Skills Book consists of up to 2 core activities which are numbered [1,2] that should be followed sequentially and completed and additional activities, called independent tasks, which are lettered [A,B, C], which aim to give flexibility and choice. Some independent tasks build upon core activities. If this is the case, ensure that students do the core activity before the independent task.

Independent tasks may take several lessons to complete and do not need to be followed sequentially. Students can do the independent tasks in their exercise books or on pieces of paper. The independent tasks can be used in a variety of ways:

1. Student preference: Students choose one or more of the tasks to follow independently with the support of the teacher.
2. Rotation: Teacher assigns different tasks to different groups and rotates tasks so that all students have an opportunity to do all of the tasks.

Each Skills Book page has two or three independent tasks. You might like to discuss all of the tasks together before the students start work. Then the whole class can discuss ideas, anticipate problems and get an idea of the demands of each activity together before they start work. This will lead to more independent learning when the students start work on the tasks.

Alternatively, you can let the students decide what to do and offer assistance when it is needed. This might be quite challenging in terms of classroom management and you may want to think about getting students to discuss their task in their groups before they start.

You will need to think about the different abilities of your students. Support can be given by you or by other students. Many of the tasks can be done individually, in pairs or in groups and you can decide what best suits your class.

You will also need to consider how to give feedback on the activities in Club Corner. There is a photocopiable pages at the back of this Teacher's Book containing all of the answers for the Club Corner. This can be copied and made available to students for independent checking of activities.

2 Assessment and evaluation

English For Me is based on an integrated system of continuous assessment which monitors student's progress over the course of the semester. This approach continues the continuous assessment system adopted in earlier grades. However, as students are becoming more mature, an element of more formal assessment is included at this level as well.

The information gathered on student's progress is recorded on a series of profile charts. These are included for your information, along with detailed notes regarding the rationale and implementation of this system of evaluation and assessment, at the back of this book.

Continuous assessment activities

You might want to use some of the self study activities to assess your students or you could also adapt activities from within the Skills Book. You may find the following activities helpful when formatively assessing your students throughout the year:

Unit 1

- Can write a longer, detailed description of a person.

Portfolio, SB p. 3

- Can write a reasoned opinion on a given topic using appropriate conjunctions.

Project, SB p. 9

"Top-Teen Award" Cut-out page

- Can read and understand a longer, more complex story about the Prophet Yusuf (PBUH)

Activity 1, CB p. 4

Activity 2, SB p. 5

- Can apply skimming and scanning strategies appropriately to reading texts.

Activity 1, SB p. 10

Activity 1, SB p. 4

Focus Questions throughout.

- Can listen to and recognise language of opinion.

Activity 2, SB p. 8

- Can ask and answer a variety of questions for personal information.

Cut-out, Find Someone who...?

Portfolio: Survey, SB p. 5

- Can identify and use possessive adjectives appropriately.

Activity 1, SB p. 3

Activity 1, SB p. 12

- Can identify and use possessive pronouns.

Activity 2, SB p. 6

Activity 4, SB p. 12

- Can identify and use the possessive apostrophe.

Activity 1 and 2, SB p. 11

Activity 8, SB p. 13

- Can recognise /ɪ/ and /ɪ:/ sounds.

Activity 1 and 2, SB p. 9

Unit 2

- Can read and understand longer pieces of text on a given topic.

Focus Questions CB p. 12

Focus Questions CB, p. 14 and 15

Activity 3, SB p. 16

Activity 2, SB p. 19

Activity 3, SB p. 19

Activity 1, SB p. 20

- Can write longer more complex sentences using clauses, with adjectives and adverbs.

Portfolio, SB p. 22

- Can write a story using the Writing Route.

Project, SB p. 20

- Can ask and answer questions on a given text.

“Biographies” Cut-out

- Can talk about a picture using relative clauses.

“Get some missing information” cut-out.

- Can guess the meanings of words from context.

Activity 1, SB p. 17

Activity 1, SB p. 19

- Can use punctuation appropriately.

Activity 2, SB p. 22

Activity 3, SB p. 22

- Can order adjectives in writing.

Activity 3, SB p. 21

- Can identify and use the features of direct speech.

Activity 2, SB p. 17

Activity 1, SB p. 18

Activity 3, SB p. 18

- Can identify and use defining and non-defining relative clauses appropriately.

Activity 1 SB p. 15

Activity 2, SB p. 15

Activity 1, SB p. 16

Activity 2, SB p. 16

Activity 2, SB p. 20

- Can recognise /θ/ and /ð/ sounds in words.

Activity 1, SB p. 22

Unit 3

- Can read and understand a variety of texts about money.

Activity 4, p.27

Activity 1, p.28

Activity 1, SB p.31

Activity 1, SB p.34

Activity 3, SB p.34

Activity 2, CB p.23

- Can read a story for general understanding

Focus Questions, CB p.26

- Can read and identify topics

Activity 1, CB p.24

Activity 3, SB p.29

○ Can write a formal letter of complaint
Activity 2, CB p.25

○ Can complete a form
Activity 1, SB p.35

○ Can listen and identify a speaker's attitude
Activity 3, SB p.33

○ Can give personal opinions
CB p.21
Activity 1, CB p.26 and 27
Activity 1, CB p.28 and 29
Project, SB p.32
Activity 1, SB p.33

○ Can conduct an interview
Activity 1, SB p.27

○ Can give arguments for and against a given topic
Activity 1, SB p.32

○ Can differentiate between past simple and present perfect
Activity 2, SB p.27
Activity 3, SB p.27

○ Can recognise and use the past perfect
Activity 2, SB p.28
"The Robbery" Cut-out
Activity 2, SB p.34

○ Can listen and differentiate between /ɒ/ /æ/ and /e/ sounds in words
Activity 2, SB p.32
Activity 3, SB p.32

Unit 4

○ Can read and understand a variety of texts about space
Activity 3, SB p.38
Activity 2, SB p.44
Activity 3, SB p.44
Activity 3, SB p.45

○ Can read and interpret a more complicated table and graphs
Activity 2, CB p.33

Activity 2, SB p.39
Activity 2, SB p.40

○ Can write complex sentences using conjunctions
Activity 4, CB p.35

○ Can listen to and understand a variety of longer texts
Activity 4, CB p.33
Activity 1, SB p.43

○ Can use polite language
Activity 3, SB p.46

○ Can use large numbers
Activity 1, SB p.40
Activity 2, SB p.40
Activity 4, CB p.33

○ Can conduct an interview on a given topic
Activity 1, SB p.42
Activity 3, SB p.47

○ Can recognise and use irregular comparatives and superlatives
Activity 3, CB p.33
Activity 2, SB p.39
Activity 3, SB p.39

○ Can identify and use adverbial clauses of time
Activity 1, SB p.44

○ Can recognise and use reflexive pronouns
Activity 2, SB p.41
Activity 3, SB p.41

○ Can listen and differentiate between sounds /s/ and /z/
Activity 1, SB p.45

3 Working with Grade 9

3.1 Activities

All the activity types used in the course have been designed to motivate students to use English in a way that is enjoyable and purposeful. These activities have the additional advantage of involving students on many different levels. They involve students affectively by relating to the students experiences, intellectually by providing challenge, and socially through group and pair work.

A range of activity types have been included to challenge students and practise skills. These are information transfer, information gap, stories, role plays, plays, interviews, reports, problem solving and puzzles. Additionally, as students become older there is a need to expose them to more formalised activities, such as grammar exercises in preparation for higher studies. Through these activities students actively engage in not only doing, but also generating their own activity types for fellow students to complete.

3.2 Stories

Stories are a powerful tool in language learning and the development of student. They are an excellent way to introduce English and contribute to the student's whole development. They can also provide the starting point for a wide range of activities. Stories, and activities based on them, are a very natural way of linking English with other subjects in the school curriculum, and of making learning more attractive and interesting.

3.3 Acting-out and role-play activities

There are a number of acting-out and role play activities throughout the course in which students, either in group or in pairs, reproduce dialogues or act out roles in a communicative situation.

These activities give students the opportunity to participate in controlled interactive situations using functional English in a communicative way. They also provide

students with opportunities to be creative and individual in their use of English.

3.4 Focus questions and information transfer

Focus Questions are formal, more traditional comprehension-type questions that aim to get students to quickly access information in texts. However, this can become mechanical as students can become engaged with only lifting answers from texts. Information transfer activities are also included, which engage students in manipulating text from one medium to another and promotes higher levels of comprehension.

3.5 Information gap activities

These are activities in which students must communicate in order to get missing information. In pair work it is necessary to ensure that students do not just copy each others texts, but are actively engaged in using questions as a means of finding out information. Here the role of the teacher to monitor and support is crucial, as well as careful classroom organisation in setting up the activity itself. This may, for example, involve getting students to sit 'back to back' in order that students focus on speaking and listening.

3.6 Puzzles and problem solving

In order to develop higher order cognitive skills, puzzles and problem solving activities have been included. Here deductive reasoning, lateral thinking, application of prior knowledge, memory, etc. are all essential components that help develop students' learning to learn.

3.7 Checking students understanding of a task

- Ask students to read the rubric and instruction text for the activity.
- Ask them to check in their groups what they have to do.

- Then ask a group to volunteer to tell the class what they have to do.
- Do not get students to read the rubric or instruction text aloud.
- Make sure students understand what they have to do.

4 Classroom management

The teacher's role in a modern classroom is to be a 'facilitator' of learning. This includes initiating language input, helping students to interact with each other, evaluating what students do, and providing feedback.

Teachers can support student's ability to process language in several ways:

1. By beginning with what students already know about a topic.
2. By ensuring that language is always supported through examples.
3. By giving feedback on what students achieve and praising them for completing tasks.

4.1 Negotiated rules

As students become more mature, it is necessary to provide a framework within which both students and teachers can work independently and with a greater sense of personal responsibility. There needs to be a greater emphasis on mutual respect as students are no longer children, but young adults. At the beginning of the year spend some time getting students to talk about what helps and prevents them working effectively in the classroom. Encourage them to suggest ways of working in order to establish common ground rules.

Setting up lessons

Language acquisition theory suggests that students learn much better if they are told what they will be learning in the lesson. At the beginning of each lesson, tell the students what they will be doing in the lesson. At the end of each lesson, elicit from the students what they have done.

Preparation

Preparation is the key to any well-organised classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.

Make sure you have provided students with everything they need before you ask them to start an activity. Always have spares of any essential items needed for an activity in case student forget, lose, break, or spoil them.

Establish a routine so that students know where to find and return materials, how to organise the class layout for activities, etc. Organise your classroom so that important equipment is within easy reach of all the students during an activity. After the activity, make tidying up an essential part of the lesson.

The organisation of your classroom is very important. Clear instructions are essential when organising the class for an activity – always make sure students know exactly what they are doing before they start. Students should see and hear a model of the activity, or the language they are expected to produce, so that they understand clearly what to do.

4.2 Classroom organisation

The organisation of your classroom will depend on the number of students in your class and the physical dimensions of the room. Different activities will require different class organisation. Some of these are described here, and shown in the diagram on the next page.

4.3 Class work

Sightlines are very important when you are teaching the whole class. Students must be able to see you when you are speaking, holding up a picture, pointing at the board, or writing and drawing on the board.

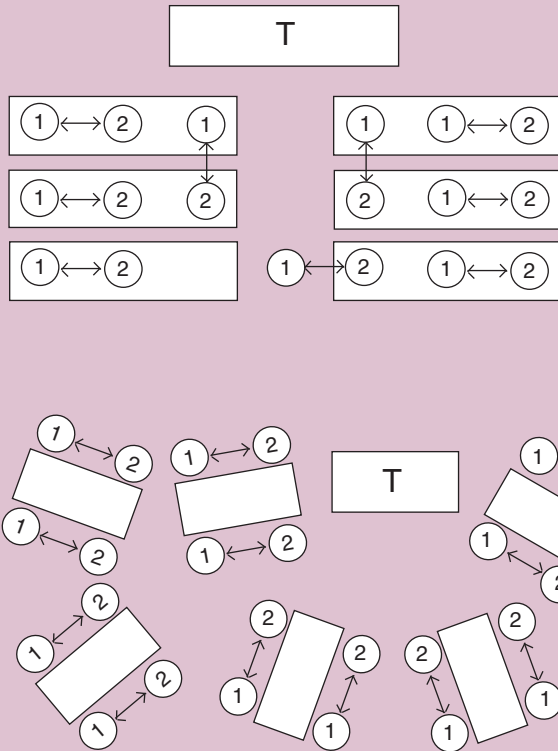
4.4 Pair and group work

Opportunities for individual students to interact can be significantly increased by getting them to work in pairs or groups.

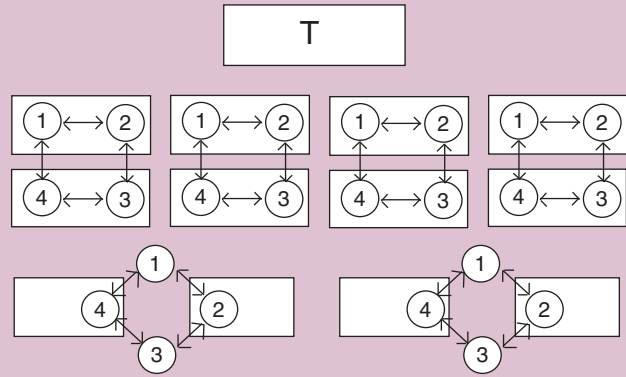


Classroom organisation

Pair work

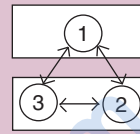


Group work

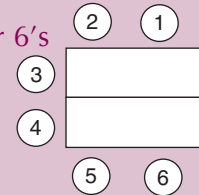


Other group arrangements

for 3's



for 6's



Pair work

Students can easily form pairs with their neighbour. Other arrangements are also possible.

Group work

For group work, ensure that students are facing one another and not spread out in a line, which would make communication impossible.

The following steps will help you set up pair work and group work effectively:

- Make sure that students have had plenty of opportunity to practise the language needed for the activity.
- Select pairs.
- Give the instructions and check that students have understood.
- Always provide students with a very clear model of the task – demonstrate the activity yourself with a confident student, or choose a pair to practise in front of the class.
- Start the activity. Move around the classroom listening, helping, and encouraging where necessary.
- Make sure that the pair or group activity doesn't go on too long.

- Follow up pair and group work with feedback to the whole class.

Although it can be more settling for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. One way of forming pairs is to organise it as a game by giving each student half of a matching pair and asking them to find their partner. This can be done with halves of pictures, a question and an answer, a picture and a word, etc.

Varying the combination of students in groups affords the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.

4.5 Developing feedback

In Grades 9 and 10, students are encouraged to personalise their use of English through more open ended and challenging tasks. To help them achieve a level of confidence, it is necessary to let students actively experiment

with their use of English. Therefore, students and teachers should see errors as a natural part of this learning process for which feedback needs to be given.

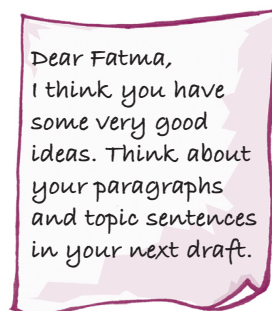
There are different forms of feedback. Oral feedback is immediate and usually when work is in progress. It should be specific to the task or the skills being practised. Regular conferencing with groups or individuals should also take place to help students reflect upon work being undertaken. Encourage students to tell you as much as possible about areas of work they want to improve on, rather than telling them what you think they should do. Here, developing a dialogue between student and teacher is important in identifying causes of errors. Developing good interpersonal relationships, rapport and questioning techniques all play a vital part in creating an environment in which non-threatening, constructive and critical thinking can take place.

The following guidelines should be followed:

- Do not interrupt when a student is saying something. After the student has finished speaking, you can use correct English to gently paraphrase what the student was trying to say.
- Build up student's confidence in attempting to say things in English, even if their production is not accurate to begin with. Remember to praise their attempts.
- Be patient. Remember that mistakes are a natural part of the learning process. Students learning their first language are exposed to an enormous amount of language for a long time before they are able to produce any language. When they do start producing language, they make mistakes for a long time.

Written feedback is also very important at this stage. It is meaningful and authentic communication in English and it helps students develop their work. Take some time during lessons to circulate and give some written feedback or collect books at the end of activities. It is more useful for students to

receive a little amount of regular written feedback than lots of ticks that are not specific and may not assist students identify areas for improvement. Think about the purpose of the feedback and responding to the message of written tasks as well as the language content. For example:



Using a system of symbols to give written feedback can assist students to correct their own work and help remind them of areas they need to develop through self-study. Below are some suggested symbols for you to use. However, you may develop your own symbols in time, as long as students know what they stand for. It's a good idea to spend some time at the beginning of the semester familiarising students with the symbols or developing them together.

Suggested symbols:

- Sp check the spelling
- T check the tense
- C check your capitals
- P check your punctuation

4.6 Classroom display

It is important that students are given as much opportunity as possible to have as wide an audience for the work they do in English. Getting students to assist with school and classroom displays is important in providing an audience a creating a sense of achievement. Displaying students' work gives status to it, as well as enhancing the learning environment of the classroom. It gives students a real sense of pride and ownership of their work.

5 Course components

The course components for Grade 9 semester A are as follows:

- Classbook
- Skills Book
- Teacher's Book
- Cassettes
- Resource Packs

5.1 Classbook

The Classbook contains the core stimulus material for classroom activities. These include factual information presented through a variety of text types, dialogues, puzzles, stories, interviews, poems, etc.

There is a content map at the beginning of the book for students to use for self access activities as well as familiarise them with the contents of the book. Spend some time at the start of the semester getting students to familiarise themselves with the contents of the book.

Each unit in the Classbook has a unit cover page on the first page of each unit, which reflects the topic of the unit. This can be used for introducing the topic and predicting the content as well as teaching and revising vocabulary.

Please note:

The Grade 9A Classbook is designed to be re-used by students in following years and therefore should not be written in at all. All written work must be done either in the Skills Book or in their exercise books. Students will need to be trained not to write in the Classbook and to look after it carefully so that it may be used by others.

5.2 Skills Book

The Skills Book contains activities that consolidate the language and skills developed in the Classbook activities. It also contains simple language analysis activities designed to develop students' awareness of the rules governing the grammatical and functional language they have encountered in the course. Other analytical activities raise students' awareness of aspects of phonology and

spelling and punctuation conventions. Learner development activities are also included here, such as looking at different methods of storing and ordering vocabulary, looking at ways of planning work, and so on.

The Skills Book also contains a bank of activities in the Self Study section at the back of the book that extend the work done in particular units. There is an accompanying self-check answer key that students can use to check their own work.

The back of the Skills Book also contains a Word List of the key vocabulary in the course organised alphabetically with phonetic transcript. Students should be encouraged to refer to this to help them with their spelling and pronunciation

The Skill Book also contains a series of cut-out pages at the back of the book which are removed to make the Learning Journal and other activities.

5.3 Teacher's Book

The Teacher's Book aims to provide full support for the teacher in planning the programme for the semester. The introduction describes the aims of the course and gives a rationale for the approach to language teaching in the course. The Classroom management section suggests ways of managing the different types of activities and using the routines of classroom interaction as a context for language learning.

The Teacher's Book provides step-by-step lesson notes for each unit, which help the teacher create a suitable environment for effective and enjoyable language learning.

Each unit has Additional activities highlighted in the Teacher's Book. These are optional and can be used at the teacher's discretion. The activities may extend lesson activities or provide opportunities for further practise of skills and strategies.

In addition, the Teacher's Book contains the following:

- A contents map showing the main language content of the course.
- Aims for each unit, the active vocabulary used, the main language the students will learn, and the skills developed.
- A list of classroom materials needed for each lesson.
- Scripts of all listening activities recorded on the cassettes.
- Profile charts for you to record the students' progress.
- A section at the back of the book of photocopiable pages for use in class activities.

5.4 Audio cassettes

The audio cassettes or CDs feature both student and adult speakers, and provide a wide variety of natural listening materials including interviews, monologues, dialogues and specific listening tasks. There are two sets of cassettes per book – **Listening** and **Songs** and **Rhymes**.

5.5 Resource Packs

There are two Resource Packs, one for the teacher and one for the class. The **Teacher's Resource Pack** (consumable for Cycle 2) will be distributed to each teacher once a year.

This contains:

- 20 dice
- 60 coloured counters
- 12 pairs of scissors
- Packs of coloured wax crayons for posters

There is also the **Class Resource Pack**, which you will receive for each class. Grade 9 Semester A pack contains:

Unit 2

How Good is your writing? 14 sets

Unit 4

Captain Perfect and Evil Sid Simple. 2 sets/group

- Bronze Reading Cards. 1 set
- Silver Reading Cards. 1 set
- Gold reading Cards. 1 set

Specific objectives for Grade 9

Aural language receptive skills

- Understand and respond to longer aural texts.
- Develop a more extensive listening vocabulary.
- Understand and respond to different types of aural discourse (conversation, narrative, description).
- Understand longer and more complex aural texts, including dialogues, monologues, and identify topics, main ideas, key information as well as make inferences and predictions based on what they hear.

Oral productive skills

- Initiate and take part in longer conversation and interaction, e.g. give directions, ask for information, describe opinions.
- Recognise and produce common idiomatic and conversational expressions.
- Use English to carry out practical transactions in every day life using a largely predictable and restricted set of language and functions.
- Use English for social communication.
- Monitor own speech for accuracy and appropriacy.

Reading

- Read texts across a wide variety of text types (letters, articles, stories, poems, advertisements, questionnaires, brochures, etc.).
- Select appropriate reading strategies when reading (for example, reading for details or reading for main ideas, reading for pleasure) based on the nature of the text and the purpose of reading.
- Make effective use of reading reference sources (dictionaries, thesauri, encyclopaedias).

Writing

- Compose original written texts.
- Employ strategies appropriate at the different stages of the writing process (for example, brainstorming and planning, drafting, revising, editing).
- Use higher order organisational skills in writing.
- Locate information outside the course materials in order to complete written assignments.

Learning and social skills

- Co-operate with others in pair and group work.
- Work independently.
- Show interest in learning English.
- Sequence events and processes.
- Compare and contrast information.
- Apply prior knowledge.
- Make associations.
- Reason deductively.
- Compare and classify.
- Monitor and reflect on their own learning.
- Brainstorm.
- Distinguish different genres.
- Infer meaning from context.
- Learn how to access a dictionary.

Cross-curricular links

Unit 1

Islamic culture:

Ways of behaving
Story of the Prophet Yusuf (PBUH)

Social:

Co-operation
Team work
Turn-taking

Life skills:

Healthy ways of living
Community participation
Completing forms

Unit 2

Social studies:

Ways of conveying messages
Literacy

Arabic studies:

Arab writers and stories

Art and design:

Poster making

Science:

Applying objective criteria

Unit 3

Islamic culture:

Zakat
Ways of raising money

Social studies:

History of money around the world
Knowledge of currencies around the world

Life Skills:

Preparing a discussion
Completing a form
Writing a formal letter of complaint

Unit 4

Science:

Names of planets
Solar system
Space inventions
Communication and satellites

Mathematics:

Distances
Numbers

Social:

Discussion
Turn-taking
Collaborative group work

Life skills:

Being polite
Asking for clarification
Filling in forms

IT:

Designing a web page

Unit 5

Social science:

Conservation and pollution

Social:

Co-operation and turn-taking

Maths:

Graphs
Time
Problem solving

Art and design:

Design a poster
Write an advertisement

IT:

Access information in the LRC

English

for Me

Unit 1

Teen Time

Lesson 1

Preparation:

In lesson 1 of this unit students will need access to grade 8A and 8B Classbooks. If possible arrange with colleagues to borrow some books. Additionally, ask students to bring in their Skills Books from 8A and 8B if they still have them.

There are photocopiable activities in lessons 4, 7, 11 and 15 of this unit. You will need sufficient copies for the students in your class.

Step 1

Activity 1, SB p.2

In this step students are going to familiarise themselves with the title of the units.

Get students to read the instructions for activity 1 on page 2 of the Skills Book on their own. Get them to suggest where they can find the information and elicit the 'Contents'. Let them complete the activity on their own and write answers in the space provided. Elicit answers orally from individuals in the class when they have finished.

Answers:

Writers and Writing	Unit 2
Money	Unit 3
Space	Unit 4
Teen Time	Unit 1

Step 2

Activity 2, SB p.2

In this step students are going to familiarise themselves more fully with some of the contents of the 9A Classbook and Skills Book.

First ask students to look at the Contents Map at the beginning of their Classbook and then

elicit some of the activities they will be doing this semester. Then get the students to read the instructions for Activity 2 on page 2 of their Skills Book. They have to read the clues and then look through their Classbook and Skills Book for the answers. Students should write the answers in the space provided. Take this opportunity to monitor students sentence formation. Let the students check their answers in their groups and then, elicit answers orally from the groups.

Suggested answers:

1. King Midas is in Unit 3
2. The writing competition is the project in Unit 2.
3. We are linked to satellites by telephones and television
4. There is a portfolio sign.
5. Pages 71-72 has a list of irregular verbs.
6. Personal answer

Step 3

Activity 3, SB p.2

In this step students are going to find out more about the unit by reading and listening for specific information.

Start by getting students to tell you as much as they can about teenagers and what they do in their free time.

Then get students to read the instructions for activity 3 on page 2 of the Skills Book on their own. They have to decide where the missing words from the text in the speech bubble at the top of page 1 of the Classbook go. They should work on their own and write the number of the 'blank space' from the text in the Classbook next to the word in the Skills Book. Remind the students not to write their answers in the Classbook. An example is provided to help the students. When the students have finished, you could let them check their answers by playing the tapescript once or elicit answers orally from around the class.

Step 4

Learning Journal, SB pp. 91-92

In this step students are going to try to recall as much as they can about work they did in grade 8 English. They will use this information to decide which items will help them with this semester's work.

Spend some time getting students to recall orally as much as they can about the work they did in grade 8. When you have elicited as much as you can get students to find the "What can you remember about grade 8?" Learning Journal pages at the back of the Skills Book. Let them read the instructions on their own. First they have to complete the tables without looking at their English books from grade 8. When they have written as much as they can on their own distribute copies of the 8A and 8B Classbooks to students in order to write any additional missing information.

When they have completed this get them to look at the Contents of grade 9A Classbook, and decide which of the items they have listed will be useful for this semester's work by ticking them. Let students start their work in class and complete for homework.

Tapescript 1.1

Welcome to Grade 9 **English**. The first unit is all about teenagers or **teens**. Teens are young adults aged between **13** and 19. You'll find lots of useful information about teen life, teen interests, and what teen's **think**. We'll also be learning more **vocabulary**, for example, teamwork, opinions, drugs and exams. Then there's more Language Focus work on **pronouns**, apostrophes, and conjunctions. There are also some **speaking** activities that you may find useful when talking with friends. Oh yes, I nearly forgot, we'll also spend some time **revising** work from grade 8. Enjoy yourselves.

Answers:

speaking	(7)	vocabulary	(5)
pronouns	(6)	teens	(2)
English	(1)	13	(3)
think	(4)	revising	(8)

Finally, get students to tell you orally what they think the unit is all about and what they will learn using their own words.

Lesson 2

Step 1

Activity 4, SB p.2 and CB p.1

In this step students are going to answer questions by reading for specific information.

First get students to look at page 1 of the Classbook and elicit as much information as you can. For example, you may want to get students to tell you the title, the number of people on the page, their ages, where they're from and if the text is formal or informal and why.

Now get students to read the instructions for activity 4 on page 2 of the Skills Book. They

have to read the questions and find the answers by reading what the teens numbered 1 to 6 are saying on the unit cover page on page 1 of the Classbook. Let them write their answers in the space provided. Elicit answers orally from individuals in the class.

Answers:

1. Susan
2. Najma
3. Zakaria
4. Tom
5. Zakaria, Najma and Mustafa
6. Salim, Saleem and Tom

Step 2

'Find Someone Who' cut-out, SB p.109

In this step students are going to find out more about each other by asking and answering questions in order to write some simple sentences. Please note that this step is further developed in the lessons that follow and has to be done.

Ask students to tell you different ways of finding out information about things or people. They may be able to suggest questions, questionnaires, surveys, books, etc. Now tell students that over the next few lessons they will be trying to find out as much as they can about people.

Get students to carefully remove the 'Find Someone Who' cut-out page from the back of the Skills Book. Now get them to read the instructions for the activity on their own. They have to look at the information under the 'Find Someone Who' column and in their groups brainstorm the questions they could ask people. Elicit a few examples orally from the class, such as, **Have you got a friend from Muscat?**, **Have you got a 13 year old friend?**, etc. and then get them to write their questions in the space provided.

Set a time limit for this activity.

Then on their own, students have to walk around the class and ask and answer questions from other members of the class. They should only write the names of the people who say "Yes, I have." in the space provided. An example has been provided to help them.

When they have finished, elicit as much information as you can by asking students questions such as "Who has a friend in Muscat?", etc. Finally, get students to write three sentences using the information they have and the example provided at the bottom of the page.

You may want to let students complete this work for homework if there is not enough time to complete the remaining steps.

Remind students to keep this cut-out page safe as they will need it in step 1 of the next lesson.

Step 3

Language Focus SB p.3

In this step students are going to further develop their understanding of pronouns by finding possessive adjectives in a text.

Write the word pronouns on the board and get students to brainstorm in their groups all they can remember about pronouns. Elicit as much as you can from them. They should be able to name subject pronouns [I, he, she, it, we, you, they] and object pronouns [me, you, him, her, it, us, you, them] and that students are aware that names can be subject pronoun, e.g. Salma = her from work in 8B, Unit 4. You may want to get students to refer to the Grammar Reference at the back of the Skills Book to help remind themselves of subject and object pronouns.

Now get students to read the information and the instructions in the 'Possessive Adjectives' language focus box on page 3 of the Skills Book. Get them to tell you what they understand. They have to find the examples of possessive adjectives in the texts numbered 1-6 on page 1 of the Classbook and complete the table. Get them to use the subject pronouns and the example provided to help them. Elicit answers orally from the class.

Answers:

subject pronoun	I	you	he	she	it	we	they
possessive adjectives	my	your	his	her	its	our	their

Step 4

Activity 1, SB p.3

In this step students are going to practise using possessive adjectives.

Get students to read the instructions for activity 1 on page 3 of the Skills Book. They have to fill in the blanks with the correct possessive adjectives. When they have finished get them to exchange their work with a partner for checking. Elicit answers orally from the class.

Answers:

1. Salma's lost her bag. I think that is **her** bag.
2. John and Jenny said, "That's where we live. That's **our** house."
3. I like **your** shoes Siham. Where did you buy them?
4. "**My** name is Hilal," said Hilal.
5. "That's my sister. **Her** name is Maha."

6. This bike is nice to ride, but I don't like **its** colour.

Direct student's attention to the self-study icon and let them complete activity 1 of the self-study on page 12 of the Skills Book on their own for homework.

Lesson 3

Step 1

CB p.1, SB cut-out page p.109 and Exercise Books

In this step students are going to brainstorm questions for personal information in order to find out more about the answers students gave to the 'Find Someone Who...' activity from step 2 of the previous lesson. There are several parts to this step.

First, get students to look at the texts numbered 1-6 on page 1 of the Classbook and orally elicit questions that ask for personal information. These include:

- | | |
|----------------------------|--------|
| How old are you? | text 1 |
| What's your friend's name? | text 3 |
| Where do you live? | text 4 |
| What's your name? | text 6 |

Quickly get students to take turns asking and answering these questions with a partner.

Now, get students to take out the 'Find Someone Who...' cut-out from the previous lesson and quickly elicit sentences they should have written.

Next ask students to tell you what other questions they could ask to find out more about the people they questioned using the information under the 'Find Someone Who' column. For example, for 'Find someone who has a friend in Muscat', they could ask:

- What's your friend's name?
- Where do they live?
- How old are they?

Or for the 'Find someone who has been to the Khareef festival' they could ask:

- When did you go there?
- Who did you go with?
- What did you see?
- How long did you stay?

Elicit some examples orally and then let students work together in their groups to brainstorm questions for the remaining categories. Let them write their questions in their exercise books.

Once students have finished, on their own, get them to re-interview the people they talked to in the previous lesson using the additional questions they have brainstormed. Encourage students to find out as much as they can and write any answers as notes in their exercise books. Give students time to complete this and then elicit answers orally from the class.

Step 2

Activity 1, CB pp.2-3

In this step students are going to do a pre-reading exercise.

Direct students' attention to pages 2 and 3 of the Classbook and elicit as much as you can from them about what they can see on the pages. Try to get them to tell you that the top half is about describing people and the bottom half is questioning them about what makes people different.

Now get them to look at activity 1 on page 2 of the Classbook and elicit the title. This text also provides an opportunity to check if students can identify adjective pronouns. You may want to spend a few minutes eliciting these orally from the students before they start the activity. When you have done this get students to read the instructions for activity 1 on their own. They have to read the text and match the photos with the paragraphs. Let them write their answers in their exercise book. When they have finished get them to check their answers with a partner from their group and elicit these orally.

Answers:

- Photo A. Paragraph 3.
- Photo B. Paragraph 1.
- Photo C. Paragraph 5.
- Photo D. Paragraph 4.
- Photo E. Paragraph 2.

Step 3

Activity 2, SB p.3

This step continues to build student's understanding of a reading text.

Get students to read the instructions for activity 2 on page 3 of the Skills Book on their own. They have to read what Fahad has written about himself on page 2 of the Classbook. They have to match the clues with the correct paragraph, and write the number of the paragraph in the space provided. Let students work on their own. When they have finished, elicit answers orally from around the class.

Answers:

- a. The people in my family. paragraph 5
- b. What I wear. paragraph 2
- c. Not being careful with things. paragraph 4
- d. What I want to be. paragraph 1
- e. What others think of me. paragraph 3

Now direct student's attention to the oral activity below. Let them read the instructions on their own. They have to write three clues like the ones in activity 2 in their exercise book. In pairs they have to take turns to ask the clues and find the matching paragraph.

Encourage them to use the models provided to help them.

Additional activity

You may want to get students to give you an example of sentence for each of the clues and write them in their exercise book.

Step 4

Portfolio, SB p.3

In this step students are going to start work on writing a description of a person. This work should be completed before lesson 6. Take this opportunity to get them to remind you of the work they did previously in 8B, Unit 4 about describing people.

Get students to read the instructions for the portfolio activity on page 3 of the Skills Book. They have to start by reading the 'Writing about a person' learning strategy on page 3 of the Classbook, and then read the text about Fahad on page 2 of the Classbook again. Encourage students to use the example provided, the information they have collected about people in the class, and the learning strategy to write about themselves or a friend. You may want to get them to make a poster for this.

A space has been provided to brainstorm initial ideas in the Skills Book. Get students to follow the writing route and do their initial drafts in their exercise book. Let them put their final draft in their portfolio before lesson 6.

Preparation:

You may want to have copies of 8B Classbook available for step 1 of the next lesson in order to remind students of the work they did on descriptions in Unit 4.

You will also need to make sufficient photocopies for your class of the "Homework Vocabulary" activity from the photocopyable pages on page 138 at the back of the Teacher's Book.

Lesson 4

Step 1

CB pp.2-3

In this step students are going to brainstorm adjectives that describe people and their personality. There are several parts to this step.

First, tell students to keep their Class and Skills Books closed. In their groups get them to brainstorm adjectives to describe people. Give them a few minutes to do this and then elicit answers orally from around the class.

Then get students to look at the adjectives in the border of page 2 and 3 of the Classbook. Check that students know what a border is by pointing to it in the Classbook. Ask them if they have seen or used any of the adjectives before. Some students may remember some of the adjectives from Unit 4 in the 8B Classbook when they read and wrote about detectives and criminals. At this point you may want to show or give copies of 8B Classbook to students in order to remind them of the work they did.

Write the following headings on the board:

What does a person look like?
What is a person like?

You may want to take this opportunity to discuss with the students that 'What a person looks like' refers to a person's appearance and looks, and 'What a person is like' refers to how they behave or personality. You may also want to highlight that adjectives can change their meaning according to how they are used.

Now get students to work together in their groups and choose five adjectives from the border for each category and sort them into the above headings. Let them write their answers in their exercise book. Elicit answers orally from the class. Be careful, some adjectives can refer to both appearance and

personality, for example: -

smart

He looked smart in his dishdasha
appearance / tidy

She is a smart girl

personality / clever

Finally, get students to choose 10 adjectives from the list in the Classbook border and learn for their spellings for a test in lesson 7.

Homework:

For their homework get students to complete the "Homework Vocabulary" activity from the photocopiable pages on page 138 at the back of the Teachers Book. Elicit answers orally at the start of the next lesson.

Answers:

Personality	Appearance
selfish	handsome
careful	curly
rude	short
polite	bald
generous	pale

Additional activities:

Here are three more additional activities you may want to use with this step:

1. Get students to look up the meanings of 5 of the adjectives in a dictionary and write them in their exercise book or portfolio.
2. Get students to say or write sentences using some of the adjectives from the border.
3. Get students to do activity 2 of the self study on page 12 of the Skills Book in which students have to sort the adjectives into positive and negative in the table provided.

Step 2

Learning Strategy box, SB p.4 and Activity 1, SB p.4 and CB p.3

In this step students are going to work out the meanings of key words for the text they are going to read in step 2 of this lesson.

Tell students to keep their Skills Book closed, and elicit orally from the class different ways of working out the meanings of words they do not know. They may suggest different strategies such as looking in a dictionary or asking a friend, for example. Then get them to read the 'Word Meanings' learning strategy box on page 4 of the Skills Book, and get them to tell you what they understand.

Now let students read the instructions for activity 1 on page 4 of the Skills Book on their own. They have to find the words numbered 1-5 from the activity in the 'What makes people different' report on page 3 of the Classbook and match them with the descriptions. A distracter has been provided to additionally challenge the students. Let them write the answers in the space provided. Elicit answers orally from around the class.

Answers:

- | | |
|----------------|---|
| 1. active | f |
| 2. curly | d |
| 3. features | a |
| 4. personality | c |
| 5. unique | e |

Finally, discuss with students which strategies they used to help them match the words with the descriptions.

Step 3

Activity 2, CB p.3

In this step students are going to answer some reading comprehension questions on a piece of written text.

Get students to look at pages 2 and 3 of the Classbook. Direct their attention to the title 'Who am I?' at the bottom of page 2 and ask

how this is different from the title at the top of page 2 'Who I am!' They should be able to tell you that one is a question and the other a statement. From this, get students to tell you that the top half of the page tells you about what a person thinks they are and the bottom half asks about what a person is.

Now get students to read the instructions for activity 2 on page 3 of the Classbook. They have to read the 'What makes people different' text and answer the Focus questions in their exercise books. Elicit answers orally from the class.

Answers:

- List the adjectives in paragraph 2.**
black, blond, blue, curly, fat, long, short, straight, tall, thin.
- How can people change themselves?**
length, colour or style of hair, by dieting, and choosing what to wear.
- What kind of things might an active person like doing?**
sports, meeting people.
- How are you more likely to make friends?**
being kind and helpful, and not angry.
- Why shouldn't you judge people by the way they look?**
personal answer.

Step 4

Activity 2, SB p.4

In this step students are going to find out more about themselves to help with developing the writing they are doing for their portfolio.

Get students to look at activity 2 on page 4 of the Skills Book. Direct students' attention to the adjectives in the border and get them to guess their meanings in their groups. Elicit these orally from around the class. Also direct students attention to the photos in the activity and get them to tell you as much as possible about them.

Now get them to read the instructions for activity 2 on page 4 of the Skills Book. They

have to read the statements and give themselves a mark between 1 and 5 and write it in the space provided. The higher the mark (5), the more they agree with the statement; the lower the mark (1), the less they agree with the statement. When they have completed the activity, elicit answers orally from individuals in the class and get them to explain their answers. Ask students if they have learned anything new about themselves.

Finally direct their attention to the text at the bottom of the page asking them to use this information for the portfolio task they started in the previous lesson. If they are writing about a friend, then they should refer to their friend's answers. Get them to include any additional information in the next draft of their writing.

Lesson 5

Step 1

Activity 1, SB p.5 and CB p.4

In this step students will be identifying key words from a piece of written text and matching them with the corresponding descriptions.

Get students to read the instructions for activity 1 on page 5 of the Skills Book. They have to read the descriptions and find the word that best matches the description by reading 'The Story of Prophet Yusuf (Peace Be Upon Him)' on page 4 of the Classbook. You may want to take the opportunity to get them to tell you what they already know about the story of Prophet Yusuf (PBUH) from their Islamic Studies before they start this activity.

Let them write their answers in the spaces provided. Let students check their answers with a partner and then elicit answers orally from around the class.

Answers:

1. ears
2. famine
3. dream
4. jealous

Step 2

Activity 2, SB p.5 and CB p.4

In this step, students are going to answer reading comprehension questions.

Get students to read the instructions for activity 2 on page 5 of the Skills Book. They have to read 'The Story of Prophet Yusuf (PBUH)' on page 4 of the Classbook and answer the focus questions in their eExercise books. Let them work on their own and when they have finished let them exchange their books with a partner for checking. Elicit answers orally.

Focus Question Answers:

1. **Name the main characters in the story.**
Prophet Yusuf (PBUH), father, brothers, the Aziz, the King of Egypt,
2. **Why did Yusuf's (PBUH) brothers throw him in a well?**
They were jealous/ their father liked Yusuf (PBUH) more
3. **Which animal is mentioned in King's dream?**
cow
4. **What was Yusuf's (PBUH) special gift?**
He knew the meanings of dreams.
5. **Where was Yusuf taken after they rescued him from the well?**
Egypt
6. **What is the moral of the story?**
Not being jealous/ not getting angry. etc...

Additional activity:

You may want to spend a few minutes getting students to identify any possessive adjectives

in the text and calling these out orally by saying the sentence they are in.

Step 3

Activity 1 CB p.4 and Exercise Book

In this step students are going to read a story and then hear someone expressing an opinion about parts of the text. This step gives practise in listening and reading for specific information.

Get students to read the title of 'The Story of Prophet Yusuf (Peace Be Upon Him)' on page 4 of the Classbook. Elicit the title and direct students attention to the items in the border. Elicit any vocabulary and get students to tell you anything they already know about this story using as much English as possible.

Now get students to read the instructions for activity 1 on page 4 of the Classbook. They have to read the story and then listen to different ITC members talking about parts of the story. They have to decide which paragraph the ITC member is talking about and write their answers in their Exercise Book. They only need to write the number of the paragraph. Play the tapescript through twice and let students complete the activity on their own. When you have finished elicit answers orally from the class.

Tapescript 1.2

- Yes, I remember the bit he told his father about his dream.
- I don't think it's good to throw your brother into a well.

- I think this must be the introduction to the story.
- I like the ending when they're all together as a family.
- I hope his brothers will listen to their father.
- I'm glad someone saved Prophet Yusuf (PBUH) from the well.

Answers:

- paragraph 2
- paragraph 4
- paragraph 1
- paragraph 9
- paragraph 3
- paragraph 5

Step 4

Exercise Books

In this step students are going to ask and answer questions they have written about 'The Story of Prophet Yusuf (PBUH).'

On their own, tell students to write four questions in their exercise books. When they have finished, get students to work with a partner to ask and answer the questions they have written. The person with the most correct answers is the winner.

Reminder

Students should be learning the adjectives they chose from lesson 4 for a test in lesson 7. Also remind students to write a few sentences in their learning diary about what they have done in the unit so far.

Lesson 6

Step 1

CB p.5, Activity 3, SB p.5 and Exercise Books

In this step students are going to identify words from a text and brainstorm vocabulary in preparation for a survey. There are several parts to this step.

First, get students to quickly look at the ITC page on page 5 of the Classbook. Elicit the title and get them to tell you that 'hanging out' means being with friends and doing things. Get them to tell you where they like to hang out and what they like to do when they are hanging out.

Then get students to tell you as much as they can about the web page as possible. You may want to ask some focus questions similar to the following orally, e.g. How many paragraphs are there?, Which countries are named?, Who has written from Brunei?, What club did Sally join?, etc. In their groups, get students to work out the meaning of words they are unfamiliar with and elicit an example from each group.

Now get students to read the instructions for activity 3 on page 5 of the Skills Book. They have to circle the activities that Ali has been brainstorming that are the same as ITC members have been writing in about for the ITC web page on page 5 of the Classbook. When students have completed the activity, get them to check their work with a partner and elicit answers orally from around the class.

Answers:

2. going on an expedition
6. watching TV
7. eating
8. going to a fun park
10. shopping
12. listening to music

Finally, in their groups get students to brainstorm any other activities they like to do or are interested in doing in their exercise book.

Additional activity

Here are three additional activities you may want to use with this step:

1. Get students to use the models provided from the ITC web page on page 5 of the Classbook and get them to write about what they like to do when they are 'hanging out'. Get them to put their work in their portfolio when they have finished.
2. If you have access to dictionaries you may want to get students to choose any words they do not know from the ITC web page text on page 5 of the Classbook and get them to find their definitions. Students could put these in their portfolio or their exercise books.

3. There is additional spellings work in activity 3 on page 12 of the self-study page.

Step 2

Portfolio SB p.5

In this step students are going to start by carrying out a survey and then write up their findings. This activity can be started in class and should be completed before the end of the unit.

Get students to read the instructions for the portfolio task on page 5 of the Skills Book. They have to choose any 5 activities from the ITC web page on page 5 of the Classbook or the activities they brainstormed in the previous step to find out what 3 people in the class like to do when they are 'hanging out'.

Let them work on their own and draw a table similar to the one provided on a piece of paper. To save time, you may want to draw a blank table yourself and provide photocopies for students.

They should think of their own activities to write in the spaces and the names of people in the class. You may need to spend some time getting students to tell you what kind of questions they could ask each other, for example, "Do you like to...?", etc. When they have completed the survey they should use the information to write sentences about what people like and do not like to do and put their work in their portfolio.

Step 3

Activity 1, SB p.6

In this step students are going to complete a newspaper article by finding words from texts they are familiar with.

Get students to read the instructions for activity 1 on page 6 of the Skills Book. First they have to read all of the newspaper report, and then write the missing words in their exercise books using words from the ITC web site on page 5 of the Classbook. You may want

to spend a few minutes getting students to decide if nouns, verbs, or adjectives are missing from the newspaper report and predict the missing words before they start writing them in. Initial letters of the missing words have been provided to assist students.

When they have completed the activity get students to check their answer with a partner and elicit answers orally from the class. After eliciting the answers, you may want to spend a few minutes discussing the article with the students and get them to tell you if they agree or disagree with it and why.

Answers:

Parents, do you know what your teenagers get up to? Is **1. hanging** out with the rest of their **2. friends** at weekends or in the **3. holidays** a good use of their time? It is true that in some countries gangs of teens can be a menace to the rest of the public. In some countries the number of teens is controlled in **4. shopping** centres and fast food **5. restaurants** and other places where they like **6. chilling** out. The

truth is that teens can get **7. bored** easily.

Joining **8. clubs**, organising special events, or going on **9. expeditions** can be one way to direct the natural energies of young adults. Getting them to **10. help** others is another way...

Step 4

Let students complete any unfinished work.

Reminder:

Students should be learning the adjectives they chose from lesson 4 for a test in lesson 7. Also remind students to write a few sentences in their learning diary about what they have done in the unit so far.

Preparation:

To save time, you may want to draw a blank table similar to the one provided in the Portfolio activity on page 5 of the Skills Book yourself and provide photocopies for students for use in step 2 of the next lesson.

Lesson 7

Step 1

Exercise Books

Test the students on the spelling of the self-chosen adjectives from lesson 4.

Step 2

Language Focus SB p.6

In this step students are going to continue to develop their understanding of pronouns by finding possessive pronouns in a text.

Quickly get students to tell you all they know about pronouns. You may need to refer students back to lesson 2 where they looked at adjective pronouns.

Now get students to read the information and the instructions in the 'Possessive Pronouns' language focus box on page 6 of the Skills Book. Get them to tell you what they understand. They have to find the examples of possessive pronouns in the 'Whose Bag?' text on page 6 of the Skills Book and complete the table. Get them to use the subject pronouns and the example provided to help them. Elicit answers orally from the class.

Answers:

subject pronoun	I	you	he	she	we	they
possessive pronoun	mine	yours	his	hers	ours	theirs

Please note that there are no possessive pronouns for it.

Step 3

Activity 2, SB p.6

In this step students are going to practise using possessive pronouns.

Get students to read the instructions for activity 2 on page 6 of the Skills Book. They have to fill in the blanks with the correct possessive pronouns. When they have finished get them to exchange their work with a partner for checking. Elicit answers orally from the class. Direct student's attention to the self-study icon and let them complete activity 4 of the self-study on page 12 of the Skills Book on their own.

Answers:

1. 'Is this your bag Mustafa?'
'Yes, it's **mine**.'
2. 'Has Ali left his keys again?'
'Yes, these are **his**.'
3. 'Maha, you've got a lot of shoes in your cupboard! Are they really all **yours**?'
4. Najma and Siham have been friends for a long time. **Theirs** is a great friendship.
5. The keys belong to Susan. The keys are **hers**.
6. 'Ahmed and Ali, are those books yours?' asked the teacher.
'Yes, they're **ours**,' they replied.

Step 4

TB photocopiable activity p.139

In this step students are going to get further practise in using possessive pronouns within a short time period.

Tell students to keep their Class and Skills Book closed. Distribute copies of the 'Bags, Bags, Bags' dialogue. Let them read the instructions. They have two minutes to fill in the blanks with the correct possessive pronouns. At the end of the two minutes, get students to exchange their work with a partner for checking. Elicit answers orally from around the class

Answers:

- Sally: Simon, is this bag **1.yours**?
Simon: No Sally it's not **2.mine**. Ask mum, I think it's **3.hers**.
Sally: Mum, is this bag **4.yours**?
Mum: No Sally, it's not **5.mine**. Ask dad, I think it's **6.his**.
Sally: Dad, is this bag **7.yours**?
Dad: No Sally, it's not **8.mine**. Ask your grandparents, I think it's **9.theirs**.
Sally: Grandfather, grandmother. Is this bag **10.yours**?
Grandparents: Yes, it's **11.ours** Sally. We've been looking for it. Where did you find it?
Sally: On top of my cupboard.

General note:

Over the next few lessons you will be getting students to discuss topics that may be sensitive for some students in your class.

Lesson 8

Step 1

Activity 1, CB p.6

This step aims to get students to remember and use previously learned language to express opinions. They have expressed personal opinions previously by using the language "I think..." and given reasons using "because" in 8A Unit 2.

Ask the students to look at the title "What's your opinion?" on pages 6 and 7 of the Classbook. Elicit the students' understanding of the word "opinions".

Then, get the students to look at the pictures in activity 1 on page 6 of the Classbook and elicit what they can see. Find out the opinions of some students by asking “What do you think about exams/ smoking/ shopping/ dieting... ?” Encourage some of the more confident students to give reasons for their answers using “because”.

Now, get the students to read the instructions for activity 1 on page 6 of the Classbook. In pairs, they are going to choose a picture and tell their partner what they think about it. They should try to give a reason for their opinion by using the conjunction because. There is an example provided to help them.

Step 2

Activity 1, SB p.7

In this step, the students are going to identify functional expressions, which show the speaker is giving a personal opinion. They also identify conjunctions that give reasons for the opinions expressed.

Get the students to read the instructions for activity 1 on page 7 of the Skills Book. Elicit their understanding of the task. They are going to read Juma’s and Moza’s opinions about television and underline three phrases that show they are giving their opinions. Then, the students are going to circle two conjunctions which give reasons for their opinions.

When the students have finished identifying the language, elicit some examples orally from around the class.

Answers:

Language of opinion (underlined):

In my view...

I think...

In my opinion...

My feeling is...

Conjunctions that give a reason (circled)

because

as

since

Step 3

Activity 2, SB p.7

The aim of this step is to give the students a written table of useful language that will support oral activities and project work in the unit.

Get the students to read the instructions for activity 2 on page 7 of the Skills Book. Elicit their understanding of the task. They are going to read Juma’s and Moza’s opinions about television and write the language of opinion and the conjunctions they found in the boxes provided.

When the students have finished identifying the language, elicit some examples orally from around the class.

Step 4

Activity 3, SB p.7 and Exercise Books

This activity uses a graphic organiser to help students organise their reasons for their own opinions.

Ask the students to read the instructions for activity 3 on page 7 of the Skills Book. Get them to look at the table and elicit their understanding of “positive” and “negative” (which they met previously in 8A, Unit 1) and get them to offer ideas for the “other” column. Check that the students understand that this column doesn’t always get filled in.

First, the students have to sort the opinions from the Club Talk texts in to the table in activity 3 on page 7 of the Skills Book.

Possible answers:

Television

Positive

makes life interesting

learn about world

see different places

get news quickly

Negative

health: get fat/ don’t exercise

stops people talking

lonely/stops visiting

Other

how much you watch

what you watch

Then, they have to copy the table in to their exercise books and prepare their own opinions on a topic. Encourage the students to suggest some possible topics or get them to look at the topics provided in activity 1 on page 6 of the Classbook.

When they have finished preparing their opinions about a topic in their exercise books, encourage a confident student to tell the class their opinion. Get them to use the language from activity 2 to talk about their opinion.

Additional activity:

In groups, get the students to use the table that they completed in their exercise books to express an opinion orally and justify it with reasons.

Lesson 9

Step 1

Activity 1, SB p.8

This step gets the students reading semi-authentic dictionary definitions and familiarising themselves with vocabulary necessary for the listening activity in step 3.

Get the students to read the instructions for activity 1 on page 8 of the Skills Book. They are going to match the correct word to the correct dictionary definition and write it in the space provided. Let the students work independently and then encourage them to tell you how they completed the task. Students might have used different strategies to do the task such as looking at the phonetic transcription, putting the words in alphabetical order or reading the meanings. When they have completed the activity get them to tell you the answers orally.

Answers:

- bronchitis
- caffeine
- dangerous
- drug
- harmful
- medicine
- popular
- selfish

Additional Activity

To check student's understanding of the vocabulary, give each group a different word from the text box and ask them to think of a sentence with that word in it. Elicit the sentences from each group orally.

Step 2

Learning strategy SB p.8

This step helps to prepare students for the following listening activity.

Tell the students that they are going to listen to some ITC members in step 3, and they have to identify the opinion of the speakers. Get students to tell you any strategies they already know for how to listen for opinion e.g. loudness of voice. Then get them to read the learning strategy about listening for opinion on page 8 of the Skills Book. In addition, elicit the language of opinion which they recorded on page 7 of their Skills Book. Remind the students that they are recording the speaker's opinion and not their own.

Activity 2, SB p.8

In this step, students learn to listen for the opinion of three different speakers. This is the first time that students have done this activity and you might want to listen to Maha and complete the first two questions together with the class.

Get the students to read the instructions for activity 2 on page 8 of the Skills Book. Give the students enough time to read the questions first and to think about them. Tell the students they will hear the tapescript twice. When they are ready to start, play the tapescript.

Listening Tapescript 1.3

A.

Hi. I'm Maha and I'm going to tell you what I think about caffeine.
Well...I think caffeine is the most popular drug in the world because you can find it everywhere ... in coffee ... tea ... cocoa ... chocolate and even in some soft drinks. I think people drink caffeine because it makes them more active and wakes them up.
But ... my feeling is that people don't understand that caffeine is a drug ... you know, too much caffeine is dangerous as it can stop you sleeping, give you headaches. So, in my opinion, teenagers should only drink and eat very small amounts of caffeine or none at all!

B.

Hello, my name's Paul and I'm going to talk about smoking.
I know about smoking because I know some boys who smoke. I reckon ... they started smoking because their friends smoke and they want to be a part of the same group. I also think they smoke because they see people smoking in films on TV!
Well... in my view, smoking makes teenagers look stupid because it looks like they don't know smoking can give you lung cancer, heart disease or bronchitis. I also think people who smoke are selfish because they don't care about the health of people around them. In my opinion, they smell bad too!

C.

Howya doing? My name's Bob and I'm going to tell you what I think about medicines.
Right ... we all have medicines at home. We keep medicines because they're designed to cure us from diseases and to make our lives better, but do they?
In my opinion ... medicines are often very dangerous because people put them in places where children can get them. Do you know, that 76% of child medicine poisoning happens in the home. I also think that medicines are harmful when people do not follow the instructions from their doctor and they take too much of the stuff! In my view, medicines are dangerous because people are careless with them.

Give the students some time to finish writing and then play the tape a second time so they can check their answers.

When they are ready, elicit some answers orally from around the class. Then, play the answers and let the students correct their work.

Listening Tapescript 1.4

Number 1.

I think caffeine is the most popular drug in the world because you can find it everywhere ... in coffee ... tea ... cocoa ... chocolate and even in some soft drinks

a.

Number 2.

... My feeling is that people don't understand that caffeine is a drug ... you know, too much caffeine is dangerous as it can stop you sleeping, give you headaches.

b

Number 3.

I reckon they started smoking because their friends smoke and they want to be part of the same group.

b

Number 4.

I also think people who smoke are selfish because they don't care about the health of people around them.

a

Number 5.

In my opinion, medicines are often very dangerous because people put them in places where children can get them.

c

Number 6.

In my view, medicines are dangerous because people are careless with them.

c

Additional Activity:

You may want to take this opportunity to get students to express their opinions about the use of caffeine, medicine and smoking. Encourage them to use the phrases that show their opinion.

Lesson 10

Step 1

Activity 2, CB pp.6-7 and Exercise Books

In this step, the students use some focus questions to identify organisational features of a written text. This develops skimming skills and prepares students for their project work.

Ask the students to read the instructions for activity 2 on page 7 of the Classbook. They are going to read the two texts on page 6 and 7 of the Classbook and answer the focus questions in their exercise books. When they have finished, quickly elicit the answers from around the class and encourage some students to express their personal opinions about the topics in the texts.

Answers to the Focus Questions:

1. Text b.
2. Text a.
3.
 - The writer's opinion about the topic. [Paragraph 4]
 - The reasons people shouldn't do this. [Paragraph 3]
 - The topic the author is writing about. [Paragraph 1]
 - The reasons people do this. [Paragraph 2]
4. Paragraphs 2 and 3 contain facts.
5. Jojo get her facts from www.bbc.co.uk
6. Personal opinion.

Step 2

Activity 3, CB pp.6-7 and Exercise Books

The aim of this step is to get students guessing the meaning of words from context by scanning the texts.

Ask the students to read the instructions for activity 3 on page 7 of the Classbook. First they are going to find some words in the texts on page 6 and 7 of the Classbook. Then they are going to match them to the best definition and write the answer in their exercise book. Encourage the students to write down whether the word is used as a noun, verb or adjective in the texts. When they have finished, get the students to compare their answers with a partner and then elicit the answers quickly from around the class.

Answers:

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

Additional activity:

Get students to write a sentence for each of the words in this step in their exercise book.

Step 3

PROJECT Project, SB p.9

This step sets up the project that will be presented in lesson 15.

Get the students to turn to page 9 of their Skills Book and read about the project. They are going to choose a topic and write their opinion on it, similar to the model texts on pages 6 and 7 of the Classbook. You might want to suggest some possible topics such as English Club, traditional medicines, eating disorders such as bulimia or anorexia, shopping, cars, football, the environment and fast food. The students might want to include some facts in paragraph 2 or 3 so discuss possible sources of information such as friends and family, newspapers, television, radio, magazines, Internet, LRC.

Tell the students that they will need to begin by writing some notes.

Step 4

'Note-taking styles' Learning Journal p.89

This step raises awareness of different ways to write notes for their project.

Get the students to tell you how they like to write notes.

Ask the students to turn to the Learning Journal page called 'Note-taking styles' at the back of their Skills Book. Let the students work through the Learning Journal independently. They should choose one of the three different note-taking styles and use it to plan their project on the back of the Learning Journal page. Let the students complete the planning of their project at home if necessary and start writing their first draft in their exercise book.

Before the next lesson

Remind the students to write a few sentences about what they have learned this week in their Learning Diaries.

You might want to prepare copies of the "Top Teen Award Guidelines" photocopiable text or prepare an overhead transparency of the text so you can work through the editing process with the students, in step 3 of the next lesson.

Lesson 11

Step 1

Activity 1, SB p.9

English has many more vowels than Arabic and this step aims to help students distinguish between similar sounding vowels /ɪ/ and /i:/.

Ask the students to read activity 1 on page 9 of the Skills Book. First, they should read the words in the two boxes and identify the matching phonetic symbols. Then, they are going to listen to a short sentence and circle the word with the same vowel sound as the

tapescript. Do the first one together as an example. When they have finished, elicit answers from around the class.

Listening Tapescript 1.5

1. Do you want to sit?
2. He wants to leave on a boat.
3. I saw several teens in the shop.
4. Can you fill it?
5. I want to buy a small ship.
6. The leopard beat the oryx.

Answers:

- | | |
|----------|----------|
| 1. sit | 2. leave |
| 3. teens | 4. fill |
| 5. ship | 6. beat |

Step 2

Activity 2, SB p.9

This step gives students further practise at reading and identifying the focus sounds.

Get the students to read the instructions for activity 2 on page 9 of the Skills Book. They are going to read the words and draw a line from Start to Finish through the sound maze. They can only go in boxes which have words with an /i:/ sound. When the students have finished, elicit the sequence of words from around the class.

Answers:

- | | | |
|-----------|-------------|---------|
| 1. leave | 2. teen | 3. team |
| 4. feel | 5. please | 6. heat |
| 7. coffee | 8. caffeine | 9. seat |

Spellings

Get the students to choose 5 words with a /ɪ/ sound and 5 words with a /i:/ sound from the sound maze and learn them for a test in lesson 14.

Step 3

Activity 3, SB p.9

This step gets the students to remember how to edit their writing and gets them to think about criteria for a 'Top Teen Award' which will be developed in the next lesson.

Get the students to tell you **why** we edit our writing (e.g. they might suggest to improve accuracy, make it easier to read ...) and **what** pieces of writing we edit (e.g. work we are publishing for an audience).

Now get the students to tell you **how** they edit. Write their ideas on the board and check their understanding of when they are used. The students might suggest some of the following:

- Spelling
- Sentence construction
- Verb tense
- Capital letters (start sentences, names of people and places, titles)
- Full stops (end sentences)
- Commas (separate things in lists, 'if' and contrast clauses, take a breath)

- Apostrophes (to show shortened forms such as 'What's')
- Check the sentences make sense

Highlight the ideas on the board which concern punctuation (capitals, full stops, commas and apostrophes).

Now ask the students to read the instructions for activity 3 on page 9 of the Skills Book. The students are going to read the text and then mark in the missing punctuation. Before the students start editing, elicit the possible meanings of unknown vocabulary such as nominate: to suggest or indicate a person and community: the local area and people. Encourage them to use a different coloured pen or pencil and to think about why the punctuation is there as they edit.

When the students have finished editing, use the overhead transparency to model the editing process with the students.

Answers:

Top Teen Award Guidelines.

We're accepting nominations for this year's Top Teen Award from September 25th until October 25th. You can nominate any person between the age of thirteen and nineteen for the award. However, they should be outstanding in some way. For example, the person you nominate might have helped other people in the community. Perhaps they'll be very brave, active or generous teenagers.

There is an additional editing activity in Self Study activity 7 on page 13 of the Skills Book.

Step 4

Give the students time to work on their project in class. Remind them that after planning and writing, they should edit their first draft in a similar way to activity 3 on page 9 of the Skills Book.

Reminder:

Students should be working on their projects.

Preparation:

You may want to prepare your own certificates for the Top Teen award portfolio activity that is set up in the next lesson.

Lesson 12

Step 1

Activity 1, CB pp.8-9 and Activity 1, SB p.10

In this step, the students practise skimming in order to familiarise themselves with the texts on page 8 and 9 of the Classbook and then complete a concept check activity in the Skills Book.

First get the students to look at pages 8 and 9 of the Classbook. Ask them the following questions orally and elicit answers quickly from around the class:

- What's the title of the double page? (Top Teen of the Year Award)
- What does the Top Teen Award look like? (words 'Top Teen' on top of each other)
- How many memos are there? (1)
- How many forms are there? (3)
- How many main sections are there to fill in on the forms? (3)
- What are the speech bubbles about? (agreeing and disagreeing)
- Who wrote the memo? (Doctor B. Fore)

Now get the students to read the instructions for activity 1 on page 10 of the Skills Book. They are going to think about what they did when they answered your questions, read the sentences and circle true or false for skimming.

Answers:

- | | |
|----------|---------|
| 1. false | 2. true |
| 3. true | 4. true |
| 5. false | 6. true |
| 7. false | 8. true |

Step 2

Activity 1-2, CB pp.8-9 and Activity 2, SB p.10

In this step, the students prepare and do a discussion. There are several parts to this step.

Get the students to read the instructions for activity 1 on page 8 of the Classbook. First, they are going to read the memo, which contextualises the reading task, and decide what they have to do. You might also want to elicit the student's understanding of a memo (a short official note often sent within departments). The students have to decide which of the three nominations gets the award and give reasons for their decision.

Get the students into groups of three. In their groups, ask each of the students to choose a different one of the three nomination forms (a, b or c) on pages 8 and 9 of the Classbook. Alternatively, you may want to assign different nomination forms to each group in your class, and hold a whole class debate.

Then get them to read the instructions for activity 2 on page 10 of the Skills Book. They are going to read their nomination form in the Classbook and complete the notes in their Skills Book.

Next, get the students to read the instructions in activity 2 on page 9 of the Classbook. In their groups, they are going to take turns to present their own argument, using the notes they wrote on page 10 of the Skills Book. The students should try to use the language of opinion which has been built up during the unit and the phrases in activity 2 on page 9 of the Classbook during the discussion. Encourage each group to try and agree on one nomination to receive the Top Teen Award.

After an appropriate time, ask each of the groups to write their final nomination on a piece of paper so you can collect them, count them and announce the winner of the award.

Step 3

Portfolio task, SB p.10 and Top Teen Award cut-out page p.107

This step sets up the portfolio task.

Get the students to read the portfolio task on page 10 of the Skills Book. The students are going to think of a teenager in their school and nominate them for the Top Teen Award. They should carefully remove the Top Teen Award cut-out page from the back of their Skills book and complete it for the student they want to nominate.

Quickly elicit some of the questions which the students will have to ask in order to complete

the personal details section of the form such as 'What's your full name?' and 'What's your address?' etc).

Display the completed nominations so students can read them and if possible, conduct an award ceremony within your school. When you have finished displaying the nomination forms, let students put them in their portfolio.

Reminder

Remind students that they should be learning the 10 spellings which they selected in lesson 11 and they should be completing their project work.

Lesson 13

Step 1

CB pp.8-9

This step gets students to notice possessive apostrophes. Possessive apostrophes were introduced simply in 5A, Unit 4.

Get the students to look at the nomination forms on pages 8 and 9 of the Classbook and ask them the following questions:

Are the forms formally or informally written?	formal
Are there any contractions?	no
Are there any apostrophes	yes

Get the students to find and read out the apostrophes in the texts. Write them on the board:

He saved a boy's life.	text a
Jamila's legs were broken.	text b
Basil's skill.	text c
David's quick action.	text a

Circle the words life, legs and skill and ask the students who they belong to. The students should suggest the boy, Jamila and Basil. Encourage the students to tell you what the

apostrophe does (e.g. show possession/ show what or who is the owner of something).

There is an additional activity revising apostrophes and contractions in Self Study activity 6 on page 13 of the Skills Book.

Step 2

Language focus, SB p.10 and Activity 1, SB p.11

In this step the students extend their understanding of possessive apostrophes by reading the language focus. Then, they show their understanding by doing an activity.

Get the students to read the language focus on page 10 of the Skills Book.

When they have finished, get them to read the instructions for activity 1 on page 11 of the Skills Book. The students are going to use the words provided to make short sentences with possessive apostrophes.

Answers:

1. My brother's money.
2. The women's cars.
3. The girls' books.
4. Vicky's award.
5. The boys' caps.
6. Its lid.

Step 3

Activity 1, CB p.10 and Activity 2, SB p.11

In this step, the students distinguish between apostrophes which show possession and apostrophes which show letters are missing.

Get the students to read activity 2 on page 11 of the Skills Book. They are going to read phrases from the photo story on page 10 of the Classbook. Some of the phrases use apostrophes to show possession and some use apostrophes to show missing letters. They have to read the phrase and write the full form in the space provided.

Answers:

1. The bike is broken.
2. The bike shop belongs to Bob.
3. This way is quicker.
4. The dog belongs to Mr Fripp.
5. I am going this way.
6. It is past those houses.

There are more activities on the possessive apostrophe in activity 8 on page 13 of the Self Study.

Additional activity

Get the students to look at different texts from Unit 1 of the Classbook and write a list of words and phrases which contain the possessive apostrophe. Encourage them to write a longer description next to the phrase with the same meaning;

Reminder:

Remind students that they should be learning the 10 spellings which they selected in lesson 11 for the next lesson. They should be completing their project work.

Lesson 14

Step 1

Spelling Test and Exercise Books

Get the students in pairs so they can test each other on their /t/ and /t:/ spellings which they started learning in lesson 11.

Step 2

Activity 1, CB p.10

This activity gets the students ready to read the photo story.

Ask the students if they have seen a story like this before. If so, elicit where they saw it. Explain that photo stories are a feature of

teenage magazines and that they are similar to comic strips, but use photos and are often based around teenage issues.

Now get the students to look at the photo story on page 10 of the Classbook. Tell them not to read, but to just look at the pictures. Ask them some questions to get them predicting the story:

- How many people are in the story?
- Do you think they are friends?
- What are they doing in the first picture?
- Why do you think someone is holding a wheel?
- What do you think they talk about?
- Do you think they will speak formally/informally?

Step 3

Activity 1, CB p.10 and Exercise Book

In this step, the students read a photo story for general understanding.

Get the students to read the instructions for activity 1 on page 10 of the Classbook. They are going to read the photo story and describe Mark and Andy's character.

When they have finished the story ask the students to describe Mark and Andy using the adjectives provided in the activity instructions.

Answers:

Mark: helpful, active, sensible, careful
Andy: lazy, bored, stupid, careless

Step 4

Activity 1, CB p.10 and Activity 3, SB p.11

In this step the students identify some idiomatic informal phrases that may be characteristic of teenage conversation.

Ask the students if they know any phrases which are used in informal speech by young people such as OK, hang around, what's up...

Now get the students to read the instructions for activity 3 on page 11 of the Skills Book. They are going to find the teen talk phrases in the photo story on page 10 of the Classbook and match them with their more formal meaning.

When they have finished, let the students compare their answers in their groups and elicit the answers:

Answers:

- | | |
|--------|------|
| 1. e | 2. f |
| 3. a/g | 4. b |
| 5. a/g | 6. d |
| 7. c | |

Additional Activities

Here are three more additional activities you may want to use with this step:

1. In pairs, get the students to write and practise a short dialogue using some of the teen talk phrases from the photo story on page 11 of the Classbook.
2. In pairs, get the students to read or act out the teen talk photo story on page 11 of the Classbook.
3. Get the students to take photos, draw or cut up pictures from magazines and make their own short photo story.

Reminder

Tell the students to bring their projects to the next lesson.

Before the next lesson

Prepare enough copies of the 'Teen Test Answers' from the photocopiable pages on page 141 at the back of the Teacher's Book.

Lesson 15

Step 1

Student projects

Ask the students to get out their projects which they started in lesson 10. Get the students to take turns to read out their projects in their groups. Encourage the students to listen to each other and to agree, disagree or give their own opinion on each topic.

When they have finished speaking, collect the projects and display them where other students can read them.

Step 2

Activity 4, SB p.11

In this step students reflect upon the unit.

Get the students to read the instructions for activity 4 on page 11 of the Skills Book. They are going to look back through the work they did in the unit, select five things they did and write them in the first column of the table in activity 4 on page 11 of the Skills Book. They might find and add some of the following activities:

- Interviewed a Top Teen
- Story about jealousy
- Listened to opinions
- Read opinions on topics
- Wrote opinions
- Possessive adjectives
- Possessive pronouns
- Possessive apostrophes

When the students have finished writing down some things they did in the unit, encourage them to think about their own learning and tick the relevant columns.

Elicit some personal opinions from willing students.

Step 3

'Teen Test' Learning Journal, SB pp.87-88 and Teen Test photocopiable answers p.141

In this step students are going to assess their language.

Ask the class to identify some of the main language they learned in unit 1. Elicit the following from the students:

- possessive adjective (my, your, his, her, its, our, their)
- possessive pronouns (mine, yours, his, hers, theirs)
- possessive apostrophe

Ask the students their personal opinions about how well they understood the focus language. Tell them that tests can sometimes help us identify areas of learning where we need to do further study. Tell the students that they are going to do a test to help them identify areas they need to study again from grade 8 and 9A Unit 1.

Get the students to carefully remove the 'Teen Test' Learning Journal from the back of their Skills Book pp.87-88. Let them read the instructions and give them enough time to work through the questions by themselves.

When the students have finished, distribute the answer sheets and let the students compare their answers with those on the answer sheet. Encourage them to make corrections where necessary so that they are learning about what they did wrong and why, rather than just ticking or crossing.

You might want to use this opportunity to talk to the students about how they can use the grammar reference pages and the Self Study pages to check their understanding. They can ask friends and the teacher for further help. It is also a good time to remind students that now they are in grade 9, they should keep all of their Skills Books as a useful reference in the future.

Reminder

Remind students to make an entry in their learning diary.

English

for Me

Unit  2

Writers and Writing

Lesson 1

Preparation

In lesson 8, step 4 the students are asked to make a poster. To support this activity, you might want to collect examples of authentic posters.

In lesson 9 students start a story-writing project for a competition. You may want to prepare an example story as a model to share with students in your class.

In the first lesson students will be reminding themselves of different types of stories they have met in previous grades. You should spend sometime looking at 6B and 8A for the different types of stories they have encountered in preparation for the lesson.

For step 1 of 1 one you may want to bring in books from the LRC as realia to show types of stories and writing.

Step 1

Activity 1, CB p.11

This step gets students to remember types of stories they have met in 6B and 8A.

Get the students to look at the title, "Writers and Writing", for Unit 2 on page 11 of the Classbook. Elicit some writers that the students know and some stories that they have read previously by referring to the examples on page 11 of the Classbook.

Then get them to match the books on the shelf with one of the story types written on the pens and pencils by asking question such as "What type of story is Sindbad the Sailor?", or "Which story is a legend?", etc, and elicit answers orally from individuals in the class.

At this stage, do not worry if the students cannot remember the types of stories they have met before, because they will have

another chance to review the vocabulary in step 3 of this lesson. However, for your reference, the students have met the following definitions in 6B:

- Legends are usually stories about people who really lived. Sometimes though legends are all from people's imaginations (6B, SB p.27).
- Fables are stories with a moral. A moral is a piece of advice to help us learn how to behave (6B, SB p.26).
- Myths are stories that try to explain how things happen in the world (6B, CB p.28).

Answers

- How the Zebra got its Stripes.
A. Zulu 6. Myth
- The Lion and the Mouse.
Aesop. 1. Fable
- The Life of Marco Polo.
Hans Dyck. 4. non-fiction and
7. biography
- The Life of Ibn Battuta.
Alia Ali. 4. non-fiction and
7. biography
- The Wrong Right Inventor. Anwar Amour
3. fiction
- Freya's Diary. Freya Stark.
4. non fiction and 5. autobiography
- The Riddle Mystery
P.P White 3. Fiction
- Sindbad the Sailor W. Powell
2. Legend

Step 2

Activity 1, SB p.14

In this step students familiarise themselves with the content of the unit.

Get the students to read the instructions for activity 1 on page 14 of the Skills Book. They are going to match the words with the correct contents number in the space provided. They should look at the open contents pages at the bottom of page 11 of the Classbook to help them.

Answers:

- | | |
|----------------|---------------------|
| 1. biographies | 2. Baskervilles |
| 3. poem | 4. competition |
| 5. dream | 6. writing route |
| 7. crossword | 8. relative clauses |
| 9. longer | 10. speech |
| 11. adjectives | 12. test |

Step 3

Activity 2, SB p.14

This step revises vocabulary and provides them with simple definitions of words that the students will need during the unit.

Get the students to look at activity 2 on page 14 of the Skills Book. They are going to do a crossword. They are going to read the clues, find the answers in the 'Words' box and write them in the correct place in the crossword.

To speed up this activity you may want to:

- Give half the class the 'across' clues to solve and the other half of the class the 'down' clues to solve and then elicit answers orally.
- In their groups, each student solves two or three of the clues on their own and then share answers with each other.
- Set a time limit and get students to solve as many as they can within this period.

When the students have finished, get them to compare their answers in their groups

Answers:

Across

5. non-fiction
7. myth
9. autobiography
11. drama
12. setting
13. prose

Down

1. characters
2. plot
3. biography
4. poetry
6. legend
8. fiction
10. fable

You might want to quickly elicit the clue for the word 'prose' (13 across) from the crossword. This word is new to the students. Check that students understand that we use it to describe ordinary written English. Additionally, check students understand that 'poetry' refers to all poems in general, such as 'The Poetry Page in the 8B Classbook, p.20.

There is more vocabulary work in activity 1 of the Self-study pages on page 24 of the Skills Book.

Additional activity:

In pairs, get the students to ask and answer vocabulary questions using the definitions given in the crossword.

Examples:

What are the people in a story called?
(characters)

What is a biography? (the story of someone's life, written by another person)

Step 4

Spellings

In this step students are going to identify the spellings they are going to learn for a test in lesson 6.

Get the students to learn the 13 spellings from the crossword.

Additionally, remind students that for every unit, they should be making a vocabulary page for their portfolio.

Preparation

Use the 'Biographies' photocopiable answer sheet from the back of the Teacher's Book to make an OHT to conduct feedback for step 2 of the following lesson.

Lesson 2

Step 1

Focus Questions, CB pp.12-13

This step gets students skimming texts in preparation for the information transfer in the next step.

Please note for Focus Question 4 the texts a, b and c follow the same outline and their paragraphs have the same main ideas. You might want to elicit this from the students at the end of the step.

Tell students to keep their Classbook closed and get them to remind you of the unit title and invite them to name any famous writers that they have heard about or read. Then get the students to look at pages 12 and 13 of the Classbook.

Next ask the students to discuss the Focus Questions on page 12 of the Classbook in their groups. When they have finished, elicit the answers randomly from around the class.

Answers:

1. Biographies because the author has written about someone else's life and it is written in the third person singular.
2. Taha Hussein
3. Jane Austen
4. Paragraph 1: introduction
Paragraph 2: childhood
Paragraph 3: adult life and achievements
Paragraph 4: how the authors got their ideas
Paragraph 5: conclusion

Step 2

CB pp.12-13 and 'Biographies' cut-out page, SB p.105

In this step the students are going to read for specific information and complete a table by doing a jigsaw reading.

During this activity, direct students' attention

to the reminder about note-taking on the cut-out page and check their understanding. Also note that the questions in the cut-out page follow the same paragraph order in the texts.

Get the students to carefully remove the 'Biographies' cut-out page from the back of their Skills Book. They are going to get in to groups of three and each choose a different biography from pages 12 and 13 of the Classbook. On their own they have to read their biography, find the answers to the questions in the table and write notes in the space provided.

When students have completed their own biography notes, they should work together in their group to ask and answer questions and complete the table for the other biographies. They should not look at each other's work while they complete the table.

Once the students have completed the table, do a whole class check using the photocopiable page on p.142 of the Teacher's Book.

Answers:

Why is the author famous?	Jane Austen stories with descriptions of 19th century life	Taha Hussein his writing created discussions and new ideas	Alfred Tennyson describing the feelings and attitudes of the Victorians
When was the author born?	December 16th, 1775	October 28th, 1898	August 5, 1809
What are two famous pieces of writing the author has published?	Sense and Sensibility, Pride and Prejudice, Emma, Persuasion	An Egyptian Childhood, The Stream of Days	In Memoriam, Ulysses and Morte d'Arthur
Where does the author get their ideas?	detailed observations of people and society	reading about history, literature and Islam	death, myths and legends
When did the author die?	July 18, 1817	October 28th, 1973	October 6, 1892

Remind students not to lose the cut-out page as they will need it in step 1 of the following lesson for their portfolio activity.

Additional Activity:

You may want to invite confident students to give a quick oral presentation on one of the writers using the notes they have made in the cut-out page.

Step 3

Activity 1, CB p.12-13 and Language Focus, SB p.15

This step gets students identifying relative pronouns and relative clauses so they can complete the language focus. There are three parts to this step.

First, elicit what the students remember about clauses. They should be able to tell you that a clause can be part of a sentence or a whole sentence and that it is a group of words containing a verb. The students have studied clauses in 8A Unit 2 and in the first and second conditional.

If necessary, write the following examples on the board, and underline the clauses, circle the verbs and highlight the conjunctions/joining words:

Examples:

1. If it rains, I will get wet.
if clause if clause
2. I like honey because it is sweet.
main clause main clause
3. A caracal eats shrikes and shrikes eat grasshoppers.
main clause clause

Next, get the students to look at the biographies on pages 12 and 13 of the Classbook. Get them to tell you which words have been highlighted. They will respond with who, which and that.

Now, ask the students to look at the sentences with who, which and that in the biographies on pages 12 and 13 of the Classbook and complete the language focus on page 15 of their Skills Book.

Answer

A

- We use a **relative clause** to add information about a noun in the main clause.
- We make relative clauses with the relative pronouns: **who**, **which** and **that**.
- We use **who** to add information about people.

Example:

Austen, **who** was the youngest of seven children, was born in 1775.

- We use **which** or **that**, to add information about things.

Example:

When he was two years old he got an eye disease **which** made him blind.

She wrote in a small dressing room **that** had a creaking door.

- The relative clause goes after the noun it adds information about.

Example:

- He got an eye disease **which** made him blind.

B

There are two types of relative clause:

1. Defining relative clauses

- are used to tell the reader exactly who or what is being talked about.
- are necessary to understand the meaning of a sentence.

Example:

- She wrote fascinating descriptions **which** were about society and people essential information to identify what she described.

2. Non-defining relative clauses.

- are used to give additional information which is not necessary to the meaning of a sentence.
- are punctuated with commas.

Example:

- Jane Austen, **who** was a famous English author, wrote in the early 19th century. [not necessary to the meaning of the sentence]

Step 4

Activity 1, SB p.15

This step gets students identifying the correct relative pronoun in relative clauses.

Get the students to read the instructions for activity 1 on page 15 of the Skills Book. They are going to circle the correct relative pronoun in each sentence. When they have finished, elicit answers randomly from around the class and let the students check their work. If there is not enough time in the lesson let them complete the activity for their homework, and check answers at the start of the next lesson.

Answers:

- | | |
|----------|----------|
| 1. which | 2. who |
| 3. that | 4. who |
| 5. who | 6. that |
| 7. that | 8. which |

There are more activities on relative clauses in

activity 2 and 3 of the Self-study pages on page 24 of the Skills Book.

Preparation

If you decide to use the 'Biography: Sir Arthur Conan Doyle' notes for the portfolio activity in the next lesson, you will need to prepare sufficient copies for the students in the class.

Reminder:

Remind students that they should be learning their spellings from lesson 1 for lesson 6.

Lesson 3

Step 1

Portfolio Task, 'Biographies' cut-out page, SB p.106, CB p.13 and photocopiable pages p.143

In this step students are going to start writing a biography for their portfolio. They should aim to complete this by lesson 7.

Get the students to remember as much as possible from the last lesson. Then ask them to read the portfolio task on the 'Biographies' cut-out page. They are going to write a biography. They can choose an author and do their own research or they can use the time line of Najeeb Mahfouz on page 13 of the Classbook. In addition, time lines are provided for Sir Arthur Conan Doyle and Philip Pullman in the photocopiable pages on page 143 at the back of the Teacher's Book.

Encourage them to include some relative clauses in their biography and organise their writing into paragraphs with the same main

ideas as the biographies on pages 12 and 13 of their Classbook.

Step 2

Activity 1, CB p.12-13 and Activity 2, SB p.15

In this activity, the students read for general understanding and add the correct position of relative clauses in a text. Then they listen for specific information to check the order of the clauses.

Get the students to read the instructions for activity 2 on page 15 of the Skills Book. They are going to read the biography about Lord Alfred Tennyson on page 13 of the Classbook. There are relative clauses missing in the text and this is indicated with a number. The students should look at the relative clauses in their Skills Book and match them to a number in the text.

When they have finished writing, let the students compare their answers in their

groups. Play the tape and get students to read and listen for the order of the relative clauses to check their answers. Finally, elicit the relative clauses, in order, from around the class.

Listening Tapescript 2.1

Alfred Tennyson was an English poet who was famous for describing the feelings and attitudes of the Victorians.

Tennyson, who was the fourth of twelve children, was born on August the 5th, 1809. He went to school for just four years, which were unhappy and miserable. After that, he was taught at home. Tennyson went on to study at Cambridge University and he met Arthur Hallam who became his best friend.

In 1833, Hallam, who was only 22, died suddenly. Tennyson was shocked and depressed but his grief produced his best poetry which included *In Memoriam*, *Ulysses* and *Morte d'Arthur*. In 1850, he married Emily Sellwood. And one year later their first child was born dead which caused more unhappiness. The following year, they had another son who they named Hallam. Queen Victoria, who made him the national Poet Laureate in 1850 and a Lord in 1883, supported Tennyson's writing.

Tennyson used his poetry to express his feelings and thoughts. He often wrote about death and he also used myths and legends to give him ideas. Tennyson was very short-sighted which made it difficult to read and write. He created a lot of poetry in his head and remembered it by saying it aloud which is why it often has a strong rhythm.

Alfred Lord Tennyson died on October the 6th, 1892 and was buried in Westminster Abbey in London. He is recognised as one of the greatest poets of the Victorian age.

Answers:

1. who was the fourth of twelve children
2. which were unhappy and miserable
3. who was only 22
4. which caused more unhappiness
5. who they named Hallam
6. who made him the national Poet Laureate in 1850 and a Lord in 1883
7. which made it difficult to read and write

8. which is why it often has a strong rhythm

Step 3

Activity 1, SB p.16

This step gets students using relative clauses to make longer sentences.

Get the students to read the instructions for activity 1 on page 16 of the Skills Book. They are going to use *who* or *which* to join the two short sentences in to one longer sentence. While the students are writing, use this opportunity to monitor handwriting and sentence punctuation.

Answers:

1. He writes books which are really exciting.
2. There's my teacher who gave me an 'A' grade.
3. This is my friend who likes reading detective stories
4. I was talking to a woman who writes poetry.
5. That's the man who is going to sail round the world.

Step 4

'Relative clauses' cut-out page, SB p.103

In this step, the students use relative clauses to describe a picture orally and in writing. There are two parts to this activity.

First get the students into pairs and ask them to label themselves 'A' or 'B'. Then ask them to carefully remove the 'Relative clauses' cut-out page from the back of their Skills Book. Let the students read the instructions. The students are going to do an information gap activity based on a picture with missing colours. They are going to take turns to describe their picture while their partner listens for the missing colours. When they hear a missing colour, they should write the colour word on the object in the picture.

Tell the students that they are only allowed to look at their side of the cut-out page. You might find it useful to get students to build a

wall with a book on sit back to back, so they cannot see each other's pictures.

When the students have finished writing the missing colours on their picture, get them to compare their pictures.

Next, get them to look at the bottom of the cut-out page. Now they are going to describe the picture by writing sentences with relative

clauses. Let the students work individually and while they are writing, go around the class, assisting, monitoring and checking their writing.

Reminder:

Remind students that they should be learning their spellings from lesson 1 for lesson 6.

Lesson 4

Step 1

Activity 2, SB p.16

In this step, the students identify defining and non-defining clauses.

Get the students to read the instructions for activity 2 on page 16 of the Skills Book. They are going to decide if the underlined clause is defining or non-defining and write D or N in the space provided. Encourage the students to read part B of the Language Focus on page 15 of the Skills Book and look at the example to help them. Do the first one together as an example.

When they have finished conduct a whole class feedback.

Answers:

- | | |
|------|------|
| 1. D | 2. N |
| 3. D | 4. D |
| 5. N | |

There is an additional activity on defining and non-defining relative clauses in activity 4 of the Self-Study pages on page 24 of the Skills Book.

Step 2

Exercise books

This step is a warmer which gets students listening and understanding definitions containing relative clauses and remembering vocabulary.

Tell the students to work in groups. They do not need their Classbooks or Skills Books. They are going to need one exercise book, or a piece of paper to write down their answers. Get them to write a name for their group at the top of their answer paper.

Tell the students they are going to listen to some definitions of words. Their group will get two points if they write down the word correctly.

When the groups are ready, start playing the tape. Pause for twenty seconds after each definition to give the groups time to discuss and write down which word is being defined.

When they have finished, get the groups to exchange answer papers so they can mark a different group's answer paper. Check the answers together and get the students to put a final mark at the bottom of the paper. Then, collect the answer sheets and announce the winning group.

Listening tapescript 2.2

1. They're the people who are in a story, play or poem.
2. The people who write books.
3. The events and actions which happen in a story.
4. It's a piece of writing which usually has rhythm or rhyme.
5. He's the author who overcame blindness and poverty.
6. A group of words which describe nouns better.
7. A group of words which describe verbs.

Answers:

- | | |
|-----------------|---------------|
| 1. characters | 2. author |
| 3. plot | 4. poem |
| 5. Taha Hussein | 6. adjectives |
| 7. adverbs | |

Step 3

Focus Questions, CB p.14-15

This step gets students skimming the texts on the page so they are ready to access them effectively in the following activities.

Get the students to read the focus questions on pages 14 and 15 of the Classbook. Let them skim the double page of their Classbook and answer the questions orally. Elicit answers orally from around the class. Take this opportunity to tell students that 'anonymous' means that the author is not known.

Answers:

1. a.
2. Sir Arthur Conan Doyle
3. a hound
4. middle
5. b, c and d
6. Tennyson (b), Anonymous (c) and Egan (d)
7. The Eagle (b), The Bear (c) and Imagine (d)
8. b and d.

Step 4

Activity 1, CB p.14 and Activity 3, SB p.16

In this step, the students are going to read and listen to part of a story and then do some true/false questions to check their understanding. As this is a semi-authentic piece of text, you may need to provide additional support for some students in helping them to understand the text.

Ask students to read the instructions for activity 1 on page 14 of the Classbook. They have to read and listen to the scene from a story about Sherlock Holmes. Play the tapescript and get students to read silently while listening.

Listening Tapescript 2.3

Holmes dropped down on his knees, put his ear to the ground and said, 'I think I can hear him coming.'

A sound of quick steps broke the silence of the night. The steps grew louder, and through the fog, as through a curtain, appeared the man who we were waiting for.

He came swiftly along the path, passed close to where we were hiding, and ran up the hill behind us. As he walked he glanced continually over his shoulder, like a man who thinks he is being followed.

'Quiet!' whispered Holmes. 'Look out! It's coming!'

We glared at the cloud of fog. Suddenly, a dreadful shape jumped out from the shadows of the fog. It was an enormous hound. Its eyes shone red and its muzzle glowed like flickering flames in a fire.

Far away on the path we saw Sir Henry looking back, his face was white in the moonlight and his hands were raised in horror. He glared helplessly at the frightful hound which was hunting him down.

As we flew up the track we heard scream after scream from Sir Henry and the deep roar of the hound. I arrived to see the hound attack Sir Henry and push him to the ground. But in the next second Holmes had fired his gun into the creature's body. With a last howl, it rolled on its back and then fell dead on its side.

'Good grief, Watson!' exclaimed Holmes. 'What was it?'

We looked at the terrible creature which was lying stretched before us. It was as large as a small lioness. Even now in the stillness of death, the huge jaws seemed to be dripping with a blue flame and the small, cruel eyes looked as though they were ringed with fire. I put my hand on the glowing muzzle and when I held them up my own fingers were shining in the darkness.

'Phosphorus,' I said.

'Yes Watson. Someone has used a clever mixture of paint and phosphorous,' replied Holmes, examining the dead animal. 'We apologise, Sir Henry, for giving you this fright. I was prepared for a hound but not a creature like this.'

“Holmes,” murmured Sir Henry, ‘You have saved my life.’
‘I’m sorry I put you in danger,’ replied Holmes.
‘Are you strong enough to stand?’

Next they should complete activity 3 on page 16 of the Skills Book. They have to close their Classbook, remember the Sherlock Holmes story and answer some true/false questions.

Let them circle the correct answer. When they have finished, let the students compare their answers in their groups and then elicit answers from individual students randomly around the class.

Answers:

- | | |
|----------|----------|
| 1. true | 2. true |
| 3. true | 4. false |
| 5. false | 6. false |
| 7. true | 8. false |



Homework, Portfolio Task SB p.17

Let the students read the instructions for the portfolio task on page 17 of the Skills Book. They are either going to draw the hound and write a description of it or finish the story.

Preparation

You might want to prepare a large sheet of paper, or an OHT, for each group ready for step 4 of the next lesson.

Reminder:

Remind students that they should be learning their spellings from lesson 1 for lesson 6.

Lesson 5

Step 1

Activity 1, SB p.17 and CB p.14

In this step, the students guess the meaning of new vocabulary by reading them in context.

Get the students to read the instructions for activity 1 on page 17 of the Skills Book. They are going to find the words in the Sherlock Holmes text on page 14 of the Classbook and read the sentences around the word. Then they have to guess the meaning of the word and circle the best definition in their Skills Book.

Answers:

- | | |
|------|------|
| 1. b | 2. a |
| 3. c | 4. c |
| 5. b | |

Additional activity

Get the students to write a sentence, for each of the five new words from activity 1 on page

17 of the Skills Book.

Example:

There was thick fog and we couldn't see the creature.

Step 2

Activity 1, CB p.14 and Language Focus, SB p.17

In this step, the students are helped to notice the role of speech marks in a written piece of text.

Ask students to keep their Skills Book closed. Write the following example on the board from the text in activity 1 on page 14 of the Classbook:

‘Look out! It's coming!’ and ask students who says this. They should be able to tell you Holmes by looking at the text from activity 1 on page 14 of the Classbook. Ask students ‘How can you tell someone is speaking?’, and

get them to tell you that speech marks [“inverted commas”] tell you someone is speaking.

Now get the students to read the language focus box on their own and label the examples.

Answers:

a
“Holmes,” murmured Sir Henry, “You have saved my life.” **e**

c
“I’m sorry I put you in danger,” replied Holmes. “Are you strong enough to stand?” **b** **d**

Additional activity

You may want students to identify quickly the number of times someone speaks in the Hound of the Baskervilles text.

Answer:

7 times.

Step 3

Activity 2, SB p.17

In this step, the students develop their understanding of speech marks by inserting them in to sentences.

Let them read the instructions for activity 2 on page 17 of the Skills Book and insert the speech marks. While they are working, write the sentences on the board.

When the students have finished, get them to compare their answers in their groups. Then, invite a volunteer from each group to insert the speech marks in to the sentences on the board. Get the students to refer back to the language focus to tell you why the speech marks are in the correct place.

Answers:

1. Maha said, ‘I think that poem’s boring!’
2. ‘Where are you going?’ asked the teacher.
3. Amy whispered, ‘Don’t go on that bus!’
4. The teacher said, ‘I need some paper.’
5. ‘Stop!’ said Issa. ‘You can’t do that!’
6. ‘I like this story,’ said Molly. ‘It’s very exciting.’

There is more work on direct speech in activities 5 and 6 of the Self-Study section on page 24 of the Skills Book.

Step 4

Activity 1, SB p.18

This activity gives the students more practice at writing direct speech, this time focusing on punctuation. If necessary, let the students complete the activity for homework.

Get the students to read the instructions for activity 1 on page 18 of the Skills Book. The students are going to rewrite the sentences and put in the correct punctuation. Let the students work individually and while they are working, use this opportunity to monitor and support writing skills.

When they have finished, let the students compare their answers. Then, give each group a piece of paper, or an OHT. Allocate each group with a sentence and ask them to work together to write it correctly on to the paper. Collect the papers and either display them on the overhead projector, or display them on the board.

Check the sentences with the students, referring back to the language focus to account for the punctuation.

Answers:

1. ‘What are you doing?’ asked Zainab.
2. He smiled and said, ‘Put it in the water.’
3. ‘I think we should go now,’ advised Mark.
4. ‘Please can I have a cola?’ asked Maha. ‘Here’s 100 baizas.’
5. ‘I don’t have any cola,’ replied the shopkeeper, ‘but I do have some milk.’

Reminder:

Remind students to complete their learning diary and that there will be a spelling test in the next lesson.

Lesson 6

Step 1

Spelling test

Get the students to test each other on the spellings that they learned from in lesson 1.

Step 2

Act 1 CB, p.14

This activity aims to get students identifying different words for 'said'.

Ask the students a few questions and repeat back their response, using a different word for 'said'.

Examples:

T: Do you want to stay at school all day?

S: No!

T: 'No,' they shouted.

T: Can you talk very quietly?

S: Yes.

T: 'Yes,' they whispered.

Explain to the students that they can add more information about a character and make their writing more interesting by using different words for 'said'.

Now, get the students to look back through the Hound of the Baskervilles story in activity 1 on page 14 of the Classbook and find different words that replace 'said'. They should be able to find the following words:

whispered
exclaimed
murmured
replied

Check that students understand that whispered, exclaimed, murmured and replied have different meaning to 'said', and to each other.

Step 3

Learning Strategy, SB p.18 and Activity 2, SB p.18

In this activity, students are starting to listen for attitude by identifying the way people say things.

First, get the students to read the learning strategy on page 18 of the Skills Book.

Then, get the students to read the instructions for activity 2 on page 18 of the Skills book. First, they are going to read some different words that can replace 'said' and their description. Then, the students are going to listen to the same sentence said in different ways and match the way it is spoken to one of the words in their Skills Book. Check the students' understanding of the task by doing the first one together. Then play the rest of the tape and let the students complete the activity.

Listening Tapescript 2.4

1. I don't want to go [shout]
2. I don't want to go [whisper]
3. I don't want to go [wail]
4. I don't want to go [exclaim]
5. I don't want to go [murmur]
6. I don't want to go [complain]

Answers:

1. shout
2. whisper
3. wail
4. exclaim
5. murmur
6. complain

Additional activity:

Play Listening Tapescript 2.4 again. This time, pause after each sentence to give the students time to repeat as a whole class. Encourage the students to listen carefully and to imitate the sentence as accurately as possible.

Step 4

Activity 3, SB p.18

The aim of this step is to get students writing sentences.

In pairs, get the students to read the instructions for activity 3 on page 18 of the Skills Book. They are going to write correctly

punctuated sentences with direct speech marks and different words for 'said'.

When they have finished writing, let them compare sentences in pairs. You might want to let some students say their sentences aloud in front of the class.

Lesson 7

Step 1

Activity 2, CB p.15

In this step students read poems for pleasure and express a preference.

Get the students to read the instructions for activity 2 on page 15 of the Classbook. They are going to read the poems and use the dictionary definitions to help them understand any vocabulary they don't know. Then, they should decide which poem they like the most and think about what they like about it. You might want to ask the students if they know any of the dictionary words or any similar words in Arabic, e.g. azure.

When the students have finished reading, invite some of them to tell the class which poem they like the most and encourage them to try and say what they like about it.

their writing interesting and effective. Students might be able to respond with; adjectives, adverbs, alliteration, onomatopoeia and similes.

Now, get the students to carefully remove the 'Writer's Toolbox' Learning Journal page and let them read the rubric. They are going to read about the different techniques writers can use to make their writing great and then find examples in the texts on page 14 and 15 of the Classbook. The Learning Journal definitions and some possible examples are included below for your reference:

1. Vocabulary

Great writers don't use the same words over and over again. They choose different words which have a similar meaning. They also use unusual and interesting words.

Examples:

glanced (Doyle)
cruel eyes (Doyle)

2. Similes

Similes create images which are pictures in the reader's mind. Similes compare two things and they make descriptions more interesting and powerful. We use like or as to create similes.

Examples:

And like a thunderbolt he falls.
All lines from 'The Bear'. (Anonymous)
All lines from 'Imagine'. (Egan)

Step 2

CB pp.14-15 and Learning Journal page 'Writer's Toolbox', SB p.85

This step gets students starting to analyse poetry by identifying the author's use of imagery and sounds.

Please note that students have met alliteration (6B SB p.29), onomatopoeia (8A CB p.27) and similes (8B SB p.20) previously.

Get the students to look at the poems again and encourage them to suggest some techniques that the writers have used to make

3. Onomatopoeia

Writers often use words which make the same sound as the character or thing makes.

Examples:

crooked (Tennyson)

roar (Doyle)

growl (Anonymous)

rumbling (Anonymous)

4. Metaphor

A metaphor is another way of creating a visual image. Great writers often write about something like it is really something different.

Examples:

As we flew up the track (Doyle: speed is as fast as a something flying)

crooked hands (Tennyson: feet are like human hands)

5. Alliteration

Writers often use a sequence of words which have a similar sound.

Examples:

He clasps the crag with crooked hands. (Tennyson)

The wrinkled sea beneath him crawls. (Tennyson)

Step 3

Learning Journal page 'Writer's Toolbox', SB p.86

This step raises awareness of copyright and plagiarism issues. The aim is to make students aware that they should not copy the work of other writers.

Get the students to look at the back of the Learning Journal page. Read through the information together and check their understanding.

Homework Portfolio task, SB p.18

Students have to read the portfolio task on page 18 of the Skills Book. They have to choose one of the three activities, which should be completed for homework.

They have to write their own poem with similes or alliteration or find a published poem with similes and/or alliteration. They should use the poems on page 15 of the Classbook for ideas and as models for their own work.

Students who choose to write out a poem should do it in their best handwriting and acknowledge their sources. You may want to display the poems before students put them in their portfolios.

Lesson 8

Step 1

Activity 1, CB p.16 and Activity 1, SB p.19

In this step students are going to work out the meaning of words in context.

Get students to look at activity 1 on page 16 of the Classbook. Get them to tell you that the text is from a newspaper article, elicit the title and get them to tell you as much as they can

by looking at the photographs. Direct students' attention to the highlighted words in the text, and get them to tell you orally if they are nouns, verbs, adjectives or adverbs.

Now get students to read the rubric for activity 1 on page 19 of the Skills Book on their own and let them complete the activity. They have to find the words in the newspaper article in activity 1 on page 16 of the Classbook. Then they have to read the sentence or paragraph the words are in and decide what they mean in this context and tick the correct answer. You

may want to spend some time getting students to tell you what they understand by 'looking at words in context' by referring back to earlier learning strategies in unit 1. When the students have completed the task, elicit answers orally

Answers:

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

Additional activity:

You may want to get students to look up the words in a dictionary.

Step 2

Activity 2, SB p.19 and Act 1, CB p.16

In this step students are going to practise writing complete sentences by answering comprehension questions.

Get students to read the rubric for activity 2 on page 19 of the Skills Book. They have to read the newspaper article in activity 1 on page 16 of the Classbook and answer the focus questions using full sentences in their exercise books. Get students to tell you that the features of complete sentences are capital letters, full-stops and subject, verb, object etc.

Let the students work on their own, and monitor carefully student's construction of sentences and handwriting. Encourage them to use the words from the questions and the words from the text to help construct their sentences. Elicit answers orally from around the class and write them on the board as a model for students to check their work against. Where necessary, discuss any errors students make and then encourage them to correct the errors by themselves. Let students check their own work and write the correct answers as and where necessary.

Suggested Answers:

1. What is the name of the competition?
The name of the competition is Writers Write.
2. In which paragraphs is the name of the competition mentioned?
The name of the competition is mentioned in paragraphs 1 and 2.

3. Who is the competition for?
The competition is for students of government and private schools.
4. Which paragraph is about the prizes?
Paragraph 4 is about the prizes.
5. Where are the competition offices?
The competition offices are in Seeb.
6. In which paragraphs does Ahmed Ali speak?
Ahmed Ali speaks in paragraphs 2 and 6.
7. When is the closing date of the competition?
The closing date of the competition is the 31st of December.
8. How many times has the competition been held before?
The competition has never been held before.

Step 3

SB. cut-out page p.101 and Activity 1, CB p.16

In this step students are going to do an information transfer activity for reading comprehension.

Get students to carefully remove the 'Competition Time' poster from the cut-out pages at the back of the Skills Book. Let them read the rubric on their own. They have to complete the poster by finding the missing words in the newspaper article in activity 1 on page 16 of the Classbook. Let them work on their own. When they have completed the task, elicit answers orally from the class and let students check their own work.

Answers:

1. new
2. writers write
3. festival
4. students
5. young teen writers
6. factual
7. poem
8. author
9. 31st December
10. form

Step

4

Portfolio, SB cut-out p.101

In this step students are going to start to design a poster for a writing competition.

Direct student's attention to the portfolio task on the cut-out page 101 which was completed in the previous step. Let students read the rubric on their own and then get them to discuss in their group what they have to do. They have to design a poster for a writing competition. Encourage them to use the model provided or the posters you may have collected to help them. You may want to spend time discussing the features of posters with students and highlight the use of shorter sentences, or individual words, headings and

titles to get across a message quickly. Let students work on their own to produce a poster, but encourage students to share ideas with other members in their group.

Spellings

Get students to choose any 10 words from the unit so far for a spelling test in lesson 13.

Preparation:

For the next lesson you may want to borrow copies of the Grade 6B and the Story Sorting Machine cut-out from 8A 'English For Me' books, unit 3, for use in step 3.

You may want to prepare an example story of your own to share with students in preparation for the project in the next lesson.

Lesson 9

Step

1

Activity 2, CB p.17 and Activity 3, SB p.19

In this step raises student's awareness of the features of different text types in preparation for their project.

Elicit the title of activity 2 on page 17 of the Classbook and get students to tell you as much as they can before getting them to read the instructions. You may want to get them to tell you which texts are fact, fiction, a piece of prose and a poem.

Now let students read the rubric on their own and complete activity 3 on page 19 of the Skills Book. They have to read the texts on page 17 of the Classbook and write the number of the text that is correct for each statement in the box provided. When they have finished, elicit answers orally from around the class and get students to give you their reasons for choosing the answer.

Answers:

- | | |
|-----------|-----------|
| 1. text 2 | 2. text 1 |
| 3. text 3 | 4. text 2 |
| 5. text 1 | 6. text 1 |
| 7. text 3 | 8. text 2 |

Step

2

Activity 1, SB p.20 and Act 2, CB p.17

In this step students are going to read for specific information by answering true/false questions.

Get students to read the rubric for activity 1 on page 20 of the Skills Book. They have to decide if the statements are true or false by reading the competition texts in activity 2 on page 17 of the Classbook. Let them work on their own and circle the answer. Elicit answers orally when students have finished. Get students to provide correct statements for the answers they have indicated to be false.

Answers:

- | | |
|----------|----------|
| 1. False | 2. True |
| 3. False | 4. True |
| 5. False | 6. True |
| 7. False | 8. False |

Step 3

'What Makes a Good Story?' Learning Journal, SB p.83 and Activity 2, CB p.17

In preparation for their project, in this step students will be revising the elements necessary for writing a story and analysing a fictional text to see which of the given elements is present.

Get students to tell you as much as they can about writing stories, e.g. title, characters, plot, and setting, etc. At this point you may want to show copies of grade 6B 'English For Me' books and the Story Sorting Machine from 8A to remind them of work they have previously done. In their groups let students find the information on stories and get them to discuss what elements are necessary in making a good story. When students have finished, elicit answers orally from around the class.

Now get students to carefully remove the 'What Makes a Good Story?' Learning Journal page from the back of the Skills Book. Let them read the rubric on their own. Students have to work on their own to use the checklist to decide which elements are present in 'The Scary Dream' story on page 17 of the Classbook. They have to tick the boxes they think are correct for this story. Monitor and support students while they do their analysis and encourage them to add any additional elements, such as useful vocabulary or language, etc., in the space provided.

Step 4

PROJECT Project, SB p.20

In this step students are going to start work on their project. They will be writing a story for a competition, which will be judged in lesson 14. A step will be given in each of the lessons that follow in which students can brainstorm, draft and develop their ideas with your support.

If you have prepared a story as an example for students, you may want to read it to them before they commence work on the project.

Get students to read the instructions for the project on page 20 of the Skills Book. Let them tell you what the project is about. Here students will not be expected to start writing their story. It is only expected that students should start to brainstorm ideas. Direct students attention to the questions in the project instructions and discuss these with the students. Elicit as much as you can from them and then let students brainstorm ideas in their exercise book. Monitor and support students while they work. Refer back to the Learning Journal page they completed in the previous step and models of stories they remember to help them. When they have completed their brainstorm, let them discuss their ideas with other members of their group to help generate more ideas.

Reminder:

Students should be learning the words from lesson 8 for a test in lesson 13.

Preparation:

You will need to have sets of the 'How Good is your Writing?' reading cards ready for use in step 3 of the next lesson.

Lesson 10

Step 1

Activity 2, SB p.20 and Act 1 and 3, CB, p.16

In this step students are going to get further practice at classifying relative clauses.

Get students to read the rubric for activity 2 on page 20 of the Skills Book. They have to decide which of the texts taken from the articles in activity 1 and 3 on page 16 of the Classbook are relative clauses about people and which ones are about things. An example is provided to help them. Let students work on their own, and when they complete the activity get them to check their work with a partner. Elicit answers orally from around the class and get students to tell you the reasons for their answer by eliciting the appropriate relative pronoun and get students to circle these in the text.

Answers:

- Officials announced that the new 'Writers Write' competition, which aims to encourage students to write poetry and stories, is the first of its kind in Oman. [thing]
- Prizes that are worth OR 100 for each category will be awarded for Best Fictional Story ... [thing]
- Bruce Bixby who has been the head judge for the past 15 years... [people]
- ...authors who wanted to win this year's Big Book Award. [people]
- ...the offices of the event organisers which are located in Seeb... [thing]
- ...The 'Young Writers' category which is for 8 to 12 year olds ... [thing]

Direct student's attention to the self-study icon and let them complete activity 7 of the Self-Study section on page 25 of the Skills Book on their own.

Additional activity:

Orally elicit from the students which of the relative clauses are defining, and which ones are non-defining. get them to tell you their reasons for their answer.

Step 2

Activity 3, CB p. 16, activity 3, SB p. 20

In this step students are going to do an information transfer activity to build up an understanding of a given piece of text in order to understand that there is a need to be fair in marking and use objective criteria.

Direct students attention to the 'Judges Arrested' article in activity 3 on page 16 of the Classbook. Elicit the title, and encourage the students to tell you what the article is about. Raise their awareness of the text by asking simple yes/no questions, such as 'Is the article about people?', 'Is the article about something good?', etc. Encourage them to give their reasons by referring to key words, such as 'shocking news', 'arrested', etc.

Now let students read the rubric on their own. They have to read the article and complete the interview in activity 3 on page 20 of the Skills Book. Give them time to work on their own to fill in the blanks. While students are working, elicit from them if the missing words from the interview are nouns, verbs, adjectives or adverbs.

When they have completed the activity, play the Tapescript though twice and let students check their answers on their own. Spend a little time discussing the message of the article and the need to be fair when assessing work.

Answers:

Listening Tapescript 2.5

Interviewer: Good morning all you out there, this is Barry Bing live from **1. Pollywood**. This morning I'm talking to **2.**

Minnie: Minnie Malone from Sing Sing Jail, Good morning Minnie...

Interviewer: Good morning Barry.

Interviewer: Minnie, you've recently been **3. arrested**. Can you tell us why?

Minnie: Well it's for bribery and corruption, you know...for taking **4. money**. But I'm not guilty.

Interviewer: Taking money for what?

Minnie: Some authors wanted to **5. win** the Big Book Award, and I was one of the **6. judges**.

Interviewer: So did you take the money?

Minnie: NO, I may have had a few lunches and dinners, but never any money.

Interviewer: Is that **7. fair**?

Minnie: Well Barry, I look at this way...

Additional activity:

You may want to get students to take turns in reading their completed interviews.

Step 3

'How good is your writing?' Reading Cards

In this step students are going to evaluate given pieces of text against given criteria.

Spend some time discussing with students what makes a piece of good writing. Elicit from them features of good spelling, punctuation, use of language, vocabulary, etc. Then discuss with students how to be fair in marking writing by referring back to the previous step where students looked at the issue of being fair in marking writing. Get students to tell you their ideas on how to be fair when deciding how good a piece of writing is.

Now distribute sets of the 'How good is your writing?' reading cards to each group. There are two cards. Card 1 has scores and descriptions of what to look for in deciding the scores. Card 2 has six examples [A-F] of writing.

Before they start work, you may want to let students read the information in card 1 on their own, and get them to tell you what they understand by the various descriptions. Check their understanding of the vocabulary. Then let students read the rubric in card 1 and get them to tell you what they have to do. Students have to work together with other members of their group to use the descriptions in card 1 to help decide how good the writing is in card 2 and give a score. Make sure students do not write on the cards. When they have finished, elicit scores orally from individuals in the class and get students to give their reasons for the scores they gave.

Suggested scores:

Text A: score 1
Text B: score 4
Text C: score 3
Text D: score 2
Text E: score 5
Text F: score 0

Step 4

Project

If there is time, let students work on their story-writing project. Monitor and support them as and where necessary and remind them of the features necessary to make their writing better.

Reminder:

Students should be learning the words from lesson 8 for a test in lesson 13.

Also remind students to write a few sentences in their learning diary about what they have done in the unit so far.

Preparation:

In preparation for lessons 11-13, it is advised that you spend some time familiarising yourself with page 18 and 19 of the Classbook. There is a lot of information, most of it recycled from past grades, about writing that you will need to support students in accessing.

Lesson 11

Step 1

CB, pp.18-19 and Activity 1 SB, p.21

In this step students are going to be orientated towards the information from an ITC web page to assist them in their project work.

Start by getting students to look at page 18 and 19 of the Classbook and elicit the title. Get them to tell you this is a web page and has been written by the ITC. Get them to tell you as much as they can by using the text and visual cues on the pages.

Alternatively, you may want to ask the following Focus Questions orally, or any other you have thought of, or get students to ask and answer Focus Questions they have thought of themselves. Elicit answers orally from around the class.

Suggested Focus Questions:

1. How many texts are there? [6, including the introduction]
2. What is text D about? [Super sentences]
3. Is there any information on the writing route? [Yes]
4. Where is the information about adjectives and adverbs? [Text B]
5. Is text A about the writing route? [No]

Now get students to read the rubric for activity 1 on page 21 of the Skills Book. Get them to tell you what they have to do. They have to read the introduction and the texts on the ITC web page about writing on page 18 and 19 of the Classbook. Then they have to decide what the title for each section is, using the information from the introduction to help them. Let them work on their own and write their answers in the space provided. When they have finished, elicit answers orally from the class.

Answers:

1. Title A is 'Using punctuation'.
2. Title B is 'Using interesting words'.
3. Title C is 'The process of writing'.
4. Title D is 'Making interesting sentences'.
5. Title E is 'Getting ideas'.

This activity also provides an opportunity to get students to tell you what they already know about making their writing interesting from previous lessons. For example, using a variety of vocabulary, similes, onomatopoeia, etc. Refer back to the 'Writers Toolbox' Learning Journal from lesson 7 in this unit. Refer back to how writers got their ideas as in texts about the biographers.

Step 2

Activity 2, SB p.21 and CB pp.18-19

In this step students are going to read for specific information.

Get students to read the rubric for activity 2 on page 21 of the Skills Book on their own. Let them explain to you what they have to do. They have to read the clues provided and find the answer on the 'Writers Write Right' web-page on pages 18 and 19 of the Classbook. They have to write their answer in the space provided. Let students exchange their books with a partner for checking and then elicit answers orally from the class.

Answers:

1. Super sentence
2. Speech marks
3. Age
4. Check
5. Adverbs

Step 3

Activity 3, SB p.21 and CB pp.18-19

In this step students are going to get practise at writing adjectives in the correct order in a sentence.

Get students to read the rubric for activity 3 on page 21 of the Skills Book. They have to find and read the information about order of adjectives on the ITC 'Writer's Write Right' web-page on pages 18 and 19 of the Classbook. They have to use the information to order the adjectives and write phrases to describe the pictures. An example is provided to help them. Let them write their answers in the space provided. When students have finished, get them to exchange their work with a partner for checking. Elicit answers orally, but write answers on the board so students can see the order of adjectives.

Answers:

1. a large wooden table
2. a small Omani metal khanjar
3. an old round clay incense burner
4. a new black Japanese car
5. a tall cylindrical glass vase
6. a modern round plastic clock

There is additional work on the order of adjectives in activity 8 of the Self Study section on page 25 of the Skills Book.

Step 4

PROJECT Project

Give students time to work on their story-writing project. Monitor and support them as and where necessary and remind them of the features necessary to make their writing better. Encourage them to refer to the ITC 'Writer's Write Right' web-page on pages 18 and 19 of the Classbook to help them. You may want to focus on the use of adjectives and adverbs and encourage students to incorporate these into their writing.

Reminder:

Students should be learning the words from lesson 8 for a test in lesson 13.

Lesson 12

Step 1

CB, pp.18-19

In this step students are going to do a listening quiz about the information on the ITC 'Writer's Write Right' web-page on page 18 and 19 of the Classbook.

Tell students that they are going to take part in a listening quiz. They have to work in their groups to answer the questions the quizmaster asks on the tapescript. Tell them they can find the answers in the information on the ITC 'Writer's Write Right' web-page on page 18 and 19 of the Classbook.

The tapescript has 6 questions. Each question is repeated twice and is followed by a 10-

second countdown in which students have to work in their groups to find the answer. At the end of the 10-second countdown you will need to pause the tape to elicit answers from each group.

Tell the students that when their group has found the answer one member of the group has to put up their hand. Give each group that has an answer a chance to give their reply. When you have given each group the chance to answer then start the tape again to check if the answer was correct.

Play the tapescript through once, pausing in the appropriate place to elicit and then check answers from groups. The groups with the highest scores are the winners.

Listening Tapescript 2.6

Quizmaster: Welcome to the ITC 'Writer's Write Right' quiz of the week. I'm Andy Andrews your quizmaster, and I'll be asking you 6 questions on writing. Now, remember to work with your team members to find the answers. You'll have 10 seconds to find the answer. So are you ready? Good! Lets get straight on with the first question ...

Quizmaster: The first question is ... Which punctuation mark can be used for abbreviations? I'll repeat ... Which punctuation mark can be used for abbreviations? You have 10 seconds starting now to find the answer.

Quizmaster: Yes, the answer is the full stop. If you got that answer right, then give yourself a mark.

Quizmaster: Quiet please ladies and gentlemen. Here we go with the second question... What does a super sentence use? I'll repeat... What does a super sentence use? Again, you have 10 seconds in which to locate your answer.

Quizmaster: The answer is 'A super sentence uses adjectives, adverbs, conjunctions and clauses.' Now give yourself a mark if you got that correct.

Quizmaster: What an enthusiastic audience we have here today ladies and gentlemen. Let's get on with the third question, so listen carefully. 'I've just got a clean piece of paper, and I'm sitting in a quiet place to write my work

carefully for the last time.' Which step in the writing process is this? I'll say it again ... 'I've just got a clean piece of paper, and I'm sitting in a quiet place to write my work carefully for the last time.' Which step in the writing process is this? ... Find your answer now!

Quizmaster: Yes, the answer is 'Publish'... 'I'm publishing my work.' If you got that right, then give yourselves a mark.

Quizmaster: Settle down please ladies and gentlemen. Let's get on with the fourth question. Now, in ordering adjectives, does colour go before or after shape? I'll repeat, in ordering adjectives, does colour go before or after shape?

Quizmaster: The answer is after. For example, 'A round black tyre'

Quizmaster: Let's get on with the fifth question. Listen to this sentence and identify the adverb. I'll say it again, listen to this sentence and identify the adverb ...

Woman's voice: Three men skiied smoothly this way and that way through thick snow ... I'll say it again ... Three men skiied smoothly this way and that way through thick snow ...

Quizmaster: Once again you have 10 seconds to discuss your answer in your groups.

Quizmaster: The answer is 'smoothly'. Well done if you got that right. Give yourself another mark.

Quizmaster: Yes, here we are again ladies and gentlemen with the final question of the quiz. This

one is worth two marks. Why does reading help you with writer's block? I'll repeat... Why does reading help you with writer's block? The answer is 'The more you read, the more ideas you'll have to write about.' Wow that was a toughie, you deserve two points if you got that right. Yes, ladies and gentlemen as we all know 'To read is to write and to write is to read.'

Quizmaster: Thank you for joining us, and we hope that you had a great time. See you next week. Oh... I nearly forgot... remember to count up those marks...

Step 2

Portfolio, SB p.22, CB pp.18-19 and Exercise Books

In this step students are going to practise writing super sentences.

Get students to read the Portfolio instructions on page 22 of the Skills Book. Let them tell you what they have to do. They have to find and read the information about super sentences on the ITC 'Writer's Write Right' web page on page 18 and 19 of the

Classbook. They have to use what they have found out to make the simple sentences into super sentences. Let them work on their own and write their super sentences in their exercise book. When they have completed the activity, get them to put the work in their portfolio.

Monitor and support students while they work, reminding them to use adjectives, adverbs, conjunctions and linking words to help expand their sentences. You may want to let students start this work in class, and get them to complete it for their homework.

Step 3

PROJECT Project

Give students time to work on their story-writing project. Monitor and support them as and where necessary and remind them of the features necessary to make their writing better. Encourage them to refer to the ITC 'Writer's Write Right' web page on pages 18 and 19 of the Classbook to help them. While you monitor students, direct their attention to simple sentences they have written, and encourage them to make use of 'super sentences' in their work.

Reminder:

Remind students there will be a test of the words from lesson 8 in the next lesson.

Lesson 13

Step 1

Spelling Test and Exercise Books

Test students on the spellings they chose in lesson 8.

Step 2

Activity 1, SB p.22

In this step students are going to sort words with the sounds /θ/ and /ð/.

There are several parts to this step. Get students to read the rubric for activity 1 on page 22 of the Skills Book. First they have to listen to the sounds /θ/ and /ð/ and the example words provided. Play the tape twice, first to let students listen and then to get them to join in.

Listening Tapescript 2.7:

/θ/
three
both
thick
/ð/
this
then
smooth

Next let students sort the words provided and write them in the correct column of the chart according to the sounds in the word. Encourage them to say the words while they write them down. When students have completed the activity, play the tapescript to check their answers.

Tapescript 2.7A:

/θ/
author
breath
cloth
fifth
myth
think
thick
through
/ð/
breathe
brother
clothes
than
them
this
that
other

Now direct student's attention to the tongue twister. First play the tapescript twice and get them to listen to it. Get them to tell you where they heard the tongue twister before. They should be able to recall it from the quiz in the previous lesson.

Tapescript 2.7B:

Three men skied smoothly this way and that way through thick snow... [x3]

Then get them to say the tongue twister to a partner. Once they have said it several times, get them to underline the words with the /θ/ sound and circle the word with the /ð/ sound. Elicit answers orally when students have

finished.
/θ/
thick
three
through
/ð/
smoothly
this
that

Finally, There is an additional phonetic sounds activity on the sounds /θ/ and /ð/ in activity 9 on page 25 of the Skills Book.

Step 3

Activity 2, SB p.22 and CB p.18-19

In this step students are going to name punctuation marks used in a piece of text.

Get students to read the rubric for activity 2 on page 22 of the Skills Book on their own. get them to explain what they have to do. they have to find and read the information about punctuation on the ITC 'Writers Write Right' web-page on pages 18 and 19 of the Classbook. Then they have to use the information to name the punctuation marks used in the numbered piece of writing. Let them write their answers in the space provided. Elicit answers orally from the class.

Answers:

1. speech mark
2. apostrophe
3. question mark
4. full stop
5. comma
6. capital letter
7. exclamation mark

Step 4

Activity 3, SB p. 22

In this step students are going to write in missing punctuation.

Get students to read the rubric for activity 3 on page 22 of the Skills Book. Get them to explain to you what they have to do. The punctuation marks are missing from the texts.

They have to write the texts again, but this time including the punctuation marks. You may want to briefly elicit from the students the punctuation marks that are missing from the first text, and write the sentence correctly on the board. Let the students work on their own. When they have finished, get students to come up to the board and write the sentences on the board for checking, or elicit orally from them what is missing and needs to be changed.

Re-written sentences:

1. This is my best friend, Ali.
[Capital letters for start of sentence and proper noun, comma and full stop missing.]
2. I asked, 'Where do you live?'
[Comma before speech mark, speech marks, and question mark missing.]
3. 'It's behind you!' she shouted loudly.
[Capital letter start of sentence, apostrophe for contraction, exclamation mark, speech marks and full stop missing.]

4. You will need to list your name, date of birth and occupation in the form provided. [Capital letter for start of sentence, commas for lists, and full stop missing.]

Homework

Remind students to complete their project work for final presentation in the next lesson. Encourage them to focus on punctuation, use of language and spellings.

Preparation:

In preparation for reviewing the project work in the next lesson you will need to make available the scores and description cards, card 1, from the 'How Good is Your Writing?' Reading Cards you used in lesson 10, step 3.

Lesson 14

Step 1

PROJECT 'How Good is Your Writing?' Reading Card 1 and Project

In this step students are going to work in their groups to decide the marks for the writing they have been working on in the project.

As this is the first time students have assessed each others work, you will need to provide careful monitoring of this step.

Tell students that they are going to be judges and are going to decide the marks for the writing they have been doing for their projects. Spend some time discussing with them the need to be fair in marking and elicit from them ways in which this can be done. They should be able to suggest using the scores and descriptions they used in lesson 10, step 3. Then distribute the scores and description 'How Good is Your Writing?' Reading Card 1 to each group, and spend some time discussing the information on the cards. Get

them to tell you as much as possible and the criteria for grading.

Now tell students to take out their project work. Tell them that they will spend some time reading and grading the writing of people in their group in order to decide who is the winner of the writing competition in their group.

On their own, each person exchanges their work with someone else in the group, reads and grades it using the scores and descriptions from the 'How Good is Your Writing?' Reading Card 1. They should write the score for the writing on a piece of paper and not on the writing itself. Students continue to exchange their work until all the writing has been given a score.

When all the work has been scored individually, everyone in the group has to

discuss the marks they have given for each piece of writing, and finalise an overall score. Students continue this until an overall mark has been decided for every piece of writing. Monitor students while they do this, and encourage them to give their reasons for the marks they have awarded while they discuss each piece of writing. Let groups use this information to decide who the winner of the competition is in their group.

Get each group to call out the name of the winner in their group. Keep a note of each name in preparation for giving certificates in the next lesson.

Step 2

Activity 1, SB p.23

In this step students are going to start writing a story report.

Get students to read the rubric for activity 1 on page 23 of the Skills Book. Get them to tell

you what they have to do. They have to choose one of the stories they enjoyed reading from the project in the previous step and write a story report of why they liked it.

A set of questions is provided to help focus students writing. Discuss these with students and get them to tell you what they understand. Also spend some time reminding students to use the scores and descriptions from the 'How Good is Your Writing?' Reading Card 1, and the 'What makes a Good Story?' Learning Journal page to help them. Let them work on their own and write in the space provided. Students can finish their work for homework.

Preparation:

Prepare copies of the 'ITC Writers Write Competition Winner' certificate from the photocopiable pages on page 144 at the back of the Teacher's Book. Write the name of the competition winners in the space provided. Also prepare the 'ITC Writers Write Competition Participant' certificate for all other students who did not win.

Lesson 15

Step 1

Photocopiable pages p.144

In this step the winners and participants from the writing competition will receive their certificates.

Distribute the competition winners and participant's certificates to members of the class.

wrote in the previous lesson to other members of their group.

Step 3

Activity 1, CB p.20, Exercise Books

In this step students are going to answer reading comprehension questions.

Step 2

Activity 1, SB p.23

In this step students read their story reviews from the previous lesson.

Invite students to read the story reviews they

Get students to look at page 20 of the Classbook and elicit the title. Get students to tell you what the page is about and elicit as much information as possible. Now get students to read the rubric on their own and complete the activity. They have to answer the Focus Questions by reading what people had to say in Club Talk. Let them write short answers in their exercise book. When they have finished, elicit and discuss answers orally with the students.

Possible answers:

1. Which Classbook title is text 1 talking about?
Writers Write Right.
2. Which text talks about the Classbook page 'Great Writing'?
text 5
3. What learning strategy is mentioned in text 3?
Using examples provided.
4. Which Classbook title is text 4 talking about?
Unit cover page, 'Writers and Writing.'
5. Which text talks about the Classbook page 'Famous Writers'?
text 2
6. Why is the first page of the unit important?
It tells you what the unit is about. /
Helps you prepare for the unit.

Additional Activity:

Either you may want to prepare some additional Focus Questions yourself, or get the students to prepare their own Focus Questions and get them to ask and answer questions about Club Talk.

Step 4

Activity 2, SB p.23

In this step students are going to do a Teen test in order to remind them of the work they have done in the language focus of the unit, and to prepare them for reflecting on the unit.

Get students to read the rubric for activity 2 on page 23 of the Skills Book. Get them to tell you what they have to do. There are two activities, which they have five minutes to complete. In the first activity, they have to write the appropriate person or place relative pronoun in the blank space. In the second activity they have to re-write the sentences with speech marks. Students have to work on their own as if doing a test. When they have finished, get them to exchange their work with a member of another group for checking. Elicit answers orally from the class for task A, and for task B get volunteers to write the corrected sentences on the board.

Answers:

Task A.

1. The park which we visited yesterday was beautiful.
2. The man who lives in number 10 is Alfred.
3. She is the one who stole the jewellery.
4. The form which you sent in was incorrectly completed.
5. Minnie, who has worked here for years, is a great person to watch.

Task B.

1. 'I am the best person for the job,' said the postman.
2. She whispered, 'Did you murder the postman?'

Direct student's attention to the Self-Study icon. There is an additional activity on the use of relative pronouns and speech marks in activity 10 of the Self-Study section on page 25 of the Skills Book.

Step 5

Activity 3, SB p.23

In this step students are going to think and write about what they have done in the unit as part of their reflection.

Get students to read the rubric for activity 3 on page 23 of the Skills Book. Get them to explain to you what they have to do. They have to think about the questions provided and write a short paragraph about how well they think they did in the unit. Spend some time discussing the questions and getting students to tell you as much as they can remember about the unit and what they did well in. Get them to spend some time looking back over the Classbook and the Skills Book to help them recall as much as possible. Encourage them to look at the Learning Strategies suggested in the unit and Club Talk, in order to get them to think about what they can do to improve their English. Elicit ideas orally and let them start their work in class and complete for homework.

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English

for Me

Unit 3

Money

Lesson 1

Preparation:

For step 3 of lesson 1 you will need to make sufficient photocopies of the 'Words and definitions' photocopiable page at the back of the Teacher's Book.

Step 1

Activity 1, SB p.26, and CB p.21

In this step students are going to be familiarised about the unit by reading and listening for specific information.

Direct students to page 21 of the Classbook and elicit the title of the unit and get them to tell you as much as they can about the page and the topic 'money'.

Tell students to keep their Skills Book closed. Get them to look at what Alia is saying at the top of the page. Elicit from them if the missing words are nouns, verbs, adjectives or adverbs. Get them to guess what the missing words are and elicit these orally from the class.

Now get students to read the instructions for activity 1 on page 26 of the Skills Book and do the activity. They have to read what Alia says on page 21 of the Classbook and write their answers in the space provided. You may want to do the first one with the class as an example.

When they have completed the activity let them compare answers and then play the tapescript through once in order to get them to check their answers.

Listening Tapescript 3.1

Hi, I'm Alia. This unit is all about the thing I'm very interested in. Yes, you've guessed it... It's all about **1. money (n)**. You can **2. spend (v)** it on things you like, you can **3. save (v)** it in the bank, and you can **4. help (v)** other people with it. People say you're **5. rich (adj)** if you have lots of it, and they say you're **6. poor**

(adj) if you have none of it. Some people say they're happy with it, while others say that they're much **7. happier (adj)** without it. Whatever you think about it, one thing is for sure... money is an **8. important (adj)** part of our lives. That's why in this unit we're going to look at many topics about money. What do you think about money?

Quickly get students to tell you in their own words what they understand about the text they have just completed.

Step 2

Activity 2, SB p.26 and CB pp.21-31

In this step students are going to find out more about the unit by matching topics with key sentences from the unit.

Get students to tell you as much as they can in their own words about what they can remember from the previous step. Now get them to read the instruction for activity 2 on page 26 of the Skills Book. They have to look through Unit 3 of the Classbook and match the numbered topics with the sentences. They should only write the number of the topic in the space provided.

When they have finished, elicit answers orally and get students to tell you how they found out their answers, for example, looked at key words, looked at the titles, looked in the Classbook, etc.

Answers:

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

Additional activities:

In pairs get students to look through the unit and tell each other what they think will be interesting.

Step 3

CB. p.21

In this step students are going to express their personal opinions about money.

Get students to read the texts a-k on page 21 of the Classbook. Quickly check any vocabulary you think students may not know, e.g. miser, robbery, selfish, greedy, etc. and get them to tell you what they understand by what they have read.

Then direct their attention to the speech bubbles at the bottom of the page. In pairs, get them to take turns reading texts a-k and then use the language of opinion to say if they agree or disagree. Students have previously used this language in 9A, Unit 1, CB p.9. You may want to read text a to the class, and elicit opinions as an example from the class. Encourage them to give a reason for their opinion by using **'because'**.

Set a time limit for the activity, and monitor students while they work in pairs. You may want to conclude this step by asking students to tell you what they already know about money.

Additional activities:

Get students to write three sentences in their exercise books expressing their opinions about money.

Step 4

TB, Photocopiable page, p.145 CB p.21

In this step students are going to match key vocabulary with definitions.

Distribute a set of the **'Words and definitions'** strips to each group. get them to match the words with the definitions in their groups. You may want to get students to refer to page 21 of the Classbook to help them work out the meanings of the words. Elicit answers orally from around the class when they have finished.

Answers:

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

Additional activity:

Get students to choose three words and write a sentence on each of them in their exercise book.

Homework

'Words with different meanings.' Learning Journal SB p.81

In this step students are going to develop an understanding that one word can have several definitions depending on the context it is used, or how it is used.

Students have to read the instructions for the 'Words with different meanings' Learning Journal at the back of the Skills Book on page 81. They have to match the definitions in the box with the example sentences for the word 'save'. They only have to write the number of the definition in the space provided.

Additional activities:

There are two more additional activities you may want to get students to do:

1. Get students to write their own sentences for the different definitions for the word 'save' using the models provided and put them into their portfolio.
2. Get students to find the different definitions for one of the following words: spend, bank, poor, or rich from a dictionary, LRC or Internet. Let them write a sentence for each of the definitions provided.

Lesson 2

Step 1

Activity 1, CB p.22 Activity 3, SB p.26 and Exercise Book

In this step students are going to read for specific information and write complete sentences.

First get students to read the instructions for activity 3 on page 26 of the Skills Book. They have to answer the questions in complete sentences in their Exercise Books by reading the e-mails in activity 1 on page 22 of the Classbook. Let them work on their own. Encourage students to use the words in the question to help write their complete sentences. Monitor their writing during this activity.

Elicit answers orally and write them on the board for students to check their own work against.

Suggested answers:

1. Who can't stop spending money?
Monica can't stop spending money.
2. How much money has Ibrahim raised so far?
Ibrahim has raised 300 rials so far.
3. Where did Naila's uncle visit?
Naila's uncle visited the UK.
4. What did Bob put in the old box?
Bob put money in the old box.

Additional activity:

You may want to get students into pairs and get them to ask and answer their own focus questions about the e-mails.

Step 2

Activity 1, CB p.22 and Activity 4, SB p.26

In this step students are going to listen for general and specific information.

Tell the students that they are going to listen to parts of four different interviews with the four ITC members in activity 1 on page 22 of the Classbook. First get them to read the e-mails on their own. Then in their groups get them to discuss who will be asked which questions from activity 4 on page 26 of the Skills Book.

Now play Listening Tapescript 3.2 once and get students to identify the ITC member being interviewed. Pause the tape after each section and elicit the name orally. Get them to tell you how they identified the person being interviewed. They should be able to tell you the questions and answers helped them decide.

Listening Tapescript 3.2

Voice: ONE

- Interviewer: How did you raise money?
Ibrahim: Well we went on a sponsored walk and did a wadi clean up.
Interviewer: So how far did you walk?
Ibrahim: It was for 12 kilometres, we were tired at the end, but it was worth it.

Voice: TWO

- Interviewer: Why do you like collecting money?
Naila: It tells you a lot about the history of a country.
Interviewer: So, what's the most interesting coin you have ever found?
Naila: I found a really old Omani coin once. You can see it in the museum now.

Voice: THREE

- Interviewer: So where do you keep your money now?
Bob: I keep it in a bank account now, it's much safer.
Interviewer: That's great...What does your aunt think about that?
Bob: She thinks I save too much and calls me a miser.

Voice: FOUR

- Interviewer: Now tell me, are you a saver or spender?
- Monica: I think I must be one of the biggest spenders in the world.
- Interviewer: What makes you say that...I mean why do you like spending money?
- Monica: It just makes me feel great when I spend loads of money.

Answers:

1. Ibrahim
2. Naila
3. Bob
4. Monica

Now get students to read the instructions for activity 4 on page 26 of the Skills Book. They have to listen to the interview again and tick the questions they hear. Play the tapescript a second time without pausing. Elicit answers orally.

Answers:

- | | |
|----|----|
| 9 | 11 |
| 10 | 8 |
| 3 | 4 |
| 12 | 2 |

Step 3**Activity 1, SB p.27, Act 1 CB p.22 and Exercise Book**

In this step students are going to interview each other.

Get students to read the instructions for activity 1 on page 27 of the Skills Book. They have to imagine that they are one of the ITC members on page 22 of the Classbook.

They have to get into pairs and tell their partner which ITC member they are. They have to write questions in their exercise book to interview their partner. Encourage them to use the examples provided in activity 1 on page 22 of the Classbook, and activity 3 and 4 on page 26 of the Skills Book to help them write questions and think of their answers. Let students take turns to interview their partner.

They may find it helpful to refer to the e-mails on page 22 of the Classbook to help give their answers. Set a time limit of 10 minutes to complete the activity. Monitor and support students while they work.

Additional activity:

You may want to get students to interview someone at home on different ways to raise money.

Spellings:

Let students choose 15 spellings from the texts on pages 21 and 22 of the Classbook for a test in lesson 7. Encourage them to choose words they do not know, and get them to find their meanings in a dictionary for homework.

Preparation:

In readiness for step 3 of the next lesson you may want to spend a little time looking at the grammar reference and reminding yourself about the past simple and present perfect tenses.

You will need to provide sufficient strips of paper for your class on which students can write sentences for step 4 of lesson 3.

Lesson 3

Step 1

'The Currency Chant', SB cut-out p.99

In this step students are going to complete a money chant.

Get students to carefully remove 'The Currency Chant' Cut-out from the back of the back of the Skills Book. Let them read the instruction on their own. They have to guess the missing currencies and countries by using the words in the box. Encourage students to say the words to themselves and look for words that rhyme to help them complete the blanks. Please note that some of the words, e.g. Ukraine and same have a rhyming vowel sound and not the same spelling.

When they have finished, play the tape once and let them check their work on their own.

Listening Tapescript 3.3:

In America its dollars,
In Vietnam they all spend **dong**.
Travelling the world over,
With money you can't go wrong.

In Denmark they use kroner,
In **Britain**, pounds they use.
Travelling the world over,
Money always rules.

In Zanzibar, it's shillings,
In Japan, they all spend **yen**.
Travelling the world over,
It's money and money again.

In Holland they save euros,
It's hyvna in **Ukraine**.
Travelling the world over,
Money rarely looks the same.

They buy with baht in Thailand,
In South Africa it's **rand**.
Travelling the world over,
With money in your hand.

In Ethiopia it's birr,
In **Cuba**, it's peso they spend.

Travelling the world over,
Send money to a friend.

In Oman they all spend **rials**,
They spend dinar in Bahrain.
Travelling the world over,
Money is its name!

Additional activity:

Let them read the money chant on their own, or do it as a whole class chant by playing the tape again.

Step 2

Activity 1, CB p.22 and Activity 2, SB p.27

In this step students are going to revise the past simple and the present perfect in preparation for work they are going to do on the past perfect in the lessons that follow. There are several parts to this step.

Tell the students they are going to revise the past simple and present perfect tenses. Get them to find examples of the past simple and present perfect tenses in the e-mails on page 22 of the Classbook and elicit a few examples orally.

Answers:

E-mail A:

Past simple:

I started
came back
He gave
I thought
it was
I found
I showed
They said
I wanted
officials told
had to

Present Perfect:

I've collected
I've shown
I've been
I've talked
They've said

Email B:

Past simple:

It started
my aunt gave
I kept

Present perfect:

I've collected

I saved
I had

E-mail C:

Past simple:

I read
It made
It got
I asked
it was
He thought
We decided

Present perfect

we have raised

E-mail D:

Past simple:

I spent
I tried
We didn't

Past perfect:

I have bought

Now get them to read the instructions for activity 2 on page 27 of the Skills Book. First they have to match the sentences with the correct time line by writing the letter in the space provided. Elicit answers orally from the class.

Answers for part A:

1. b
2. a

Then they have to circle the correct tense in four statements. When they have completed this, elicit answers orally and get them to explain to you why they chose their answers.

Answers for part B:

1. Time line 1 shows the past simple / present perfect.
2. Time line 2 shows the past simple / present perfect.
3. The past simple / present perfect tells us something that started in the past and is connected to the present.
4. The past simple / present perfect tells us about a finished action in the past.

Step 3

Activity 3, SB p.27

In this step students are going to identify if the past simple or present perfect is used in given sentences.

Get students to read the instructions for activity 3 on page 27 of the Skills Book. They

have to underline the correct verb tense for each sentence. Encourage the students to refer back to the previous step and the Grammar Reference at the back of the Skills Book to help them decide. When they have completed the activity, elicit answers orally from the class and get them to give reasons for their choice. Let them check their own work.

Answers:

1. Salim was a student ten years ago, but now he is a teacher.
2. Maha wrote her first book in 1990.
3. Alfred is a writer. He has written many books.
4. Siham worked in a bank last year, but now she works in a school.
5. Ibrahim has played the guitar for a long time.
6. Susan collected coins before she started collecting stamps.

There is an additional activity about using the simple past and present perfect in activity 1 on page 36 of the self-study page.

Step 4

In this step students are going to write simple past and present perfect sentences.

In their groups get students to think of three examples of sentences using the past simple and three examples of sentences using the present perfect and write each example on separate pieces of paper, so there is a total of six examples. Then get them to exchange these with another group.

Again, in their groups, get students to read each example they have and discuss if they are written in the past simple or present perfect. When they have made a decision as to which tense each example has been written in, let them write the tense on the back of the example.

Once they have completed this for all of the examples they have, they should return the pieces of paper to the group that wrote them for checking. Elicit a few examples from around the class for a whole class check, and discuss any errors with students.

Lesson 4

Step 1

Activity 2, CB p.23 and Activity 4, SB p.27

In this step students are going to read for specific information through a true/false activity.

Direct students' attention to the leaflet in activity 2 on page 23 of the Classbook and ask them the following Focus Questions or any others you can think of, and elicit answers orally.

Suggested Focus Questions:

1. What's the title of the leaflet?
The Money Museum
2. Who collected the leaflet?
Naila
3. What other titles can you see on the leaflet?
Welcome, The Omani Collection, Different Kinds of Money and The History of Money.

Now get students to read the instructions for activity 2 on page 23 of the Classbook. They have to read the information from '**The Money Museum**' leaflet, and then complete activity 4 on page 27 of the Skills Book. Give them time to read the text on their own, and then get them to answer the true/ false sentences. When they have finished ask them to exchange books with a partner for checking. Elicit answers orally from the class, and then get students to correct the false sentences orally.

Answers:

1. false(introduces the money museum)
2. false (130 banknotes)
3. false (importance of Oman in the world)
4. true
5. true
6. false (first coins used after shells and cattle)
7. true

Step 2

CB p.23 and Exercise Books

In this step students are going to do a simple read and match comprehension activity.

First in a whole class discussion get students to tell you as much as they can about different things that have been used as money. Then get students to find the section on '**Different kinds of money**' text. Give them a few minutes to read it on their own. Now get them to match the six things mentioned in the text that have been used as money with the photographs on page 23 of the Classbook. Give them a few minutes to work on their own and then get them to work with other members of their group to match the text and photos in their Exercise Book. When they have completed the task, elicit answers orally from the class in a whole class feedback session.

Answers:

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

Step 3

CB p.23 and Activity 1, SB p.28

In this step students will be reading for specific information and completing sentences.

Quickly get students to identify the diagram about '**The History of Money**' at the bottom of page 23 of the Classbook. Get students to tell you as much as they can orally about the information on the diagram. Then get them to read the instructions for activity 1 on page 28 of the Skills Book. They have to read the sentences and complete the blanks using words from the diagram about '**The History of Money**' on page 23 of the Classbook. An example has been provided to help them. Let them work on their own, then elicit answers orally from around the class.

Answers:

- b. cattle and crops
- c. cash
- d. shells
- e. paper
- f. metal

Additional activity:

In their groups get students to order the descriptions from activity 1 on page 28 of the Skills Book so that it matches the sequence in 'The History of Money' diagram on page 23 of the Classbook. Give students time to work together, and then elicit answers orally. Get them to tell you the reasons for choosing the sequence of descriptions.

Answers

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

Step 4

Portfolio, SB p.28

In this step students have a choice of portfolio tasks based on the work they have done so far about money.

Direct students' attention to the portfolio task at the top of page 28 of the Skills Book. They can choose from one of the following:

1. Collect information on a money museum and make an A4 poster giving information about the different things it has in its collection.
2. Find out about different things that were used for money and write about them.
3. Find out more about money in Oman and write about it.
4. Collect and write about money to put in an album.

Tell students that they should aim to start their work for homework and complete it before lesson 7.

Reminder:

Remind students that they should be learning the 15 spellings they chose in lesson 2 for a test in lesson 7.

Lesson 5

Step 1

'The Robbery' cut-out, SB pp.97-98

This step raises awareness of the past perfect. There are two parts to this step.

First get students to carefully remove 'The Robbery' cut-out from the back of the Skills Book and read the instructions for activity 1. They have to read the newspaper article on their own and then order the events by writing a number in the space provided on the pictures. Let them work on their own. Elicit answers orally from the class.

Answers

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

Now get students to read the instructions for activity 2 on the back of the same cut-out page. They have to read the example sentences and tick the correct time in the space provided. Check students are aware that both events happened in the past by referring to the time line. You may want to do the first one together. Then let them work on their own and conduct a whole class feedback when they have finished. Elicit answers orally and get students to tell you their reason for choosing the time line.

Answers:

1. a
2. b.
3. b.

Step 2

Language Focus SB p.28 and Activity 2, SB p.28

In this step students are going to complete a language focus and practise using the past perfect.

First, ask students to read the instructions for the Language Focus on page 28 of the Skills Book. Then they have to look at the example provided and complete the Language Focus by underlining the correct words. Give students time to complete the activity, and then check answers orally from around the class by reading out the rule and getting students to complete it where necessary.

Answers

- We form the past perfect using had + past participle
- We use the past perfect for an action that happened before another action or time in the past.
- We use the past perfect for the first action and the past simple for the second action.

Next, get students to read the instructions for activity 2 on page 28 of the Skills Book. They have to use the information from the Language Focus and write the correct form of the verb in the space provided. Let students work on their own. When they have finished get them to exchange their books with a partner for checking. Elicit answers orally from around the class and identify the first and second past actions.

Answers

1. This morning, Ali caught a bus to work because he had crashed his car last night.
2. When I looked out of the window the rain had stopped.
3. Alfred stayed in bed because he had broken his foot skiing.

4. Ali had spent all his money before he went on holiday.
5. Vicky had already decided what to cook before she returned home from work.

There is an additional activity about using the past perfect in activity 2 on page 36 of the self-study page.

Step 3

'The Robbery' cut-out, SB p.97

In this step, students are going to identify past perfect sentences.

Get students to orally identify the remaining past perfect sentences from the newspaper article from 'The Robbery' cut-out page. Get them to identify the first and second action.

- a. Arthur Bailey, who **(1)had been** on guard duty on the night of the robbery, **(2)talked** to the press earlier this morning.
- b. Earlier this morning the police **(2)questioned** the staff at the museum in order to find out who **(1)had switched off** the alarm.
- c. Reports earlier this morning **(2)suggested** that the men **(1)had used** the back door to get into the main hall where many of the coins are displayed.

Step 4

Do 'The Currency Chant' again with the students.

Reminder:

Remind students that they should be learning the 15 spellings they chose from lesson 2 for a test in lesson 7.

Lesson 6

Step 1

Activity 1, SB p.29

In this step students are going to listen and read for specific information.

Direct students' attention to the instructions for activity 1 on page 29 of the Skills Book and let them read it on their own. The students are going to read the money facts, listen to the ITC Money Quiz and answer the questions in the space provided. Please note there are two additional money facts as distracters.

The tapescript has a series of 5 questions. Each question is followed by a 10-second countdown in which students have to write down the answer in their Skills Book.

Play the tapescript through once, pausing in the appropriate place to let students write down their answers. Elicit answers orally from the class and let them find out who has the highest score in their groups.

Listening Tapescript 3.4

Quiz music introduction ...

Quizmaster: Welcome to the ITC Money Quiz. This is your favourite quizmaster Andy Andrews again, and I'll be asking you 5 questions on our favourite topic ... yes you guessed it ... money. You'll have 10 seconds to find the answer and write it down. So are you ready? [Pause as in rhetorical question.] Good! Lets get straight on with the first question ...

Quizmaster: The first question is an easy one ... How much do people spend on diet products? I'll say it again ... How much do people spend on diet products?

Quizmaster: You have 10 seconds to find the answer, starting now. I hope you've finished because here we go with the second question, it's quite tough ... I am one of 7 million of these in the world, what am I? I'll say it again ... I'm one of 7 million of these, what am I? Again, you have 10 seconds in which to work out your answer and write it down, starting now.

Quizmaster: OK, it's half way through the quiz, so lets get on with the third question. The next question is quite serious and shows us just how lucky we are. How much money does one third of the world's population have to live off? I'll repeat, how much money does one third of the world's population have to live off?

Quizmaster: Let's get on with the fourth question. If I made a pile of one million US dollar bills, how high would it be? I'll say it again ... If I made a pile of one million US dollar bills, how high would it be? Once again you have 10 seconds to discuss your answer in your groups.

Quizmaster: Yes, here is the final question of the quiz. So are you ready? How much money is spent on education? Again ... how much money is spent on education?

Answers

1. \$ 50 billion a year
2. millionaire
3. 760 baizas
4. 110m high
5. 80 billion dollars

Step 2

Activity 1, CB p.24 and Activity 2, SB p.29

In this step students are going to guess the meanings of words in context.

Get students to read the instructions for activity 2 on page 29 of the Skills Book. They have to read silently and then match the definitions with the highlighted words in the 'Money Mix' text in activity 1 on page 24 of the Classbook. Let them write the correct word in the space provided.

Before students commence this activity you may want to get them to remind you of strategies for working out the meanings of words in context from previous lessons. When they have completed the activity, elicit answers orally from around the class and let them self check their own work.

Answers:

- | | |
|------------|------------|
| 1. control | 2. wrapped |
| 3. chore | 4. spend |
| 5. treat | 6. problem |

There is an additional vocabulary self-study activity in activity 3 on page 36 of the Skills Book.

Step 3

Activity 1, CB p.24, Learning Strategy, SB p.29 and Activity 3, SB p.29

There are two parts to this step. In the first part students are going to decide the topics of some texts. In the second part they are going to sort the texts into the appropriate topic.

First get the students to read the instructions for activity 1 on page 24 of the Classbook. They have to read the Learning Strategy about 'Deciding the topic' on page 29 of the Skills Book. They have to use this information while reading the 16 pieces of texts and decide what the two topics are about. Get them to tell you what they understand by the learning strategy, and get them to decide which ones are useful in this situation. For example, key words, similar and repeated words may be more useful than headings and visual clues.

If the students find it difficult to decide a topic on their own, you may want to give a few options to help them formulate appropriate topics.

Answers:

The two topics should be:

- pocket money [Alternative topics: money and children, money children get, etc.]
- shopaholics [Alternative topics: spending, controlling spending, etc.]

In the next part of this step students have to complete activity 3 on page 29 of the Skills Book. Let them read the instructions on their own. They have to write the topics as headings at the top of the table provided. Then they have to decide which of the texts from activity 1 on page 24 of the Classbook belong to which topic and write the number of the text in the correct column. Let them work on their own. When they have completed the activity, elicit answers orally for checking.

Answers:

Pocket Money

1, 3, 5, 7, 8, 9, 10, 16

Shopaholics

2, 4, 6, 11, 12, 13, 14, 15

Please note that the texts are not in any sequence. The main purpose is to get students working out the topics and sorting the text.

Step 4

Activity 1, SB p.30

In this step students are going to listen for specific information.

Get the students to read the instructions for activity 1 on page 30 of the Skills Book. They have to read the multiple choice questions, then listen to the interview and decide which answers are correct. Give them time to read the questions on their own, and orally get them to guess what they think the answers might be. Some of the answers can be predicted by referring back to the texts in the previous step. Now play the tapescript through without stopping, rewind and repeat while the students answer the questions on their own. Finally elicit the answers orally from the whole class.

Listening Tapescript 3.5:

- Interviewer: Good morning listeners. Today we have two guests who will be talking about the subject of money. Money can be good when used wisely, but it can also be the source of many problems if you're not careful. We'll start our interview with a teenager who will tell us about the pressures that come with having pocket money, and what to do with it. Then we'll be talking to a self confessed shopaholic who has been struggling to overcome this habit.
- Stephen and Kathy, welcome to the programme.
- Guests: Good morning Sue.
- Interviewer: Let me start by asking you Stephen, how much pocket money do you get a week?
- Stephen: Well, I get £13 a week.
- Interviewer: That seems rather a lot.
- Stephen: Well, it's true that I get more than my brothers and sisters, but then I am the oldest.
- Interviewer: Who gives you the money, and do you do anything for it?
- Stephen: My parents give me the money. I get half from my mum and half from my dad, and I really have to work hard for it.
- Interviewer: What kind of work?
- Stephen: You know all the boring chores round the house...cleaning the car, cutting the grass, taking the dog for a walk, that kind of stuff.
- Interviewer: Sounds like you do a lot. What do you do with the money?
- Stephen: I try not to spend it every week, but it can be difficult to save.
- Interviewer: What do you mean?
- Stephen: You know, friends...they always want the latest sports shoes, CDs and stuff like that...so you feel you want them too.
- Interviewer: Yes, peer pressure can be a strong thing to resist, so how do you deal with it?
- Stephen: Yes Sue, it's difficult, at first I used to go out with my mates
- and spend it all on clothes and video games, but now I put the money straight into my bank. The other thing I started doing was keeping a diary of all my spending. You know...what I spent, when I spent it, and what I bought.
- Interviewer: That sounds like a great idea, maybe others listening will find those ideas useful. OK let me bring in Kathy at this stage. You've heard what Stephen said, what do you think?
- Kathy: Stephen's got it right. I wish I'd done the same when I was his age.
- Interviewer: What do you mean?
- Kathy: Well when I was 15, I used to go out with my girlfriends and spend all of my pocket money. First it was sweets and food, then it was magazines and CDs, and then clothes and shoes. I never saved a penny.
- Interviewer: It's your money; surely you can do what you want with it.
- Kathy: Yes, you can, but I didn't control my spending. It started with spending my pocket money on things, because my friends were buying things. I wanted to have the same things as them. Then as I started to grow older, I found myself doing the same all over again. I just wanted to buy things, and spend all my money. It was spend, spend spend!
- Interviewer: You mean you couldn't control your spending; it became a habit.
- Kathy: Yes, whenever I went out, I had to buy something. Not just one, but lots of the same things. Then I used to get home and buy things off the Internet. I'd become a shopaholic without knowing it. It was just so easy.
- Interviewer: That sounds like a real problem, what are you doing about it?
- Kathy: Well I'm talking to others who

have the same problem. I'm also keeping a diary to help control my spending.

Interviewer: Thanks Kathy for being so honest. There you have it listeners, the dangers that come with money. Be careful to use it wisely, and spend it wisely. We look forward to you joining us next week.

Answers:

1. How many people are speaking?
c. three
2. Who is the interviewer?
Sue
3. How much pocket money does Stephen

get?

b. £ 13

4. How careful is Stephen with his money?
a. very careful
5. What did Kathy wish she had done when she was younger?
b. saved more
6. What is Kathy's problem?
a. She can't stop spending money.
7. How is Kathy solving her problem?
b. She keeps a diary of her spending.

Reminder:

Remind students that they should be learning the 15 spellings they chose in lesson 2 for a test in lesson 7.

Lesson 7

Step 1

Exercise Books

Get students to test each other on the 15 spellings they chose in lesson 2 in their exercise books.

Step 2

Activity 2, CB p.25 and Activity 2, SB p.30

In this step students are reading and listening for specific information.

Start by getting students to look at the pictures of the inventions in activity 2 on page 25 of the Classbook. Get them to tell you as much as they can, and get them to remind you that they previously saw these items in Unit 3, 8A. Get them to name the items.

Now get students to read the instructions for activity 2 on page 30 of the Skills Book. They have to read the dialogue and write the missing words from the box. Before they do this, get them to tell you if the missing words

are nouns or verbs by looking at the words provided in the box. Also check they understand the meaning of the words.

Let them write in their answers, and then let them check their answers by listening to tapescript 3.6. Play the tape through once.

Listening Tapescript 3.6

Shop assistant: Can I help you sir?

Arthur: Yes, I bought an Easy Sailor from your shop last week, and I can't use it.

Shop assistant: What's the problem with it?

Arthur: Well, some of the pieces were broken.

Shop assistant: May be you broke it when you opened it.

Arthur: I was very careful, and anyway, some things were missing. Here look.

Shop assistant: Are you sure you bought it here? Have you got the receipt?

Arthur: Oh...no, I forgot it. I left it at home.

Shop assistant: Well there's nothing I can do without a receipt.

Arthur: But I want my money back.

Shop assistant: Well, you have to write to the manager at the head office.
Arthur: Can I have the address please?
Shop assistant: Sure, here it is.
Arthur: Thanks
Shop assistant: No problem.

Step 3

Activity 2, CB p.25

In this step students are going to do a role play.

Get the students to identify the note for the Automatic hair brusher in activity 2 on page 25 of the Classbook. Get them to work in pairs and use the information on the note and the dialogue from the previous step to help them take turns practising a dialogue complaining about the Automatic hair brusher. Alternatively, get students to think about an item they would like to complain about, and build a dialogue using the models provided.

Step 4

Activity 2, CB p.25 and Activity 3, SB p.30

In this step students are going to answer questions and write complete sentences.

Get students to read the instructions for activity 3 on page 30 of the Skills Book. They have to answer the questions by reading the letter in activity 2 on page 25 of the Classbook. They have to write in complete sentences in the space provided. Spend time monitoring the student's sentence writing. When they have completed the activity, elicit answers orally in a whole class check.

Answers:

1. Who wrote the letter?
Arthur Glumm wrote the letter.
2. What is the writer's hobby?
The writer's hobby is sailing.
3. When did the writer buy the Easy Sailor?
The writer bought it on March 16th 2005.
4. What was one wrong with the balloons?
The balloons had holes in them.
5. Why is the writer unhappy?
He is unhappy, because he does not have money to waste.

Homework

Activity 2, Learning Strategy, CB p.25 and Exercise Books

In this step students are going to start the process of writing a formal letter of complaint. They should complete this before the end of this unit.

Students have to read the instructions for activity 2 on page 25 of the Classbook. They have to read the letter of complaint and the Learning Strategy. You may want to spend some time discussing the Learning Strategy with them and getting them to tell you what they understand.

Then they have to use the notes about The Automatic hair brusher and write their own letter of complaint in their exercise book. Let them work at home, but check that students have completed the activity before the end of the unit.

Preparation:

You may want to look at the Grammar Reference and grade 8B, unit 4 to remind yourself of the second conditional in preparation for the next lesson.

Lesson 8

Step 1

CB pp.26-27

This step activates prior knowledge of vocabulary, the second conditional and prepares students for step 2.

First, get the students to look at the double page title on pages 26 and 27 of their Classbook. Ask the students to quickly skim the double page and tell you what they understand by the title '**Riches and Happiness?**'.

Next, get the students to read the '**Congratulations**' ticket at the top of page 26 of the Classbook. Quickly ask the students what they would do if they won one million rials. Do not spend long on this activity because it will be developed in step 2. Elicit answers from around the class.

Step 2

Activity 1, CB pp.26-27 and Activity 1, SB p.31

This step checks reading comprehension with true/false questions.

Get the students to read activity 1 on page 31 of the Skills Book. They are going to read Club Talk on page 26 and 27 of the Classbook again and decide if the sentences are true or false.

When they have finished, quickly elicit answers from individual students randomly around the class.

Answers:

- | | |
|----------|----------|
| 1. true | 2. false |
| 3. true | 4. true |
| 5. false | 6. true |
| 7. false | 8. true |
| 9. true | |

Finally, elicit the second conditional sentences from the text and get them to tell you the reason why they are second conditionals.

Step 3

Activity 2, SB p.31

This step revises the second conditional (from 8B Unit 4) orally and with sentence writing.

Get the students to read the instructions for activity 2 on page 31 of the Skills Book. First, the students are going to tell their group what they would do if they had one million rials. Elicit that they are going to use the second conditional because it is an unlikely future situation and get them to look at the example in the speech bubble and the Grammar Reference at the back of the Skills Book to help them.

Next, the students are going to write three second conditional sentences. They should write two sentences about what they would do if they had one million rials and one sentence about what their friend would do. While the students are writing in class, use this opportunity to monitor and support sentence writing.

When the students have finished writing, invite some volunteers to read one of their sentences to the class.

There is more second conditional practice for students in activity 4 on page 37 of the Self-study pages.

Step 4

Activity 1, CB pp.26-27, Learning Strategy SB p.31, Exercise Books

This step introduces students to some of the differences between spoken and written English and gets them listening for opinion and attitude in preparation for their project.

There are two parts to this step. Begin by eliciting from the students any differences between writing and speaking that they can think of. They might suggest hesitations, repetition of words, use of contractions, formality, etc.

Then, tell the students they are going to listen to three different teenagers who have similar opinions to the Club Talk members. The students are going to listen and write down the name of the Club Talk member who has a similar opinion in their exercise book. Play the tapescript straight through, pausing after each exchange to let students write a Club Talk name in their exercise book. Then elicit answers from around the class.

Listening Tapescript 3.7

1.

Interviewer: What would you do if you won a million rials?

Female teen: Well, I think it would be a disaster! I don't want the stuff ... not when others have nothing. I'd give it away or something ... I've got everything I need thank you very much and I don't want to spoil my life with too much money!

2.

Interviewer: What would you do if you won a million rials?

Male teen: I think it would be brilliant! I mean ... my whole life would change! I'd be able to go anywhere I wanted in the whole world ... go anywhere and buy anything! It would drive my friends crazy... in fact I'd be so popular, I'd have hundreds of friends!

3.

Interviewer: What would you do if you won a million rials?

Female teen: In my view, it would be tricky. I mean ... I mean, well, it's not always a good thing to have lots of money, is it? There are a lot of unhappy rich people out there and a lot of happy poor people! I reckon one million is too much ... now ... I'd be happy with a few thousand ... that would be perfect!

Answers:

1. Yasir
2. Karen
3. Yin

Next, get the students to read the learning strategy on page 31 of the Skills Book. Do the following activities to check their understanding;

- Play part 1 of the tape again and get students to raise their hand when they hear a pause or hesitation. Pause and elicit an adjective to describe the tone of the ITC member.
- Play part 2 of the tape again and get students to raise their hand when they hear a repetition. Pause and elicit an adjective to describe the tone of the ITC member.
- Play part 3 of the tape again and get half the class to raise their hand when they hear a pause or hesitation and half the class to raise their hand when they hear a repetition. Pause and elicit an adjective to describe the tone of the ITC member.

Answers (Tone adjectives):

1. angry
2. excited
3. thoughtful

Lesson 9

Step 1

Activity 2, CB p.26

In this step, students read a short story.

Begin by asking the class, '**Does money make you happy?**' and encourage students to give a personal reason for their answers using because, as or since which they met previously in 9A unit 1. You may want to give an example such as the following: Money makes me happy, because I can spend it.

Now get the students to look at activity 2 on page 26 of the Classbook. Let the students read the **King Midas story** and answer the focus questions in their groups. When they are ready, ask different groups to answer the focus questions.

Answers:

1. It's a myth.
2. Kind because he looked after the old man.
3. Everything he touched turned into gold.
4. His daughter turned into a gold statue.
5. No.

Step 2

Activity 3, SB p.31

This step checks the students' understanding of the story and revises speech mark punctuation from 9A Unit 2.

Get the students to read the instructions for activity 3 on page 31 of the Skills Book. First, students read the texts and put in the correct speech mark punctuation. Then, they order the texts from 1 to 5 so that they are in the same order as the story. You may want to do the first one as an example with the class.

Answers:

- a. 'Do you still think that gold is the greatest thing in the world?' asked the old man. [4]
- b. 'I would like everything I touch to turn to beautiful yellow gold,' replied the King. [2]
- c. 'Tomorrow, everything you touch will turn into gold, but your gift will not make you happy!' warned the old man. [3]
- d. 'You have been very generous,' said the man. 'What would you like in return for your kindness?' [1]
- e. 'No! No!' cried the King. 'I hate the sight of the yellow stuff.' [5]

Step 3

'King Midas' cut-out, SB, p.95

This activity checks the students' understanding of the story and revises speech marks.

Get the students into pairs and ask them to carefully remove the '**King Midas**' cut-out page from the back of their Skills Book.

Ask them to read the instructions. They are going to look at the pictures and try to remember the story. Then, they are going to work together to write what each character might say in the speech bubbles.

When they have finished, let the students read their cartoons to each other in their groups and then get them to put them in their portfolio.

Additional activity

Let the students act out the King Midas story.

Step 4

Homework

'Word Attack' Learning Journal, SB p.79-80

This step raises awareness of different strategies for understanding and pronouncing words.

First get the students to look at the King Midas story on page 26 of the Classbook again and ask them to identify some words they did not understand. Elicit from the students any strategies they use to help them understand new words. They might suggest guessing, asking a friend, using a dictionary etc.

Now get the students to carefully remove the 'Word Attack' Learning Journal page from the back of their Skills Book. Let them read the instructions, check their understanding and then let them complete the Learning Journal individually for homework.

Reminder

Ask students to bring their Learning Journal to the next lesson.

Lesson 10

Step 1

Activity 3, CB p.27

This step gets students guessing the meanings of words in context.

Get the students to read the instructions for activity 3 on page 27 of the Classbook. Let the students guess the meaning of the words by reading them in context.

- | | |
|----------------|--|
| 1. expensive | costs a lot of money |
| 2. community | the people who live in the same area |
| 3. respected | to have a high opinion of someone |
| 4. achievement | something that has been completed successfully |

are going to read the newspaper report in activity 3 on page 27 of the Classbook and write the reasons why money can or can't buy happiness. They should write notes in the table. If necessary, elicit some ideas orally after the students have read the text.

Can money buy happiness?

Suggested answers:

Yes, because money can...

buy house/clothes/car
go to charity
start a community project
stop worrying about the future

No, because money doesn't...

make you part of a community
make friends
give a sense of achievement
give feelings of success

Step 2

Activity 3, CB p.27 and Activity 1, SB p.32

In this step, students read for specific information and transfer information to help prepare their argument for the project.

Ask the students to read the instructions for activity 1 on page 32 of the Skills Book. They

Step 3

CB p.21 and Exercise Books

In this step students will recognise language of agreement and disagreement in preparation for their project.

Get students to find the phrases of agreement and disagreement they met in lesson 1 on page 21 of the Classbook. Tell them that they are going to listen to two teenagers discussing whether money makes people happy. In their exercise books they have to write the number of the phrase they hear. Play the tapescript two times and elicit answers orally.

Listening Tapescript 3.8

Maha: Well, I think money can make you happy because you can buy things with it ... like cars and clothes.

Nawal: I don't think that's true, because it doesn't make you happy for long. Soon you get bored with what you bought and you have to buy something else.

Maha: I suppose that's right ... but in my opinion money isn't just for buying things with. You can also give money away to charity. That makes you happy and others happy too.

Nawal: Absolutely. I agree with that. However, money can't buy friends.

Maha: That's true, but lots of people make friends if they raise money for a community project.

Nawal: Sorry, I don't agree. You can still make friends without money. A smile costs nothing!

Answers:

I don't think that's true	(10)
That's right	(3)
Absolutely	(5)
That's true	(4)
Sorry, but I don't agree	(7)

Additional activity:

Play tapescript 3.8 again and this time get students to tick the arguments in the table in activity 1 on page 32 of the Skills Book which they hear on the tape. Elicit answers orally.

Answers:

Can money buy happiness?

Yes, because money can...

buy house/clothes/car (✓)
go to charity (✓)
start a community project (✓)
stop worrying about the future

No, because money doesn't...

make you part of a community
make friends (✓)
give a sense of achievement
give feelings of success

Step 4

PROJECT Project, SB p.32

This step sets up the project that will be completed in lessons 14 and 15.

Get the students to read the project instructions on page 32 of the Skills Book. They are going to prepare for a group discussion about money and happiness.

On their own, students brainstorm their ideas in the space provided. Encourage them to look at activity 1 on page 32 of the Skills Book and Classbook pages 26 and 27 to help you. Encourage them to add ideas of their own.

Remind students:

- to use phrases of agreement and disagreement and language of opinion.
- about what they heard in the discussion between Maha and Nawal and to think about how to speak in a discussion.
- to use the 'Listening for attitude': Learning Strategy on page 31 of the Skills Book to help them.

Additionally, encourage them to think about what other students might say and prepare to give reasons for why they agree or disagree with them.

Homework

Ask the students to revise passives and relative clauses by reading the Grammar Reference at the back of their Skills Books.

Lesson 11

Step 1

Activity 2, SB p.32

English has many more vowels than Arabic and this step aims to help students distinguish between the short vowel sounds /ɒ/, /æ/ and /e/.

Get the students to read the instructions for activity 2 on page 32 of the Skills Book. First, they are going to listen and repeat the words in the table. Play the tape straight through once and let the students repeat each word.

Listening Tapescript 3.9

cost
dollar
cash
bank
cheque
sell

Next, the students are going to look at the pairs of words in activity 2 on page 32 of the Skills Book and listen and circle the word they hear. Play the tapescript through without stopping and then elicit answers from around the class.

Listening Tapescript 3.10

1. bad
2. wrong
3. hat
4. step
5. head
6. want

Additional activity

Get the students to sort the twelve words from activity 2, into a sounds table in their exercise books.

There is more work on sounds in activity 5 on page 37 of the Self-study pages.

Step 2

Activity 3, SB p.32

This step raises awareness of unusual short vowel spellings for some common words.

Get the students to read the instructions for activity 3 on page 32 of the Skills Book. They are going to read some words and sort them in to the sounds table. Encourage students to say the words to help them identify the vowel sound,

Answers:

/ɒ/	/e/
want	said
what	many
watch	friend
wash	head

Spellings

Ask the students to learn the 13 spellings from the tables in activity 1 and 2 for a test in lesson 14.

Additional activity

Get the students to write sentences to contextualise each of the 7 words in activity 2 on page 32 of the Skills Book.

Step 3

Activity 1, CB pp.28-29

This activity gets students giving their opinions orally about spending large amounts of money.

Get the students to tell you as many different currencies as possible. They might suggest pounds, dollars, rials ...

Now, get them to read the instructions for activity 1. They are going to read about some large amounts of money which were spent and then discuss questions in their groups. Before

they start talking, elicit different ways to give opinion (from 9A Unit 1) such as

I think...

In my opinion...

In my view...

My feeling is...

While the students are discussing, go around the class prompting students and encouraging them to give reasons for their opinions. When they have finished discussing, elicit some opinions from around the class on each of the crazy cash facts.

Step 4

Activity 1, SB p.33

In this step the students read and revise relative clauses (9A Unit 2) and passives (8A Unit 3) by using the Grammar Reference.

Get the students to read the instructions for activity 1 on page 33 of the Skills Book. First, let the students read the short texts and then ask them if they have changed their opinion about spending large amounts of money. Elicit some more opinions from around the class.

Next, the students are going to underline the relative clauses and circle the passive verbs in the texts. Encourage the students to refer to the grammar reference in the Skills Book to help them. When they have finished, elicit answers from around the class and let students correct their work before going on to the next step.

Answers: (relative clauses)

- who bought the motorcycle
- which was made for children
- which used the money for repairs and improvements
- which was donated to children's charities

Answers: (passive verbs)

- The motorbike **was signed** by many famous people.
- Thousands of actors **were employed** by the film company.
- £1.5 million profit **was made** by the museum.
- The shoes **were sold** by the designer.

Preparation:

Look at the Grammar Reference and 8A, Unit 3 to remind you of the passive in preparation for the next lesson.

Lesson 12

Step 1

Activity 2, SB p.33

This step revises passive and active sentence construction.

Quickly elicit from the students what they remember doing in the previous lesson. Then, let the students read the instructions for activity 2 on page 33 of the Skills Book. They are going to look at the passive parts of the texts which they identified in activity 1 and rewrite them so they are active. There is an example provided to help them. While the students are writing in class use this opportunity to monitor and offer support.

When they have finished, let the students compare answers in their group and elicit the sentences from different groups.

Answers:

- Many famous people signed the motorcycle.
- The film employed thousands of actors.
- The museum made £1.5 million profit.
- The designer sold the shoes.

Finally, get students to compare the active and passive sentences from activity 1 and 2 on page 33 of the Skills Book. Get them to tell you what is more important in each sentence. Check that they understand:

A: that we use the passive to emphasise what has happened and not who or what is making it happen.

Example: The motorbike was signed by many people. (Passive: **The motor bike is important**)

B: the active to emphasis who or what is making something happen and not what has happened.

Example: Many famous people signed the motorbike. (Active: **The people are more important**)

There is an additional activity on passives in activity 6 and 7 on page 37 in the Self -study pages.

Step 2

Activity 3, SB p.33

In this step, students listen for opinion and attitude.

Get the students to read the instructions for activity 3 on page 33 of their Skills Book. They are going to read the multiple choice options and then listen and circle the correct answer. Before you play the tape, you might want to get the students to look at the learning strategy on page 31 of the Skills Book again.

Play the tape straight through twice.

Listening Tapescript 3.11

DJ: This afternoon, we're talking about money. We all like spending it, but how should we spend it? You've all read about it and now it's your turn to have your say. Our lines are open now so give us a ring on 87765532... OK, we've got Mary on the line. Mary, what have you got to say?

Mary: I just want to say that it makes me furious ... absolutely mad ... to think someone would waste so much money on a pair of shoes! I mean ... that million pounds could provide water for a village in Africa or build a school somewhere!

DJ: Thanks for calling Mary. Our next caller is Grant. Hello Grant, what's your view?

Grant: Well, I really disagree with the last caller. I think people should be

allowed to spend their money on anything they want ... anything! You know ... people work hard for their money ... really hard ... and they should be able to spend it how they like. And, by the way ... you know ... those shoes are a thing of beauty. If someone wants to spend a million on them I say let them!

DJ: OK. Thanks for giving us your opinion, Grant. What do you think out there listeners? Give us a call on 87765532 anytime this afternoon. Ahh... OK. we've got Abdul on the line. Hello Abdul, tell us what you think ...

Abdul: Hello. Umm ... Well ... I just want to say that umm ... we are taught that we all have a responsibility to help other people. I mean ... that motorcycle was great ... you know, it raised money to help people who were suffering. So that's all right ... but, the shoes, you know ... I think that was selfish ... to spend all that money on your clothes ... your appearance. Um ... that's all really.

DJ: Thanks Abdul, you've given us some real food for thought there. Don't forget, you can telephone us on 87765532, or e-mail us at [www. Radiospeakout.com uk](http://www.Radiospeakout.com.uk). We're waiting for your views ...

When students have completed the multiple choice questions, elicit the answers from students around the class.

Answers:

- | | |
|------|------|
| 1. a | 2. b |
| 3. b | 4. c |
| 5. a | 6. c |

Step 3

Activity 2, CB p.28 and Activity 1, SB p.34

This activity gets students reading for specific information.

Get the students to read the instructions for activity 1 on page 34 of the Skills Book. They are going to read an e-mail in activity 2 on page 28 of the Classbook and answer the questions in their Skills Book. Check

vocabulary students may not know. When they have finished, let the students compare answers and then elicit answers from different groups in the class.

Answers:

- | | |
|----------|----------|
| a. false | b. true |
| c. true | d. true |
| e. false | f. false |
| g. true | h. true |

Additional Activity

Get the students to write about the benefits of Zakat in Oman for their portfolio.

Step 4

Project

Let the students continue preparing their project. Encourage them to think about Zakat and their project.

Reminder:

Remind them to learn the 13 spellings from lesson 11 for a test in lesson 14.

Lesson 13

Step 1

Activity 3, CB p.29 and Exercise Book

This activity raises awareness about saving.

Get the students to read the instructions for activity 3 on page 29 of the Classbook. They are going to do a short quiz and write their answers in their exercise book. When the students have finished, get them to check their answers by looking at the answer key at the bottom of the activity.

Step 2

Activity 2, SB p.34

This step revises the past perfect and establishes the context for the following activity.

Ask the students to read the instructions for activity 2 on page 34 of the Skills Book. They are going to read a newspaper article and put in the missing past simple and past perfect verbs. Encourage them to look at the Grammar Reference to help them remember when they use the past perfect.

When the students have finished, read the

newspaper article aloud together with the whole class, adding the missing verbs as you read. Finally, elicit why some verbs are past perfect from the students.

Answers:

1. put (simple past)
2. had hidden (he had hidden them before she threw them away)
3. had happened (it had happened before he discovered it)
4. listened (simple past)
5. had burned (they had burned them before they had listened)
6. decided (simple past)
7. died (simple past)
8. had buried (he had buried them before he tried to remember)

Step 3

Activity 1, CB p.30 and Activity 3, SB p.34

This step gets students reading for specific information.

First, get the students to look at the advertisements on page 30 of the Classbook. Elicit the meaning of the following words in this context:

account	(the way a bank keeps a person's money safe)
borrow	(to use something belonging to someone else for a limited amount of time)
withdraw	(to take money out of an account)
deposit	(to put money in an account)

Next, get the students to read the instructions for activity 3 on page 34 of the Skills Book. They are going to read about four people and match them to a bank account from activity 1 on page 30 of the Classbook. When the students have completed the activity, do a whole class check.

Answers:

- | | |
|------|------|
| 1. c | 2. a |
| 3. b | 4. b |

Step 4

Project

Let the students finish preparing their project.

Reminder:

Remind them to learn the 13 spellings from lesson 11 for a test in the next lesson.

Lesson 14

Step 1

Spelling test, Exercise Books

Test the students on the 13 spellings from lesson 11.

- | | |
|-----------|------------|
| 1. cost | 2. dollar |
| 3. cash | 4. bank |
| 5. cheque | 6. sell |
| 7. want | 8. what |
| 9. watch | 10. said |
| 11. many | 12. friend |
| 13. head | |

Step 2

Activity 1, SB p.35

In this step the students listen for specific information.

Get the students to read the instructions for activity 1 on page 35. They are going to listen to a conversation and help the cashier complete the form with Mr. Howard's details. Before they listen to the tape, let the students read the form and predict possible details.

Play the tape straight through once. Play it a second time if it is necessary. Elicit answers orally from the class.

Listening Tapescript 3.12

- Mr Howard: Morning.
- Cashier: Good morning sir, how can I help you?
- Mr Howard: Yes, I'd like to open a Gold Coins account, please.
- Cashier: OK ... right we have to fill in some details on the computer first. If I could have your surname please.
- Mr Howard: Of course, it's ... **Howard** ... H. o.w. a. r. d
- Cashier: Thank you, and your other names please?
- Mr Howard: Yes ... **John** ... that's J.o .h .n and my middle name is **Paul** ... P.a.u.l
- Cashier: Thank you. Could I have your full address please.
- Mr Howard: Yes ... it's PO Box **1895**, Seeb 111, Muscat.
- Cashier: OK that's PO Box **1895**, Seeb 111, Muscat ... and we need your contact details. What's your work telephone number please?
- Mr Howard: It's **24 55 7832**
- Cashier: 24 55 7832 and do you have a gsm?

Mr Howard: No, not yet ...
 Cashier: e-mail?
 Mr Howard: No.
 Cashier: And are you married?
 Mr Howard: No, I'm **single**.
 Cashier: Ok ... and would you tell me your nationality please?
 Mr Howard: Yes, I'm **British**.
 Cashier: And do you have your passport number?
 Mr Howard: Yes ... um ... it's **19 45 3496**
 Cashier: That's ... 19 45 3496
 Mr Howard: Yes, that's right.
 Cashier: And what do you do Mr Howard?
 Mr Howard: I'm a **pilot**.
 Cashier: A pilot. That must be very interesting ... and who do you work for?
 Mr Howard: **British Oman Air**. It's based in Seeb.
 Cashier: Oh yes, I know British Oman Air ... OK and finally, would you please tell me what your initial deposit will be?
 Mr Howard: Sure. Is **200 rials** OK?
 Cashier: 200 rials is fine, sir ... Now we'll start processing your application and then if you'll please come back tomorrow with your deposit we can open your account.
 Mr Howard: Fine, no problem ... I'll see you tomorrow then, goodbye.
 Cashier: Goodbye ...

Answers:

Surname: Howard
 Other names: John Paul
 Address: PO Box 1895
 Seeb 111
 Muscat

Contact details:
 Telephone: 24557832 (work)
 Telephone: (gsm)
 e-mail:
 Nationality: British
 Passport number: 19453496
 Status: Single (✓)
 Job details:
 Description: Pilot
 Company: British Oman Air
 Initial deposit: OR 200

Step 3

Activity 2, SB p.35

This step gets students assessing their understanding of new language from the unit.

Get the students to do the Teen Test in activity 2 on page 35 of the Skills Book.

When they have finished, elicit answers from different students and let the students check their own work.

Remind the students that they should correct the questions they got wrong. They should also do some additional work, such as Self-study exercises, on the areas which the teen test identified as being weak.

Answers:

1. Past simple

- a. played
- b. felt
- c. caught

2. Present perfect

- a. has seen
- b. have eaten
- c. have been

3. Past perfect

- a. had forgotten
- b. had left
- c. had had

4. Second conditional

- a. saw
- b. were

5. Passive

- a. were designed
- b. was put

Step 4

PROJECT Project

Let the students finish preparing their project ready for the next lesson. Get them to think about the various topics they have been looking at and see if they can add any more reasons why money can make you happy, or why money can't make you happy.

Lesson 15

Step 1

Activity 2, CB p.30 and Exercise Books

In this step, students are introduced to money idioms.

First, explain that an idiom is a group of words with a special meaning that is different from the meaning of the separate words. Write the following examples on the board and elicit possible meanings from the students before giving them the real meaning;

Idiom	Meaning
to be in hot water	to be in trouble, or to be in a difficult situation
to be under the weather	to feel ill
to keep your shirt on	to keep calm and not get angry

Next, get the students to read the instructions for activity 2 on page 30 of the Classbook. In groups, they are going to read the idioms about money and match them to their real meaning in their exercise book. When the students have finished, elicit answers from different groups.

Answers:

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

Step 2

PROJECT Project

In this step, the students take part in discussion within their groups.

Get the students to sit in their groups and get ready for the discussion. Remind students that they should take turns to speak and listen and that they should try not to talk at the same time. While the groups are involved in the discussion, circulate around the class, monitoring the students.

After the discussion, elicit some personal opinions from individuals in the class about whether they think money brings happiness.

Step 3

Activity 3, SB p.35

In this step, the students reflect on the unit.

Get the students to read the instructions for activity 3 on page 35 of the Skills Book. They are going to think about six activities from the unit and tick the boxes. When they have finished, elicit some opinions from around the class.

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English

for Me

Unit 4

Space

Lesson 1

Preparation:

You may find it useful to talk to the science teacher about what the students have learned about space in Grade 9 and earlier grades. Previously students compared size and distance using planets in the solar system in English For Me 4B, Unit 4.

In this unit students will be reading a story together. The title of the story is '**Captain Perfect and Evil Sid Simple**' and it is included in the 9A Class Resource Pack. There are six different cards which are focused upon in Lessons 1, 4, 5, 8, 11 and 14. The cards provide opportunities to develop comprehension and predictive skills as well as providing opportunities for shared reading and language revision. It is recommended that you spend some time before this unit familiarising yourself with the story and the associated activities.

You will need Reading Card 1, chapter 1 of the '**Captain Perfect and Evil Sid Simple**' story for step 3 of lesson 1.

Step 1

CB p.31 and Exercise Books

This step activates the students' prior knowledge about space and gets them to recall facts about space.

First, get the students to read the title on page 31 of the Classbook and tell you as much as they can about the topic '**Space**'.

Next, let the students read the 'Space Quiz' on page 31 of the Classbook. You might want to quickly revise 'wh-' questions before students start the quiz. Get the students to work together in their groups and write down the answers to the space quiz in an exercise book or on a piece of paper.

When they have finished, get the students to

exchange answers with another group for marking. When they are ready, play the tapescript and let the students mark the work in front of them. When they have finished marking, get them to return the answers to the right groups, elicit the top marks and congratulate the winning group.

Tapescript 4.1

Number 1:

The answer is **a**. There are **9** planets in the solar system.

Number 2:

The answer is **b**. **Pluto** is furthest from the Sun.

Number 3:

The answer is **b**. **Jupiter** is the biggest planet.

Number 4:

The answer is **b**. **Venus** is the hottest planet.

Number 5:

The answer is **c**. Earth is **150 million** km from the Sun.

Number 6:

The answer is **c**. Russian cosmonaut **Yuri Gagarin** went into space on April 12th 1961.

Number 7:

The answer is **b**. It takes about **3 days** to get to the moon.

Number 8:

The answer is **b**. In **1969**, Neil Armstrong was the first person to walk on the moon.

Step 2

CB p.31 and Exercise Books

In this step, the students familiarise themselves with the Classbook content.

Get the students to look at the bottom half of page 31 of the Classbook. Ask them to read the topic titles lettered **a-i**, look through the Classbook to find which topics are in the unit. They should write the letters of the topics which are in the Classbook in their exercise books.

Answers:

- b. Astronomy at Al-Hoqain.
- e. Facts about space.
- f. Dangers from space.
- g. Space spin-offs.
- i. Space tourism.

Please note a, c, d and h are not in the unit.

Encourage the students to tell you as much as they can about the topics in the unit.

Step 3

'Captain Perfect and Evil Sid Simple' Reading Card 1: Introduction and Activity 1, SB p.38

In this step the students are introduced to the reading card story and they classify adjectives to describe the characters in the Reading Cards.

Before distributing the first Reading Card, 'Introduction', of the 'Captain Perfect and Evil Sid Simple' Reading Cards get the students to tell you about any space stories, space films or superhero characters which they know. Check that the students understand that superheroes are good characters and supervillains are bad characters. They might be able to tell you about Star Wars, Flash Gordon, Superman or Star Trek, for example.

Next, tell the students that in this unit, they are going to read a longer story about a space superhero. Distribute chapter 1 of the 'Captain Perfect and Evil Sid Simple' cards and let the students read the introduction.

Finally, get the students to read the instructions for activity 1 on page 38 of the Skills Book. They are going to think about fictional superheroes and supervillains and classify the vocabulary according to the characters on the reading card. You may want to discuss with the students if the adjectives could be used to describe more than one character and why.

Suggested Answers:

Superhero

brave
strong
good
handsome

clever
honest
kind
popular
Super villain
thin
weak
angry
jealous
impolite
mean
lazy
moody

Additional activity

In pairs, get the students to describe orally the characteristics of superheroes or supervillains using adverbs of frequency: always, usually, sometimes and never. For example: Superheroes are usually strong, or Super villains are always jealous.

OR

Get them to tell each other as much as they can about superheroes and supervillains they know about.

Step 4

Activity 2, SB p.38

In this step, students predict the story orally.

Get the students to read the instructions for activity 2 on page 38 of the Skills Book. In pairs, the students are going to use the words provided to make predictions about the story. Check that the students are familiar with the language by getting them to look at the pictures on the first reading card and encourage the students to look at the example to help them. Do one as an example before they start working on their own. Some examples are provided below:

Examples

- Captain Perfect might attack Evil Sid.
- Captain Perfect could save Planet Perfect.
- Evil Sid may fire a freeze ray at Planet Perfect.

Collect the reading cards at the end of the activity.

Additional activities

Get the students to use the table in activity 2 on page 38 of the Skills Book to help them write sentences predicting the story.

Or

Get the students to invent a space superhero or villain. They should draw the superhero or supervillain and write about their appearance and special powers.

Preparation

In Step 2 of the next lesson, the students are introduced to glossaries and compare them to dictionaries. You might want to find a factual book in the LRC which has a glossary, to show the students. It might also be useful to borrow dictionaries from the LRC to distribute to each group.

Lesson 2

Step 1

Activity 1, CB pp.32-33, and 'Glossary' Learning Journal, SB p.77

The aim of this step is to introduce students to a glossary.

Get the students to look at pages 32 and 33 of the Classbook. Orientate the students to the double page spread. You might want to elicit answers to the focus questions below, use focus questions of your own, or get the students to ask and answer their own focus questions.

Suggested focus questions:

- What pictures can you see?
- How many titles are there? (5)
- What are they? (Our Solar System. Did you know? Space facts, Guess the planet and Asteroid danger.)
- How many activities are there? (4)
- Are the texts fact or fiction?

Next, get the students to read the instructions for Activity 1 on page 32 of the Classbook. They are going to read the texts and guess the meaning of the highlighted words by reading them in context. Finally, get the students to tell you other ways to find out the meaning of unknown words such as dictionaries, ask a friend or teacher.

Now, get the students to find the 'Glossary' Learning Journal page at the back of their Skills Book and let them read the instructions. First, the students have to look at the glossary

and decide how it is different to a dictionary. They might suggest the following:

- Glossaries are much shorter.
- The words in glossaries are usually about one topic.
- Glossaries don't have a phonetic transcript.
- Glossaries usually don't tell you if the word is a noun, adjective or adverb etc.
- Glossaries only give one meaning.

Please note that the words in the glossary are also included in the wordlist so students can check the phonetic transcript for pronunciation.

Next, the students have to use the glossary to help them check the meanings of the highlighted words on page 32 of the Classbook. Check by asking students to tell you what some of the highlighted words are.

Step 2

Activity 1, CB pp.32-33 and Activity 3, SB p.38

In this step the students read for specific information.

Get the students to read the instructions for activity 3 on page 38 of the Skills Book. They are going to read the sentences and guess the answers. Then they are going to read the four texts on page 32 of the Classbook and decide if the sentences are true or false. Encourage the students to use the glossary for unknown vocabulary. When the students have finished,

let them compare answers in their groups and then elicit answers from around the class.

Answers:

1. true
2. false (The sun has sun spots that are cooler areas on the surface.)
3. true
4. false (Galileo discovered that Jupiter had sixteen moons.)
5. false (The gravity on the moon's surface is one-sixth that of Earth.)
6. true
7. false (People have known about comets for hundreds of years.)
8. true

Step 3

Activity 1, SB p.39 and 'Glossary' Learning Journal, SB p.77

This step gets students referencing a glossary.

Ask the students to read the instructions for activity 1 on page 39 of the Skills Book. Individually, they are going to read the text and cross out the incorrect words. Encourage the students to use the Learning Journal glossary to help them. You might want to do the first one together as an example.

When the students have finished, let them compare their answers in their groups. Elicit the answers from different groups and encourage students to give their reasons for their choice.

Answers:

- | | |
|--------------|---------------|
| 1. orbits | 2. galaxy |
| 3. Milky Way | 4. atmosphere |
| 5. planet | 6. moon |
| 7. asteroids | 8. satellites |

Tell the students to use the glossary to help them check the meaning of unknown 'space' words throughout the rest of the unit.

Additional activity

In pairs get the students to ask and answer questions about the words on the glossary page. For example: What is an asteroid? What is the Milky Way?

Step 4

In this step, students choose 10 words to learn to spell.

Get the students to choose ten words to learn from the glossary page for a spelling test in lesson 7.

Lesson 3

Step 1

Activity 2, SB p.39, CB pp.32-33 and Exercise Books

The aim of this step is to get students reading and understanding non-linear texts and revising comparatives.

Quickly get students to recall the order of the planets. Tell them to keep their Classbooks closed and write them in their exercise book. Give them a minute to do this warm up. They can check their answers with the photos on pages 32 and 33 of the Classbook.

Next tell the students to close their Classbooks.

Get the students to read the instructions for activity 2 on page 39 of the Skills Book. They are going to match the graphs with the short paragraphs. They should write the letter of the correct graph next to the matching paragraph. Check that the students understand that the letters in the graphs refer to the first letter in the name of each planet. Do the first one together as an example.

When the students have finished, do a whole class check and elicit some comparatives and superlatives from the texts. Get them to look in the grammar reference if necessary.

Answers:

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

Step 2

Activity 2, CB p.33 and Exercise Books

In this step students listen to comparisons and read a table.

Get the students to read activity 2 on page 33 of the Classbook. They are going to listen to some comparative descriptions, read a table and guess the planet which is being described. First, familiarise the students with the table by asking the following comparative questions or ones of your own:

- Which planet is bigger than Saturn? (**Jupiter**)
- Which planet is the hottest? (**Venus**)
- Which planet is colder than Neptune? (**Pluto**)
- Which planet has the most moons? (**Jupiter**)
- Which planet is more than 5,000 million kilometres from the sun? (**Pluto**)

When the students are familiar with the table, tell them that they are going to listen to some teenagers playing 'Guess the planet'. On their own, the students are going to hear five short comparative descriptions and they have to write the name of the planet in their exercise books.

Play the tapescript, pausing after each description to give students time to look at the table and write the name of the planet in their exercise books.

Listening Tapescript 4.2

Voice: Welcome to 'Guess the Planet'. The chance for you to set the clue. We've got five clues from teenagers for you to answer and ... guess the planet. Let's launch off with the first clue five, four, three, two, one, zero ...

One.

Well ... it's got the most moons and it's the biggest. I'll say that again ... it's got the most moons and it's the biggest. Guess the planet.

Two.

Umm ... this planet has got moons. In fact, it's got more moons than Earth and Pluto, ... but less than Neptune. That's a long one ... here it is again ... it's got more moons than Earth and Pluto, but less than Neptune. Guess the planet.

Three.

It's a cold planet ... really cold. It's colder than Jupiter, ... but hotter than Uranus. One more time ... It's colder than Jupiter, and hotter than Uranus. Guess the planet.

Four.

OK. Umm ... this planet is nearer to the Sun than Earth, ... but it isn't the nearest to the Sun. Once again ... It's nearer to the Sun than Earth, ... but it isn't the nearest to the Sun. Guess the planet.

Five.

Well, it's quite big. It's bigger than Earth, ... but it certainly isn't the biggest planet. It's bigger than Earth, ... but smaller than Uranus. OK ... It's bigger than Earth, but smaller than Uranus. Guess the planet.

When the students have finished writing their answers, get them to exchange books in their groups for marking. Elicit the answers from different students and let them mark the answers in front of them. Finally, get the students to return books to their owners and congratulate the students who got the most marks.

Answers:

1. Jupiter.
2. Mars
3. Saturn
4. Venus
5. Neptune

Step 3

Activity 3, CB p.33

In this step, the students are going to consolidate their understanding of comparatives and superlatives orally.

First get the students to read the instructions for activity 3 on page 33 of the Classbook. In pairs, they are going to play their own 'Guess the planet' quiz game. They have to take turns

to look at the table of planet facts and make up comparative descriptions and guess the answer. They should look at the example to help them or do one together as a class. You may want to elicit appropriate adjectives and their comparative and superlative for each column orally, e.g. hot, hotter, hottest, more, more than, most, etc. Set a time limit on this activity.

Step 4

Activity 3, SB p.39

In this step, the students write a short comparative description.

Ask the students to read activity 3 on page 39 of the Skills Book. On their own, they are going to use comparatives and superlatives to write a short 'Guess the planet' description. If students finish early, you may want to get them to write more than one description.

Encourage them to use the table on page 33 of the Classbook, the texts in activity 2 on page 39 in the Skills Book and the Grammar reference to help them.

When they have finished writing, get some students to read their clue aloud for the class to guess the planet.

There is an additional exercise on comparatives and superlatives in activity 1 of the Self-study section on page 48 of the Skills Book.

Preparation

You might want to prepare a copy of the table from Step 2 in the next lesson on OHT so that you can invent your own planet and demonstrate asking and answering questions.

You will need reading card 2: chapter 1 of the 'Captain Perfect and Evil Sid Simple' story for step 3 of the next lesson.

Lesson 4

Step 1

Learning strategy and Activity 1, SB p.40

The aim of this step is to revise large numbers. There are two parts in this step.

First, elicit what the students already know about writing and saying large numbers. Then, get the students to read the instructions for activity 1 on page 40 of the Skills Book. They are going to match the numbers and words. When they have finished, read the answers aloud and let the students check their answers.

Answers:

100	one hundred
1000	one thousand
10,000	ten thousand
100,000	one hundred thousand
1,000,000	one million
10,000,000	ten million
100,000,000	one hundred million
1,000,000,000	one billion

Next, get them to read the Learning Strategy on page 40 of the Skills Book. Write the following on the board:

- 312
- 4,163
- 300,000
- 1,500,020
- 1,555

Let the students try to say the numbers in their groups and then elicit them from different groups:

- 312: 'Three hundred and twelve'
- 4,163: 'Four thousand, one hundred and sixty-three.'
- 300,000: 'three hundred thousand'
- 1,500,020: 'One million, five hundred thousand and twenty.'
- 1,555: 'One thousand, five hundred and fifty-five.'

There is an additional exercise on large numbers in activity 2 of the Self-study pages on page 48 of the Skills Book.

Step 2

Activity 2, SB p.40

In this step, students ask and answer questions about imaginary planets and practise saying large numbers.

Get the students to read the instructions for activity 2 on page 40 of the Skills Book. On their own, they are going to make up a new planet. In the column 'My planet', they have to write the name of the planet, its distance from the Sun, its diameter, its temperature and the number of moons.

Then, the students are going to work in pairs. They have to ask and answer questions about each other's planets and complete the column titled 'My friend's planet'. Get the students to look at the example questions in the speech bubble to help them or do one as an example with the whole class. Please note the questions are in a different order to the table.

Remind the students that they must not look at each other's tables.

While the students are working, use this opportunity to monitor speaking and writing large numbers.

Additional activity

Get the students to compare the planets from activity 2 on page 40 of the Skills Book orally using comparatives and superlatives.

Step 3

'Captain Perfect and Evil Sid Simple' Reading card 2: Problems on Planet Perfect.

In this step, students read part of a story for general understanding in preparation for the next step.

First, quickly elicit what the students can remember about the introduction to the story which they read in the first lesson. Then, distribute reading card 2 to the students and let them read it silently by themselves. Check

the student's comprehension by asking the following questions:

- What was Planet Perfect like? (Perfect plants, perfect people, perfect tenses ...)
- What has happened? (Grammar/language is wrong/Grammartron bomb)
- Who did it? (Evil Sid Simple)
- Why is Evil Sid Simple happy? (People cannot understand each other)

Collect the reading cards at the end of the activity.

Step 4

Activity 4, CB p.33, Portfolio Task, SB p.40 and Exercise Books

In this step, students listen to a longer text for specific information.

Get the students to read the instructions for activity 4 on page 33 of the Classbook. They are going to listen to the report and write the letter of the numbers which are said incorrectly in their exercise books. Before playing the tapescript, get the students to read the '**Asteroid danger!**' text. Remind them to use the glossary Learning Journal page if they want to find out the meanings of words and encourage them to practise saying the numbers in their groups.

When they are ready, play the tape and let the students read, listen and record the letter of the incorrect numbers in their exercise books.

Listening Tapescript 4.3

Latest reports suggest that the people on Earth are in danger! Scientists say that there is a worrying **one in twenty five thousand** possibility that a person will be killed by an asteroid hitting Earth.

Today, scientists know of **a hundred forty** places where asteroids have definitely hit Earth. For example, **thirty five thousand** years ago, an asteroid nearly **two kilometres** in diameter hit the ocean off the west coast of America. Today a similar impact would

certainly destroy the planet. In **one thousand, nine hundred and eight**, an asteroid exploded in the atmosphere near Tunguska in Siberia. The shock wave from the explosion destroyed **twenty hundred** square kilometres of forest.

More recently, in September, **two thousand and four** a comet as big as a small city came very close to Earth and nearly destroyed the entire planet. Thankfully, it is now heading towards the edge of the solar system where it will stay for another **thirty seven thousand** years before returning to Earth again. Someone must tell the people on Earth that they are in danger from space!

When the students have finished, elicit the letters of the numbers which were said incorrectly and get the students to say the numbers correctly.

Answers:

- b. 140: one hundred and forty
- c. 35,000,000: thirty five million
- e. 1908: nineteen hundred and eight
- f. 2,000: two thousand



Portfolio task, SB p.40

Get the students to read about the portfolio activities at the bottom of page 40 of the Skills

Book. They have to choose one of the following activities:

- Use comparatives and superlatives to write about your imaginary planet and your friend's imaginary planet from activity 2.
- or
- Make up an imaginary solar system. Make a table of facts and figures like the one in activity 2 on page 33 of the Classbook. Then, compare the planets using comparatives and superlatives.
- or
- Research and write about the Sun or one of the planets in our solar system.

Ask students to complete the task by lesson 7.

Preparation

You will need reading card 3: chapter 2 of the '**Captain Perfect and Evil Sid Simple**' story for Step 4 of the next lesson.

Reminder:

Remind the students that they should be learning their 10 spellings from lesson 2.

Lesson 5

Step 1

Activity 1 and 2, CB p.34, Exercise Books

In this step, the students read for general information and match questions and answers.

First, get the students to look at the newspaper report and quickly answer the focus questions in their groups. Elicit the answers from around the class.

Focus questions:

- 1. What is the topic of the text?
Astronomy in Oman
- 2. Who is the article about?
Yusuf bin Zahir Al-Salmi

- 3. Which paragraph is about school?
Paragraph 4
- 4. Which paragraph is about making something?
Paragraph 6
- 5. What is the main idea of the first paragraph?
Astronomy in the Arab world

Then, ask the students to read the instructions for activity 2 at the bottom of page 34 of the Classbook. They are going to match the questions with the answers in their exercise books. Students may look at the newspaper report to help them. When they have finished, get pairs of confident students to ask and answer the questions as a whole class check.

Answers:

1. When you were a child, looking at the stars, what did you do?
c. I used to ask **myself** questions.
2. What did you do with the books and articles you collected?
d. I made **myself** a valuable library.
3. What did you do in 1992?
b. I bought **myself** a telescope.
4. Was the observatory easy to build?
a. It was very difficult and I had to push **myself** to finish it

Additional Activity

Get the students to imagine they are going to interview Yusuf bin Zahir bin Mohammed Saleh Al-Salmi. They should look at the newspaper report and write some questions to ask him in their exercise books. Then, in pairs, get students taking turns being a reporter and Yusuf and asking and answering their questions.

Step 2

Activity 1, SB p.41

This step gets students identifying the subject of sentences and raises awareness of reflexive pronouns.

Get the students to read the instructions for activity 1 on page 41 of the Skills Book. The students have to circle the subject of the sentence. Encourage the students to look at the Grammar reference at the back of the Skills Book to help them. When they have finished, get the students to compare answers in their groups.

Answers:

- | | |
|------------|-------------|
| 1. I | 2. Yusuf |
| 3. I | 4. He |
| 5. History | 6. Galaxies |
| 7. You | |

Next, ask the students to look at the highlighted words in each sentence. Encourage them to tell you what or who they refer to. They should be able to tell you that the

highlighted word refers back to the subject of the sentence. Write a couple of the sentences on the board as examples to demonstrate this.

Examples:

I bought **myself** a telescope.

Yusuf bought **himself** a telescope.

You might surprise **yourself**.

Step 3

Language Focus and Activity 2, SB p.41

In this step, students read the language focus and check their understanding of reflexive pronouns.

First, get the students to read the Language Focus on page 41 of the Skills Book. Check their understanding by writing the following two sentences on the board and getting the students to tell you why they are wrong.

- He hurt herself playing football. (The reflexive pronoun should match the subject: himself.)
- I sat myself down and started the exam. (The verb 'to sit down' doesn't take a reflexive pronoun.)

Next, get the students to read the instructions for activity 2 on page 41 of the Skills Book. They are going to use the language focus to help them decide if the reflexive pronouns are used correctly or not. They should put a cross or a tick next to each sentence.

When the students have finished, elicit answers from the class and get them to correct the wrong sentences orally.

Answers:

1. ✓
2. ✓
3. ✗ I stood up.
4. ✗ We shook hands and introduced ourselves.
5. ✓
6. ✓
7. ✗ Fahad relaxed when he got home.

Step 4

'Captain Perfect and Evil Sid Simple' Reading card 3: The Pronoun Puncher and Activity 3, SB p.41

In this step, the students read for general understanding and practise saying sentences with reflexive pronouns.

First, get the students to recall as much as possible about chapter 1 of the story. Encourage them to predict what might happen in chapter 2. Then, distribute the reading cards and let the students read chapter 2 silently.

When they have finished reading, elicit what happened in the story and what problem Captain Perfect has to solve. They should be able to tell you that Evil Sid Simple fired a Pronoun Puncher towards Planet Perfect. Get the students to predict what the Pronoun Puncher might do, e.g. put in the wrong pronouns.

Next, get the students to read the instructions for activity 3 on page 41 of the Skills Book. They are going to use the diagram to help them say sentences containing reflexive pronouns in their groups. Encourage some confident students to say some sentences and then let the students take turns to make sentences in their groups.

Examples:

She watched herself on the television.

He pushed himself to finish it.

Collect the reading cards at the end of the activity.

There are additional exercises on reflexive pronouns in activity 3 and 4 of the Self-study pages on page 48 of the Skills Book.

Homework

Get the students to use the diagram in activity 3 on page 41 of the Skills Book to help them write 5 different sentences.

Reminder

Remind students that they should update their learning diaries and they should also be learning their spellings from lesson 2.

Preparation

For step 4 of the next lesson, you will need copies of the **Omani Youth Astronauts (OYA) Mental Fitness Test** photocopiable activity for each student in your class. If you cannot make copies of this activity, you should prepare the questions on OHT.

You might want to tell the students that they will be writing down their height, weight and resting pulse rate in the next lesson so they can come prepared with the information.

Lesson 6

Step 1

Homework

This step revises reflexive pronouns.

Get the students to take out their homework from the last lesson. Ask a group leader to read their first sentence aloud. Then, ask the student sitting on the right of the group leader to repeat the same sentence, but substituting a different subject pronoun and matching reflexive pronoun. Repeat until all five subject

pronouns have been used in the same sentence.

Then, the next student should read a sentence from their homework. Repeat as above.

Example (for a group of 6 students):

Student 1: She watched herself on the television.

Student 2: He watched himself on the television.

- Student 3: They watched themselves on the television.
- Student 4: We watched ourselves on the television.
- Student 5: I watched myself on the television.
- Student 6: He pushed himself to finish it.
- Student 1: We pushed ourselves to finish it.
- Student 2: They pushed themselves to finish it.

Set a time limit for this activity. By the end of the step, the students should be able to mark and correct their own homework.

Step 2

Activity 3, CB p.35

In this step, the students read and listen for specific information.

Start by getting the students to read the instructions in activity 3 on page 35 of the Classbook. Check students understand that NOSA is the abbreviation for **National Omani Space Astronauts**. They are going to read the advertisement and decide if they fulfil the requirements to become an astronaut. When they are ready, elicit the opinions of the students. The students should be able to tell you that they fulfil all of the requirements except for completing the mental fitness test, which will be done later in the lesson.

Next, the students are going to listen to the first part of Talib's telephone interview. They have to decide if he will be accepted on the training programme by comparing the requirements on the advertisement with the information he gives.

Play the tape once, straight through.

Listening Tapescript 4.4

- Talib: Hello
- Fawziya: Hello, am I speaking to Talib Mustafa?
- Talib: Yes, this is Talib. How can I

- help you?
- Fawziya: I'm Fawziya from Omani Youth Astronauts. I'm ringing to interview you for the training programme starting in May.
- Talib: Great.
- Fawziya: Would you mind answering a few questions?
- Talib: No, not at all.
- Fawziya: Would you please tell me your height.
- Talib: Sorry, what was that?
- Fawziya: Your height. What is your height, please?
- Talib: It's one metre and sixty-five.
- Fawziya: That's one metre and sixty-five centimetres, thank you.
- Fawziya: Now what is your resting pulse rate?
- Talib: Pulse ... rate? ... I'm sorry, I don't understand.
- Fawziya: The number of beats your heart makes in one minute when you are relaxing?
- Talib: Ohh ... yes ... ummh ... it's about eighty-five.
- Fawziya: Eighty five. Thank you. Now do you exercise for 20 minutes each day?
- Talib: Well, I play football everyday ... it's about 20 minutes ... sometimes more, sometimes less.
- Fawziya: Sorry, could you say that again please?
- Talib: Yes, about 20 minutes.
- Fawziya: Thank you ... Now, how long have you been studying English?
- Talib: Since I was six so ... this is my ninth year.
- Fawziya: So that's nine years. Are you happy working in small places?
- Talib: Oh yes. I don't have a problem with small places ...

After listening, elicit whether the students think Talib will be accepted on the training programme. They should be able to tell you that his pulse rate was too high. He said his pulse rate was eighty five while the requirements ask for a resting pulse rate of between 70 and 80 beats per minute.

Step 3

Activity 1, SB p.42

In this step, the students fill in a simple form.

Get the students to read the instructions for activity 1 on page 42 of the Skills Book. They are going to record their own details in preparation for a telephone interview. They have to write down their name, age, height, resting pulse, time spent exercising and years spent studying English. Elicit the units of measurement such as years, cm and beats per minute which the students will need.

Tell the students that they are going to fill in their mental fitness score later in the lesson. Let the students complete the information on their own.

Step 4

'OYA Mental Fitness Test' photocopiable activity, TB p.146 and Exercise Books

In this step, the students read numbers and revise language in a light-hearted mental fitness quiz.

Get the students to close all of their books. Explain that they are going to do the **Omani Youth Astronaut (OYA)** Mental Fitness Test as part of their application to become an astronaut.

The students will need their exercise books and a pen or pencil. Tell them that they must work individually. Distribute the test and put it face down in front of each student. Tell the students that they have 2 minutes to complete the test. When they are ready, get them to turn over the test. Stop the students after 2 minutes.

Elicit the answers from the students and get them to mark their papers. Then, get the students to write their score out of ten in the 'Mental Fitness Score' section of activity 1 on page 42 of the Skills Book.

Answers:

1. 4,500
2. 3,000,000,000
3. 400,000
4. Jupiter
5. Sun
6. moon
7. space
8. 40,000m
9. b
10. should

Reminder:

Remind the students that they have a spelling test next lesson.

Preparation: You may want to prepare an OHT of the answers in Step 4 of the next lesson.

Lesson 7

Step 1

Spelling Test, Exercise Books

Get students to test each other on the spellings which they chose in lesson 2 in their exercise books.

In this step, students listen and identify different ways to clarify understanding.

First, explain that sometimes, people have to check that they understand what they hear. Tell the students that in the interview which they listened to last lesson, both Talib and the interviewer had to check their understanding at different points during the interview. Then, get the students to read the learning strategy on page 42 of the Skills Book.

Step 2

Learning Strategy, SB p.42

After they have read the Learning Strategy, tell the students to listen to Tapescript 4.3 again and tick the examples which they hear in the space provided. Play Listening Tapescript 4.3 straight through again and elicit the ways that Talib and the interviewer checked understanding.

Answers:

Sorry, what was that?

Sorry, could you say that again, please?

I'm sorry, I don't understand.

Step 3

Activity 1, SB p.42

In this step, students ask and answer questions about personal information and use phrases to check understanding.

Get the students to look at their biodata in activity 1 on page 42 of the Skills Book. Tell the students that they are going to do a telephone interview. In pairs, one student should take the role of the interviewer and one student should answer the questions by reading their biodata.

Before the students start interviewing each other, elicit some possible questions from the students and remind students to look at the Learning Strategy on page 42 of the Skills Book and use the example phrases to check their understanding.

When they have finished, complete the step by telling the students that they have all been accepted on the training programme.

Step 4

Activity 4, CB p.35 and Activity 2, SB p.42

This step revises different ways to make sentences longer.

Get the students to read the instructions for activity 4 on page 35 of the Classbook. They are going to rewrite the report with complex sentences in activity 2 on page 42 of the Skills Book. They should use the words provided in the arrows to join the simple sentences together. They have met these joining words before in earlier grades. Do the first sentence together on the board.

Use this opportunity to monitor the student's writing during class time. When they have finished, elicit the answers and write them on the board or use the OHT of the answers for a whole class check.

Answers:

The launch of Oman Rocket 3 was cancelled yesterday **when** there were problems during lift-off.

While the astronauts were getting ready for the countdown, a herd of goats broke through the fence.

The workers removed the goats, **but** it took three hours to remove them.

One of the astronauts, Talib Mustafa, became ill **while** they were waiting in the rocket.

The launch was stopped **because** Talib had to go to hospital.

The next launch will be next week **when** a trainee astronaut will replace Talib.

Preparation.

You will need reading card 4: chapter 3 of the 'Captain Perfect and Evil Sid Simple' story for step 4 of the next lesson.

For Step 4 of the next lesson you may either want to write the questions on the board or a piece of card before the lesson.

Lesson 8

Step 1

Activity 1, SB p.43

In this step students are listening for specific information in preparation for looking at written texts.

Tell students to keep their Classbooks closed and get them to read the instructions for activity 1 on page 43 of the Skills Book. They have to read the questions and then listen to the dialogue and tick the correct answer in the space provided. Give them time to read the questions and then play the tapescript twice. Elicit answers orally from around the class.

Listening Tapescript 4.5:

Ahmed: Hi Huda, how's my favourite sister? What are you looking at?

Huda: Hi Ahmed ... I'm fine thanks. I'm looking at this great new ITC web page to get ideas for my project.

Ahmed: Oh yeah ... what's the web page about?

Huda: It's called Space in our Lives.

Ahmed: I can see the title, but what's it about?

Huda: Well it's about lots of different things.

Ahmed: Oh yeah, like what exactly?

Huda: Well there are three parts...The first is about space spin-offs or inventions that have come from space exploration.

Ahmed: Like what?

Huda: Well, they mention things like fire fighting equipment and cordless electrical tools.

Ahmed: OK ... is this second part about satellites?

Huda: Let's see. Yes, there's information about the first satellite and the uses of satellites.

Ahmed: That sounds interesting ... why is the third part about a rubbish bin in space?

Huda: That's just the picture ... the writing is all about the junk we've left in space from exploring it.

Ahmed: Really, you mean there's even rubbish out there?

Huda: Yes, and it's very dangerous.

Ahmed: I never knew that. Can I have a look at the site. It may help me with my project too.

Huda: Sure. I'll just print this out and then you can have a look...

Answers:

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

Step 2

CB pp.36-37, and Activity 1, CB p.36 and Exercise Book

In this step students are going to be orientated towards a set of reading texts they have been introduced to previously and then go on to read for specific information. There are two parts to this step.

First get students to look at pages 36 and 37 of the Classbook, elicit the title at the top of the web page and get them to identify the three texts Ahmed and Huda were talking about from the dialogue in the previous step. Elicit the activity number and title and get them to tell you what each text is about, e.g. Activity 1 is called 'Space spin-offs' and is about inventions from space. Try to get them to recall what they can remember from the dialogue in the previous step to help them. Repeat this procedure for the remaining two texts.

Now get students to read the instructions for activity 1 on page 36 of the Classbook. They have to read the text and match the labelled pictures with the paragraphs. Then they have to fill in the words missing from the texts in paragraphs 2-5. Let them write their answers in their exercise book. Elicit answers orally from the class.

Answers:

For matching pictures with paragraphs:

- | | |
|-------------|-------------|
| Picture a : | Paragraph 5 |
| Picture b: | Paragraph 2 |
| Picture c: | Paragraph 4 |
| Picture d: | Paragraph 3 |

Answers:

Missing words in the paragraphs:

Paragraph 2: barcodes (twice)

Paragraph 3: fire fighting equipment

Paragraph 4: joysticks

Paragraph 5: cordless power tools

Step 3

Activity 1 CB p.36 and Activity 2, SB p.43

In this step students are going to build up the meaning of adjectives of time in preparation for the Language Focus in the next lesson.

Get students to read the instructions for activity 2 on page 43 of the Skills Book. They have to look at the words in the box and find them in activity 1 on page 36 of the Classbook. As well as getting students to locate the words, get them to read the sentences the words are in as a way of helping them to build meaning from context. Then let them match the words with the definitions. Let them write the words in the space provided. Get them to exchange their work with a partner for checking, and then elicit answers orally from the class.

Answers:

1. We use **before** when we want to talk about something that happened earlier than another event or action.
2. We use **after** when we want to talk about something that happened later than another event or action.
3. We use **whenever** when we want to talk about anytime.
4. We use **ago** when we want to talk about how much time has passed.
5. We use **until** when we want to talk about something that is happening up to a point in time and has now stopped.
6. We use **while** when we want to talk about two things that are happening at the same time.

Step 4

'Captain Perfect and Evil Sid Simple' Reading Card 4: 'The Passive Sentence Freeze Ray' and Activity 3, SB p.43

In this step students are going to read for specific information and rewrite sentences from the passive to the active.

Get students to tell you as much as they can about the 'Captain Perfect and Evil Sid Simple' story so far. Get them to tell you about the activity they had to do in the previous card to help Captain Perfect. They should be able to tell you they had to sort the pronoun sentences.

Now distribute Chapter 3, 'The Passive Sentence Freeze Ray' of the 'Captain Perfect and Evil Sid Simple' reading card to the students. Direct students attention to the Focus Questions on the card and let them read the instructions. They have to think of the answers to the questions while they read Chapter 3 of the 'Captain Perfect and Evil Sid Simple' story. Let them read on their own. Elicit answers orally from the class.

Answers:

1. Yes
2. Tense Time Tribbles
3. The passive sentence freeze ray.
4. Turn passive sentences into active ones.

Now get students to read the instructions for activity 3 on page 43 of the Skills Book. They have to work with other group members to help Captain Perfect by changing the passive sentences into active ones. They have a one minute time limit to complete the activity. You may want to briefly get students to suggest ways in which they could complete the five sentences in the set time. For example, split the sentences amongst themselves.

When they have completed the activity, elicit answers orally and write the answers on the board for checking. You may want students to complete the sentences they didn't manage to do for homework.

Answers:

1. The ray trapped Captain Perfect.
2. The man kicked the ray.
3. Tribbles invaded the city.
4. Evil Sid attacked Planet Perfect.
5. Captain Perfect solved the Pronoun Puncher.

Lesson 9

Step 1

Language Focus, SB p.44, Activity 1, CB p.36 and Exercise Books

In this step students are going to identify adverbial clauses of time in a written text.

First, elicit what the students remember about clauses. They should be able to tell you that a clause can be part of a sentence or a whole sentence and that it is a group of words containing a verb. The students have already studied contrasting, reason clauses and the first conditional clauses in 8A Unit 2 and the second conditional clauses in 8B Unit 4. They also met relative clauses in Unit 2, Lesson 2 of this book. You may want to refer to the Grammar Reference at the back of the Skills Book to help remind students about the work they have done on clauses.

Now get students to read the Language Focus on page 44 of the Skills Book, and get them to tell you what they understand. Spend time checking their understanding by asking Yes/No questions similar to the following, or any you can think of:

Is 'before' a time conjunction?

Yes

Is 'because' a time conjunction?

No

Do adverbial clauses of time only go before the main clause?

No (they also go after)

Now get students to identify two new sentences with time clauses in the 'Space spin-offs' text on page 36 of the Classbook and write them in their exercise book. Get them to **underline** the adverbial clause of time and **circle** the time conjunction in the sentences they wrote in their exercise books. You may want to let students complete this activity for their homework if you feel they are taking too much time over writing.

Alternatively you may want to get students to identify these orally, and not get them to write the sentences in their exercise books.

Sentences with adverbial clauses of time:

This invention was first used by the Americans to help locate the millions of spacecraft parts needed (when) they were building rockets.

(Whenever) they fought fires, they had to be careful to keep away from the flames and not go inside buildings.

This was true (until) fire fighting equipment made from fire resistant materials was introduced. These were first developed for space suits for use by astronauts.

Playing games in computers was not so easy (when) you had to use the keys on the keyboard to help move the characters around the screen.

(After) joysticks were invented, it became much easier to move characters around.

(After) cordless power tools were invented, many jobs around the home became much easier.

Step 2

Activity 1, SB p.44 and Activity 2, SB p.44

In this step, students have to identify the correct time conjunction for given sentences.

Get students to read the instructions for activity 2 on page 44 of the Skills Book. They have to underline the correct time conjunctions in the sentences provided. Let them work on their own. When they have completed the activity, get them to exchange their books with a partner for checking. Elicit answers orally from around the class.

Answers:

1. **While/After** Galileo was using the first telescope, he discovered Jupiter had sixteen moons.

2. **Before/After** it started raining, the wadis were dry.
3. **Before/After** it started raining, the wadis were full of water.
4. I like singing until/ **while** I work.
5. He wore a helmet **whenever/** until he went cycling.
6. Don't go out whenever/**until** it stops raining.

There is an additional activity for time conjunctions in activity 5 on page 49 of the Self-study pages.

Step 3

Activity 2 CB p.37 and Activity 2 SB p.44

In this step students are going to write simple sentences and read for general understanding for a text they have already been familiarised to.

Get students to identify activity 2 on page 37 of the Classbook. They should be able to tell you that the text is about satellites from Step 1 and Step 2 of the previous lesson. Get them to read the text on their own and then ask them to tell you how many paragraphs are in the text, and what they think each paragraph is about. As this is an awareness raising activity, it is not important for students to get the topic of each paragraph correct.

Now get them to read the instructions for activity 2 on page 44 of the Skills Book. They have to use the words provided to write proper sentences. You may want to elicit from students that sentences begin with a capital letter and end in a full stop. Additionally encourage them to use their best handwriting. Once they have written the sentences, they have to decide which paragraph the sentence refers to in activity 2 on page 37 of the Classbook.

When they have finished, elicit the sentences and answers orally from the class and write them on the board yourself for students to check their own work against.

Answers:

1. Satellites can be used for communication.

Paragraph 3

2. Satellites are space machines.

Paragraph 1

3. Satellites are used to locate people.

Paragraph 4

4. Satellites are used to take photographs of the earth.

Paragraph 2

To conclude this step get students to tell you how they decided which paragraph the sentences were referring to. You may want to take this opportunity to get them to tell you that they may have used key words, such as communication, machines, space, locate, and photographs which are both in the sentences and the paragraphs.

Step 4

Activity 3 CB p.37 and Activity 3, SB p.44

In this step students are going to read for specific information for a text they have already been familiarised to.

Get students to locate activity 3 on page 37 of the Classbook. They should be able to tell you that the text is about space junk from Step 1 and Step 2 of the previous lesson. Let them read the text on their own and then go on to complete the true/false activity 3 on page 44 of the Skills Book. They have to circle the correct answer. Let them work on their own, and then elicit answers orally from around the class. Let students check their own work.

Answers:

1. **false** (Space junk is old satellites and pieces of rocket.)
2. **true**
3. **false** (There are about 9,000 pieces of space debris weighing 3.2 million kg.)
4. **false** (It travels at around 35,200 kilometres an hour.)
5. **false** (There is a lot of evidence of space debris hitting space ships.)
6. **true**

Spellings

Get students to choose 10 spellings from the texts on page 36 and 37 of the Classbook for a test in lesson 13.

Lesson 10

Step 1

Activity 1, SB p.93, 'So ... what's your project?' cut-out page and CB pp.36-37

In this step students are going to match pieces of texts in preparation for a prediction and listening activity in the steps that follow.

Get students to carefully remove the 'So ... what's your project?' cut-out page from the back of the Skills Book. Let them read the instructions for activity 1 on the cut-out page. Ahmed and Huda are talking about a project on space. They have to read and match the texts provided with the texts from the ITC web page on pages 36 and 37 of the Classbook. Let them write the activity number in the space provided and complete the activity on their own. Elicit answers orally when they have finished.

Answers:

1. Activity 1
2. Activity 3
3. Activity 3
4. Activity 2
5. Activity 2
6. Activity 3
7. Activity 1

Step 2

Activity 2, SB p.93, 'So ... what's your project?' cut-out page and CB pp. 36-37

In this step students are going to predict what they think Ahmed and Huda are going to talk about.

Get students to read the instructions for activity 2 on the cut-out page. They have to use the language provided and the information from the web page on pages 36 and 37 of the Classbook to predict what you will hear Ahmed and Huda talk about. Let them work in pairs. Monitor and assist students as and where necessary to get them to say sentences similar to the following:

Examples:

- They could talk about how fast satellites move.
- They may talk about using satellites to find people.
- They might talk about space inventions.

Step 3

Activity 3, SB p.93, 'So...what's your project?' cut-out page.

In this step students are going to listen for specific information.

Get students to read the instructions for activity 3 on the cut-out page. They are going to listen to Huda talking to Ahmed about her project. They have to listen and tick when they hear any of the texts provided. Give them a few minutes to read the text on their own. Then play the tape twice and let them complete the activity on their own. Elicit answers from the students.

Answer:

They should have ticked all on the texts, except 6 and 8 which are included as distracters.

Tapescript 4.6

Ahmed: So what's your project going to be about Huda?

Huda: I think I'm going to design a web page.

Ahmed: That sounds like a great idea ... what's it going to be about?

Huda: Well, we're doing a unit about 'Space' in English at the moment, so I thought maybe I could do something about that.

Ahmed: Is that why you were looking at that ITC web site?

Huda: You mean 'Space in our lives' ... yeah.

Ahmed: So what information are you going to include?

Huda: Ummh, I really like the stuff about space spin-offs.

Ahmed: Why?

Huda: I think inventions are really interesting. Just think! These inventions started off in space. I think that's fantastic!

Ahmed: Yeah, that is pretty cool ... Did you know that modern sun glasses were originally designed for astronauts.

Huda: No, I didn't ... where did you find that out?

Ahmed: I saw it in the LRC at school.

Huda: I'll check it out, but I've also got information on the ski boot, smoke detector, baby food and ballpoint pens ... they were all invented from space research.

Ahmed: Really? I didn't know that. Did you find that all on the web site?

Huda: No, but I will use the information from the website about barcodes and joysticks. I enjoyed reading about them.

Ahmed: Are you going to have anything else on the web page?

Huda: Sure ... I think I'll write about satellites. Did you know we wouldn't have the Internet without satellites?

Ahmed: Yes ... what did we do before satellites were invented? I saw some brilliant pictures of Oman which were taken from space.

Huda: Oh yes, I must include pictures.

Ahmed: And you must write about satellites and cars.

Huda: Why?

Ahmed: My friend Mustafa ... his dad got a car recently for his work in Wusta. The car uses satellites to help him find his way in the desert.

Huda: That sounds really good. I must find out more about that.

Ahmed: Yeah ... but you know what ...

Huda: What?

Ahmed: Satellites can also be dangerous.

Huda: What do you mean?

Ahmed: Well, when they stop using them ... they're just left in space and could fall on us at any time.

Huda: Are you talking about space junk?

Ahmed: Yes ... there's over 9,000 pieces of it up there!

Huda: Oh yes, I'd forgotten I've seen that on the web site. Many satellites get damaged, because the pieces of junk travel so fast.

Ahmed: Yep ... space is good, but it's also very dangerous.

Conclude this step by asking students to tell you if any of the predictions they made in the previous step were true.

Additional Activity:

You may want to play the tape a third time and ask students if anything new is mentioned on the tape that was not included on the web page on pages 36 and 37 of the Classbook. They may be able to tell you that sunglasses, ski boot, smoke detector, baby food and pens are all space inventions not mentioned in the Classbook texts.

Step 4

Project, SB p.94, 'So...what's your project?' cut-out

In this step students are going to discuss and plan their projects with a partner.

Get students to read the instructions for the 'Project discussion and planning' on the back of the 'So ... what's your project?' cut-out page. They have to design a web page for the ITC about 'Space' on their own. They have to start discussing the contents of their project with a partner by referring to the language they have on the cut-out page and what they heard on the tapescript in the previous step.

Encourage them to use the information in the Classbook, LRC or on the Internet if available. Let them choose from the information provided or any they may want to explore on their own with respect to the topic of 'Space'.

Let them brainstorm their ideas in the space provided and encourage them to complete the work before lesson 15 when they will have to present their work to the class. Monitor and assist students as and when necessary.

Reminder

Remind students that they should be learning their spellings for a test in lesson 13.

Preparation

You will need reading card 5, chapter 4 of the 'Captain Perfect and Evil Sid Simple' story for step 4 of the next lesson.

Lesson 11

Step 1

Focus Questions, Activity 1, CB p.38, CB pp.38-39 and Exercise Books

In this step students are going to answer reading comprehension questions.

Get students to look at pages 38 and 39 of the Classbook. Elicit the title, '5,4,3,2,1 ... Lift Off!' and get them to tell you what they think the pages are about. Elicit from them that the pages are about space travel and tourism. Get them to tell you how they decided the topic of the pages. For example, they may refer to the pictures and titles as a way of deciding the topics.

Now direct students' attention to activity 1 on page 38 of the Classbook and elicit the title 'Get ready with your spacesuit' and the author 'Sammy Silver'. Then get students to read the instructions for activity 1. They have to read the newspaper article and answer the focus questions in their exercise books with complete sentences. Give them time to read the newspaper article on their own. When they have completed the activity, elicit answers and write them on the board for students to check their own work against. Accept answers that are similar to the ones suggested below.

Suggested Answers:

1. How many paragraphs are there?
There are four paragraphs.
2. What does the picture show?
It shows a spaceship.
3. Who could only travel into space at first?
Only astronauts could travel into space at first.
4. What is SS an abbreviation for?
SS is an abbreviation for Spaceship Spectacular.

5. Who will be able to go on the SS?
Everyone will be able to go on the SS and travel into space.
6. Where might we take holidays in the future?
We may take holidays in space.

Conclude this step by getting students to tell you what they understood by the newspaper article and whether they know anything about space travel and tourism. Get them to tell you if they believe they will be able to travel on holidays into space and why.

Step 2

Activity 1, CB p.38

In this step students are going to identify adverbial clauses of time in a piece of written text.

Quickly elicit orally the adverbials of time, before, while, whenever, until and after which students met in lesson 8, Step 3 and write them on the board. In their groups get students to read the newspaper text from activity 1 on page 38 of the Classbooks again. This time ask students to identify the adverbial clauses of time and get them to tell you which one is missing. Give them time to read and then work together to identify the adverbial clauses. Encourage them to refer to the Language Focus on page 44 of the Skills Book to help them. When they have finished, elicit the adverbial clauses that are present and the adverbial that is missing.

Adverbial clauses present in the text:

1. **While** we looked on, at first astronauts helped by rockets started to travel into space, the moon and planets beyond.

- That was true **until** the 'Spaceship Spectacular' or SS was invented.
- Winning the Ansari X prize makes us feel confident that **after** a few years everyone will be able to travel into space.
- Before** you book your next holiday, you may want to look out for advertisements like these...

Missing time conjunction:

whenever

Additional activity:

You may want to get students to work with a partner and quickly make up a sentence using the conjunction 'whenever', OR make up sentences using any of the other time conjunctions.

Step 3

Activity 1, SB p.45

In this step students are going to sort words with the sounds /s/ and /z/.

Get students to read the instructions for activity 1 on page 45 of the Skills Book. First they have to listen to the sounds /s/ and /z/ and the example words provided. Play the tape twice, first to let students listen and then to get them to join in. There will be no need to rewind.

Listening Tapescript 4.7:

/s/
space
Venus
advice

/z/
Mars
lazy
advise

Next let students sort the words provided and write them in the correct column of the chart according to the sounds in the word. Encourage them to say the words while they write them down. When students have

completed the activity, play the tapescript for them to check their answers.

Listening Tapescript 4.8:

/s/
satellite
astronaut
solar system
Uranus
atmosphere
galaxy
close
use

/z/
rise
nose
cosmic
prize
desert
easy
close
use

* You may want to point out to the students that **close** and **use** can be pronounced with an /s/ or a /z/ depending on how they are used.

Finally, There is an additional exercise on the sounds /s/ and /z/ in activity 6 of the self-study section on page 49 of the Skills Book for students to do on their own.

Step 4

'Captain Perfect and Evil Sid Simple' Reading Card 5, chapter 4'Tense Time Tribbles' and Activity 2, SB p.45

In this step students are going to read for specific information and complete sentences with the correct form of the verb.

Get students to tell you as much as they can about the 'Captain Perfect and Evil Sid Simple' story so far. Get them to tell you about the activity they had to do in the previous card to help Captain Perfect. They should be able to tell you they had to rewrite passive sentences into active ones.

Now distribute Reading Card 5, Chapter 4: 'Tense Time Tribbles' of the 'Captain Perfect and Evil Sid Simple' story to the students. Direct their attention to the Focus Questions

and let them read the instructions on their own. They have to think about the questions while they are reading. When they have finished reading they will have to tell each other the answers to the questions without looking at the card. They are not allowed to write any notes while they read. You may want to get them to guess what they think the answers to the questions might be before they start reading.

As this is an oral activity, students are not expected to use complete sentences.

Suggested Answers:

1. Captain Perfect and Tense Time Tribbles
2. Captain Perfect: fast, strong, clever
Tense Time Tribbles: small, furry, multi-coloured, legs like rope, strong
3. Captain Perfect tries to remove the Tense Time Tribbles, people speak in the wrong tense, etc.

Now get students to read the instructions for activity 2 on page 45 of the Skills Book. They have to work with other group members to help Captain Perfect write the correct tense of the verb. They have a one minute time limit to complete the activity. You may want to briefly get students to suggest ways in which they

could complete the six questions in the set time. For example, split the questions amongst themselves.

When they have completed the activity, elicit answers and the tenses of the verbs orally and write the answers on the board for checking. You may want students to complete the sentences they didn't manage to do for homework.

Answers:

1. I **went** to the shops yesterday. (past simple)
2. Last year, we **spent** all out money on our holidays. (past simple)
3. After we **had finished** dinner we went out for a walk. (past perfect)
4. She **has known** them for a few years and phones them every week. (present perfect)
5. There was no milk in the shops because the delivery man **had had** an accident. (past perfect)
6. Our recent trip to the moon **was** very expensive. (past simple)

Reminder

Remind students that they should be learning their spellings for a test in lesson 13. Also ask them to bring in materials to work with for their projects in the next lesson.

Lesson 12

Step 1

Activity 2, CB p.39 and Activity 3, SB p.45

In this step the students are going to read for specific information and complete a table by doing a jigsaw reading.

Get students to find activity 2 on page 39 of the Classbook. Elicit the title, 'SS Space Tours' from them, and establish that the texts are advertisements for travelling into space. Get them to tell you that there are three advertisements and that they are all about different tours. Encourage them to use the visual clues and the titles and headings to help them tell you as much as they can.

Now get them to read the instructions for activity 2 on page 39 of the Classbook. They have to get into groups of three and each choose a different advertisement. They have to read the advertisement they have chosen and complete activity 3 on page 45 of the Skills Book. Here they have to find the answers to the questions in the table and write notes in the space provided. Do not let students look at the work of the other members of their group.

When students have completed their own notes, tell them to close their Classbooks. They should work together in their group to ask and

answer questions and complete the table for the other advertisements. Direct their attention to the 'What have you got for...?' speech bubble at the top of activity 3 on page 45 of the Skills Book. They should try to use this or any other questions they can think of in order to find the missing information for the other adverts.

You may want to practise 'What have you got for ... the moon tour activities?', or 'What have you got for ... the times of the Earth space cruise?', etc. in order to familiarise them with the language.

Once the students have completed the table, do a whole class check using an OHT of the answers.

Suggested Answers:

Text a

Name of tour	Mystery Moon tour
Activities	See where first men landed, Play golf, Swim/relax
Length of tour	1 week
Cost for children	\$1,000
Times	Every Saturday at 11.00

Text b

Name of tour	Earth Space Cruise
Activities	Space walk
Length of tour	2 hours
Cost for children	\$250
Times	Every hour from 09.00 to 15.00 hours

Text c

Name of tour	Space Station City Holiday
Activities	Use telescope, See the stars/planets, Play games/use space sports centre.
Length of tour	3 days and 1 week
Cost for children	\$500 and \$750
Times	Friday at 15.00 and Tuesday at 14.00

Get students to read the instruction for activity 1 on page 46 of the Skills Book. They have to read the text and predict the missing words and then look at activity 3 on page 45 of the Skills Book to help them decide what the missing words are. They should write the words in the space provided. When they have finished writing their answers get them to compare answers with a partner. Quickly elicit two or three answers orally and then play the tapescript once in order to check the answers.

Listening Tapescript 4.8:

Welcome to SS Tours, your holiday maker amongst the stars. We have a cosmic treat for anyone and everyone. From two hour long **Earth Space Cruises** to week long **Mystery Moon Tours**, we have something to please you! Feeling a little earth bound, bored with the usual, then step off the planet and play a round of moon **golf**, or use the **telescope** on Space Station City to look at Mars, Venus or Saturn as you have never seen them before.

Don't worry about the cost, our prices suit every pocket under the sun. Prices for children start at a reasonable **\$250** for a two hour tour to **\$1,000** for a tour to the moon. With the SS super shuttle leaving at convenient times from **09.00** hours in the morning to **15.00** hours in the afternoon, you'll be off on that dream trip whenever you want!

We'll guarantee an out of this world experience!

Don't forget to book online!
Don't forget your cameras!

Additional Activity:

You may want to get students to design their own A4 poster advertising a space tour. If you do this, get them to refer to the information they already have to help them design, write and illustrate their poster. You may want to display these in the LRC or put them in their portfolios.

Step 2

Activity 1, SB p.46, Activity 3, SB p.45

In this step students are going to complete a written text using information they have gathered in the previous step.

Step 3

Let students work on their project.

Reminder

Remind students that they should be learning their spellings for a test in the next lesson.

Lesson 13

Step 1

Spelling, Exercise Books

Give students a test on the spellings they have been learning from the texts on pages 36 and 37 of the Classbook.

Step 2

SB p.46, Learning Strategy

In this step students are going to decide who is being more polite in a listening text in preparation for writing their own dialogues.

Ask students to keep their Skills Book closed. Discuss with them different ways there are of being polite. You may want to highlight the kinds of words we use, for example, please and thank you, and the way we speak when we're being polite. Get them to tell you as much as they can, then get them to read the Learning Strategy on page 46 of the Skills Book. When they have read it, get them to tell you what they understand about the strategy. Check students understand that 'impolite' is the opposite of 'polite'.

Now tell students that they are going to listen to two people talking about booking a trip into space. They have to decide if the woman or the man is being more polite. Play the tapescript through once and get them to tell you the answer.

They should be able to tell you that the woman was being polite and the man was being impolite. Get them to tell you their reasons for their choice. They should be able to tell you that the woman was being polite, because of the words she was using, the sentences were long, and the tone of voice. They should be able to tell you that the man was being impolite, because of the short sentences being used and the tone of voice.

Listening Tapescript 4.10:

- Woman: Good morning, SS Space Tours. How can I help you?
- Man: I want a ticket.
- Woman: Oh yes sir, where would you like a ticket to?
- Man: I want to go to the moon!
- Woman: Sure sir, one adult to the moon?
- Man: No, two adults and one child!
- Woman: OK sir, two adults and one child ... that'll be \$4,500.
- Man: That's expensive ... give me something cheaper!
- Woman: I'm sorry sir, that's the cheapest we do to the moon. How about a three day trip to Space Station City?
- Man: How much is that then?
- Woman: That'll be \$2,000.
- Man: That'll do ... book it!
- Operator: Would you like to leave on Friday at 15.00 hours or Tuesday at 14.00 hours?
- Man: Give me Friday!
- Operator: OK, and would you like to leave from Russia, Brazil or Qatar?
- Man: Brazil!
- Operator: Ok sir. Please can I have your names and address please?
- Man: I suppose so ... Manfred Moan, Minnie Moan and Martin Moan...

Step 3

Activity 2, SB p.46

In this step students are going to match impolite sentences with their polite equivalent.

Get students to read the instructions from activity 2 on page 46 of the Skills Book. Tell them that the sentences have been taken from the listening tapescript in the previous step. They have to match the impolite sentences with their polite opposites. An example has

been provided to help them. Let them work on their own. When they have completed the activity, get them to exchange their work with a partner for checking. Elicit answers orally from the class.

Answers:

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

Step 4

Activity 1, SB p.47

In this step students are going to identify questions from a listening text and write a simple dialogue.

Ask the students to read the instructions for activity 1 on page 47 of the Skills Book. The students are going to hear tapescript 4.10 again. This time they have to listen and tick the questions they hear in the space provided. Play the tapescript once only. Let them work

on their own. Elicit answers from around the class when they have finished. Let them check their own work.

Answers:

- Ticked: 1, 2, 5 and 7.
Not ticked: 3, 4 and 6.

Homework

Get students to write their own polite dialogue booking a holiday in space. They should use the information from activity 2., CB p. 39, activity 2, SB p. 46 and activity 1, SB p. 47 to help write their work in their exercise books. They should bring their dialogues to class with them for the next lesson.

Preparation

You will need reading card 6, chapter 5 of the 'Captain Perfect and Evil Sid Simple' story for step 3 of the next lesson.

Reminder:

Ask students to bring in their project materials to work on in the next lesson.

Lesson 14

Step 1

In this step students are going to get practice in speaking in a dialogue.

Ask students to take out their dialogue homework from the previous lesson. In pairs they should take turns saying the roles in each others dialogues. Let them practice the dialogues, and choose a favourite one to present to other members of their group. Monitor students, and then invite confident pairs to come and perform their dialogue to the rest of the class.

Step 2

Focus Questions, Activity 1, CB p.40

In this step students are going to read short texts and discuss answers to some questions.

Direct students to read the instructions for activity 1 on page 40 of the Classbook. They have to read and discuss the focus questions with other members of your group. Encourage students to refer back to activity 2 on page 39 of the Classbook as well as the Club Talk texts themselves to help answer the questions. Give them time to work with other group members, and then elicit answers orally from around the class.

Suggested Answers:

1. Which holiday is text A about?
Earth Space Cruise
2. Which holiday is text B about?
Space Station City Holiday
3. Which holiday is text C about?
Mystery Moon tour
4. How many times has the person in text A been into space?
Never
5. Why is it easier to observe stars in space?
No clouds/dark skies
6. What is the moon's surface like?
Dusty/rocks light like feathers
7. Did the Club members enjoy their holidays? Why?
Yes [personal opinions]

Step 3

'Captain Perfect and Evil Sid Simple' Reading Card 6 Chapter 5 'The End: Sid has to make a decision' and Activity 2, SB p.47

In this step students are going to read and recall as much information as they can of a given text, and read for specific information.

Get students to tell you as much as they can about the 'Captain Perfect and Evil Sid Simple' story so far. Get them to tell you about the activity they had to do in the previous card to help Captain Perfect. They should be able to tell you they had to write verbs in their correct past simple, present perfect and past perfect forms in given sentences.

Now distribute Reading Card 6, Chapter 5: 'The End: Sid has to make a decision' of the 'Captain Perfect and Evil Sid Simple' story to the students. Let them read on their own. When they have finished reading, let them get into pairs and tell a partner as much as they can without looking at the card. As this is an oral activity, students are not expected to use complete sentences.

Now get students to read the instructions for activity 2 on page 47 of the Skills Book. They have to answer the clues by reading Chapter 5 of the 'Captain Perfect and Evil Sid Simple' story. Let them write short answers in the space provided. When they have finished, elicit answers orally from around the class.

Answers:

1. Tribbles
2. Flew
3. Grammar reference
4. too old / people will laugh / not important
5. not too old / to get a job

Finally direct student's attention to the rubric at the end of the card asking them to predict what Sid will do. Give them a few minutes to discuss this with other members of their group and decide what they think will happen. Then elicit answers orally from each group in the class.

There is an additional Exercise in activity 7 of the Self-study section on page 49 of the skills Book that asks students to write a story report of the Captain Perfect and Evil Sid Simple story.

Step 4

Let students complete their projects.

Reminder

Remind students to bring their 'web page' projects in for the next lesson.

Lesson 15

Step 1

Activity 3, SB p.47 and Exercise Books

In this step students are going to talk about their project work they started in lesson 10 with other members of their group.

Ask students to take out the web pages they should have been designing for their projects. Then ask students to read the instructions for activity 3 on page 47 of the Skills Book. Get them to tell you what they have to do. They have to use the questions and language provided to help them talk about their project to other members of their group. When they have done this, get them to write a short paragraph in their exercise book about their project. Students can start this in the class and complete for homework.

Step 2

Activity 4, SB p.47

In this step students are going to do a Teen test in order to remind them of the work they have done in the language focus of the unit, and to prepare them for reflecting on the unit.

Get students to read the instructions for activity 4 on page 47 of the Skills Book. Get them to tell you what they have to do. There are two activities, for which they have five minutes to complete. In the first activity, they have to circle the correct time conjunction. In the second activity they have to write the missing reflexive pronoun in the space provided. Students have to work on their own as if doing a test. When they have finished, get them to exchange their work with a member of another group for checking. Elicit answers orally from the class for both tasks.

Answers:

Task a.

1. I saw an Oryx until/**while** I was driving.
2. Switch off the computer **before**/after you leave the room.
3. I like reading until/**while** I travel to work by bus.
4. We can meet **whenever**/until you are free.

Task b.

1. He had a really bad accident and hurt **himself**.
2. The Time Tribbles attached **themselves** to people's heads.
3. My friend Maha took lots of photos of her family on holiday, but she didn't take any of **herself**.
4. We spent most of the time walking in the forest all by **ourselves**.

Direct student's attention to the Self-study icon. There is an additional exercise on the use of time conjunctions and reflexive pronouns in activity 8 of the Self-study section on page 49 of the Skills Book for students to do on their own.

Step 3

Activity 2, CB p.40 and Exercise Books

In this step students are going to reflect on the unit.

Get students to read the instructions for activity 2 on page 40 of the Classbook. They have to use the questions provided, or any questions they can think of to interview a partner about the unit they have just completed. You may want to elicit any additional questions from the students and write them on the board. Give them time to interview each other. Monitor and assist students as and where needed.

Finally get students to write a paragraph about the unit in their exercise book.

English

for
Me

**CLUB
CORNER ITC**

Introduction

This unit is called Club Corner Magazine and is different from the previous four units. It can be taught as a fifth unit at the end of the semester or parts of it can be used throughout the semester at the teacher's discretion. In this unit there is a series of 10 independent lessons that you can either teach sequentially or select according to the needs of your students. This unit also aims to provide students with opportunities to extend their learning independently of the teacher.

Some of the lessons, activities and tasks will take more than 40 minutes in order to allow students to work at their own pace and to engage in longer activities. Consequently, you will have to think about how students move from one activity to another and whether you need to spread the materials over several lessons.

Club Corner has been designed in the form of a magazine in order to contextualise language and skills already encountered in units 1-4. The Skills Book consists of up to 2 core activities [numbered 1,2] that have to be completed. There are additional activities, called independent tasks [lettered A,B, C], which aim to give flexibility and choice. Some independent tasks build upon core activities. If this is the case, ensure that students do the core activity before the independent task. Some activities could be started in class and completed as homework.

Independent tasks may take several lessons to complete and do not need to be followed sequentially. Students can do the independent tasks in their exercise books or on pieces of paper. The independent tasks can be used in a variety of ways:

1. Student preference: Students choose one or more of the tasks to follow independently with the support of the teacher.
2. Rotation: Teacher assigns different tasks to different groups and rotates tasks so that all students have an opportunity to do all of the tasks.

Each Skills Book page has some independent tasks. You might like to discuss all of the tasks together at the beginning of the lesson, before the students start work. Then the whole class can discuss ideas, anticipate problems and get an idea of the demands of each activity together before they start work. This will lead to more independent learning when the students start work on the tasks.

Alternatively, you can let the students decide what to do and offer assistance when it is needed. This might be quite challenging in terms of classroom management and you may want to think about getting students to discuss their task in their groups before they start.

You will need to think about how students can check their work when they complete an independent task. There is an answer key at the back of the Skills Book which can be copied for students for independent checking. You might want to encourage peer checking or you might want to check the work yourself. This is left flexible so that you can decide on the best way that suits you and your students.

You will need to think about the different abilities of your students. Support can be given by the teacher or by other students. Many of the tasks can be done individually, in pairs or in groups and you can decide what best suits your class.

Lesson 1

Preparation

You may want to bring in magazines for students to refer to for lesson 1 to help remind them of the features of magazines.

Core Activity 1, SB p. 50 and CB p.41

This activity aims to familiarise the student's with the contents of 9A Club Corner.

First, get the students to tell you as much as they can about typical features in magazines such as contents page, quizzes, letters, interviews etc. You may want to use magazines as realia or get them to remember previous Club Corner Magazines from grade 8.

Next, get the students to read the rubric for core activity 1 on page 50 of the Skills Book and check their understanding of the task in the usual way. They have to read the opinions of the ITC members in the "Read all about it" section on page 41 of the Classbook. Then they have to find the features described by the ITC members in the Classbook and write the page number in the table on page 50 of the Skills Book..

When the students have completed the table, let them compare answers in their groups. Finally, elicit the answers.

Answers:

Read all about it	Classbook page
1	p.42
2	p.48
3	p.44
4	p.45
5	p.49
6	p.47
7	p.44

Core Activity 2, SB p.50 and CB p.41

In this activity, students identify conjunctions and clauses.

Get the students to read the instructions for core activity 2 on page 50 of the Skills Book.

They have to find three sentences with different joining words in the Letter from the Editor on page 41 of the Classbook. Then they should write the sentence in the space provided and circle the conjunction and underline the clauses. Help the students by eliciting some of the linking words and encourage them to look at the example to help them.

When the students have finished, get them to check their answers in their groups.

Possible Answers:

You asked for pictures of ITC members, so we put them on the front cover.

We have included advertisements, because you said you wanted a classifieds section.

Now you can also do the new fun quiz feature and learn more about yourself and others.

Now you can really enjoy yourself while you are reading and learning!

Remember, it's a magazine written for ITC members by ITC members so send us your letters and e-mails with your comments and opinions.

Independent Task A, SB p.50 and CB p.41

This activity revises the language of opinion.

In their exercise books, the students have to write their opinion about the contents of Club Corner. First, they have to look through Club Corner and decide what they think about the features and articles. Encourage them to look at the opinions on page 41 of the Classbook and the table of conjunctions page 7 of the Skills Book to remind themselves about giving opinions. They should try to give reasons for their opinions using conjunctions such as **because**, **since** and **as**.

Independent Task B, SB p.50

In this step the students practise joining simple sentences.

The students are going to use the conjunctions in the box to join pairs of simple sentences and make longer complex sentences. They should pay attention to the verb tense and check the new sentence makes sense. They are going to write the sentences in their exercise books. Let them check their answers on their own. There may be alternative answers to the ones provided.

Possible Answers:

Brain busters are fun because they make you think.

I like stories because I can use my imagination.

I'm going to read the stories after I do the quiz.

I learned more about friends while I was reading Club Corner.

I don't like quizzes, but I do enjoy stories.

Lesson 2

Core Activity 1, SB p.51 and CB p.42

This activity aims to revise pronouns and make students aware of pronouns as cohesive devices within texts.

Elicit different pronouns from students and then get them to look at the Grammar Reference at the back of the Skills Book to remind them of what pronouns are. Take this opportunity to remind students that possessive adjectives are a type of pronoun.

Now get students to read the instructions for core activity 1 on page 51 of the Skills Book. They are going to find the pronouns in 'Letter A' on page 42 of the Classbook and write down what they refer to. Encourage the students to look in the Grammar Reference and at the example to help them.

When they have finished, get the students to compare their answers in their groups. Then, elicit answers from different groups.

Answers:

line 2: I Rose
line 6: we Rose and Jenny
line 8: they Jenny and Lucy
line 10: her Jenny
line 11: mine Rose's problems
line 13: hers Jenny's scarves
line 14: them Rose's secrets
line 15: herself Jenny
line 16: her Jenny

Core Activity 2, SB p.51 and CB p.42

In this activity, students collect information and express opinions about what makes a good friend.

Get students to quickly read letters **A** and **B** on page 42 of the Classbook. Get them to tell you which letter describes a good friend and which letter describes a bad friend.

Now get the students to read the instructions for core activity 2 on page 51 of the Skills Book. First, the students should read the sentences and tick the ones which they think good friends do. Then, they are going to read the letters and quiz on page 42 of the Classbook and add three more things good friends do.

Elicit answers orally from around the class. You might want to use this opportunity to elicit some opinions from the class about the characteristics of a good friend, for example, **kind, listen, honest**, etc.

Finally, the students are going to tell their partner, what they think good friend do. Encourage the students to use the language of opinion which they met in unit 1 on page 7 of the Skills Book and to give reasons for their opinions whenever possible.

Answers:

Good friends...

1. are honest. ✓
2. borrow things and forget to return them.
3. are fun to be with. ✓
4. let you copy their homework.
5. always want you to agree with them.
6. always listen to your problems.

Independent Task A, SB p.51 and CB p.42

In this activity, students show awareness of pronouns as cohesive devices within texts.

The students are going to look at **Letter B** on page 42 of the Classbook. In their exercise books, they have to make a pronoun activity like the one in core activity 1 for a friend. They should find as many different kinds of pronoun as they can to include in their activity. Let students check the answers in the back of the Skills Book on their own.

Possible answers:

- | | | |
|----------|---------|------------------|
| Line 2: | I | Basim |
| Line 3: | It | The ITC camp |
| Line 5: | myself | Basim |
| Line 7: | We | Basim and Zahran |
| Line 9: | himself | Zahran |
| Line 10: | them | Zahran's friends |
| Line 11: | we | Zahran and Basim |
| Line 15: | them | Zahran's family |

Independent Task B, SB p.51 and CB p.42

In this activity, students write a paragraph about what makes a good friend.

The students start by thinking about what makes a good friend. They should read the letters and the quiz on page 42 of the Classbook and look at core activity 1 to help them. Then, in their exercise book, they should write their opinion about what makes a good friend. The students should use the language of opinion from page 7 of the Skills Book.

Independent Task C, SB p.51 and CB p.42

In this activity, students write a quiz.

First, the students have to think about what makes a good friend and what makes a bad friend. They should look at the quiz and the letters on page 42 of the Classbook to help them.

Then, in their exercise books, the students have to make their own quiz to help other students think about whether they are a good friend. Students can either choose the situations provided or think of their own to help write their quiz questions. They should also include an answer key.

Lesson 3

Core Activity 1, SB p.52 and CB p.43

This activity gets students reading for general and specific information.

Get the students to read the instructions for core activity 1 on page 52 of the Skills Book. They are going to read Conservation Corner on page 43 of the Classbook and decide if the sentences are true or false. They should circle the answers in their Skills Book.

When they have finished, get the students to compare answers in their groups and then elicit answers from different groups.

Answers:

1. true
2. false This fantastic satellite... /This satellite has helped us ...
3. true
4. true
5. false It sends detailed measurements of ozone levels and photos.
6. false People can use cars less often and fewer air sprays.
7. false Records began in 1970 and since then, the ozone layer has got bigger
8. false The graph shows that it got smaller in 2003.

Core Activity 2, SB p.52 and CB p.43

This step gets students reading non-linear texts and writing comparative sentences.

Get the students to read the instructions for core activity 2 on page 52 of the Skills Book. The students have to look at the graph in Conservation Corner on page 43 of the Classbook and write three comparative sentences. Encourage the students to look at core activity 1 and the example to help them.

Possible answers:

The hole in the ozone layer was the smallest in 1980.

The hole in the ozone layer got smaller in 2003.

The hole in the ozone layer has got bigger since 1980.

The hole in the ozone layer was smaller in 2003 than in 2000.

The hole in the ozone layer was bigger in 2000 than in 1996.

Independent Task A, SB p.52 and CB p.43

This activity gets students reading text and writing true/false questions.

First, the students have to read the true/false sentences in core activity 1. Then, they should look at the information in Conservation Corner on page 43 of the Classbook and write their own true/false questions in their exercise book. The students should not copy sentences directly from the text. They also need to prepare an answer key. Finally, they have to give their true/false questions to a friend to try for them to work out.

Independent Task B, SB p.52 and CB p.43

In this activity, students read for general understanding and design a poster.

The students should look at the information in Conservation Corner on page 43 of the Classbook and write notes on the main ideas in their exercise book. They might be able to find more information in the LRC or on the Internet. They should design and write a poster which shows how satellites can help conservation on Earth. The students should make their poster look interesting and attractive and they should write the final draft on a piece of a paper. Let them put their work in their portfolios when they have finished.

Independent Task C, SB p.52 and CB p.43

In this activity, the students plan and do an oral presentation.

The students should plan a short oral presentation about the advantages of satellites. They can use the information on pages 36, 37 and 43 of the Classbook and any other information they can find to help them plan their presentation in their exercise book. They have to start with an introduction, finish with a conclusion and use the language of opinion from page 7 of the Skills Book and give reasons for their opinions. The students should arrange a time with you so that they can do their presentation in front of the class.

Preparation

You may want to bring authentic materials with classified advertisements to use as realia in the next lesson.

Lesson 4

Core Activity 1, SB p.53 and CB p.44

This activity gets students reading advertisements for specific information.

Get the students to look at Classbook page 44 or the materials you bought in and elicit what classifieds are. The students should be able to tell you that they are small advertisements which are put in a newspaper or magazine.

Next, get the students to read the instructions for core activity 1 on page 53 of the Skills Book. First, they have to look at the photos at the top of page 44 of the Classbook. Then, they have to find the 'For Sale' advertisements which match the photos and complete the table.

When the students have finished completing the table, get them to compare answers in their groups. You might want to do a whole class check by asking questions such as "What number should I ring if I want to buy a camera?" or "How much is the telescope?"

Answer:

Photo	Price	Contact number
a.	10 rials	456477
b.	5 rials	544322
c.	100 rials	546354
d.	1 rial each	931111
e.	8 rials	448221

Core Activity 2, SB p.53 and CB p.44

This activity gets students reading advertisements for specific information.

Get the students to read the rubric for core activity 2 on page 53 of the Skills Book. They have to match the 'For Sale' advertisements with the 'Wanted' advertisement on page 44 of the Classbook. They should write their answers in the table provided.

Answers:

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

Independent Task A, SB p.53 and CB p.43

This activity gets students rewriting a dialogue with polite language.

The students should read the impolite telephone conversation and then use the polite language in the box to rewrite the dialogue in their exercise books. They can look at page 46 of the Skills Book to remind them about speaking politely. When they have completed writing the polite dialogue, they should check the answers in the back of the Skills Book on their own. Finally they should practise it with a partner.

Answer:

Seller: Hello, this is 544322.
Ali: Hello, I'm ringing about your advertisement for a bicycle.
Seller: Oh yes, well, I haven't sold it yet.
Ali: Would you sell it for 4 rials, please?
Seller: Oh, I am sorry, you know it does say 5 rials.
Ali: That's all right, thank you very much for your time.

Independent Task B, SB p.53 and CB p.44

In this activity, students write a short classified advertisement.

The students have to think of an object that they could sell and write a 'For sale' advertisement in their exercise book. They should include information about what the

object is, what it looks like, what condition it is in, the price and a contact number, etc. The students should look at the advertisements on page 44 of the Classbook to help them. When they have finished, you may want to display the work in the Classroom or English Club.

Independent Task C, SB p.53 and CB p.44

In this activity, students read and plan a money raising event for charity.

The students have to read about how the ITC are raising money for charity on page 44 of the

Classbook and decide if it would be a good way to raise money in their school. Then, they should think about all of the different things that they could do to raise money for charity in their school. The students should talk to their friends and the teachers about their ideas, decide on the best idea and try to make it happen! The students could design some small posters to advertise the money raising event and put them around the school.

Lesson 5

Core Activity 1, SB p.54 and CB p.45

In this activity the students identify features of limericks.

Get the students to read the instructions for core activity 1 on page 54 of the Skills Book. First, they have to read the limericks on page 45 of the Classbook and tick the true statements. Then they are going to sort a jumbled limerick and rewrite it in the space provided. You might also want to spend some time exploring the rhythm of limericks with your students.

When the students have finished rewriting the jumbled limerick, do a whole class check by getting the whole class to say it aloud.

Answers:

1. Limericks are short pieces of prose.
2. Limericks are short, simple poems. ✓
3. The content is factual.
4. The content is often funny. ✓
5. The first, second and fifth lines rhyme. ✓
6. The third and fourth lines rhyme. ✓

There was an old man called Hilal,
Who never had more than a rial,
He spent all his money,
On fresh bread and honey,
That funny old man called Hilal!

Core Activity 2, SB p.54 and CB p.45

In this step students read for specific information.

Get the students to read the instructions for core activity 2 on page 54 of the Skills Book. They have to look at the 'What's On?' section on page 45 of the Classbook and fill in the missing words in the radio advertisement. Let them write their answers in the space provided. Let the students compare answers in their groups and then elicit answers from around the class.

Answers:

Are you feeling bored? Why not visit Bookworm's Bookstore where **1. K. Dowling** is giving a talk about **2. Yuri Gagarin**. If you don't fancy that, you may want to listen to the sounds of Men on Mars who are playing at **3. Southport Hall** on **4. 16th February**. If you're free on 14th December, you have the chance to be on TV when the popular TV show, **5. Teens Talk**, is filmed in **6. Liptonville**.

Independent Task A, SB p.54

This activity gets students problem solving and writing puzzles.

In this activity, the students solve the Brain Busters on page 45 of the Classbook. Let students check the answers in the back of the Skills Book on their own. Then they have to

create their own Brain Busters for other students to try. They can model their puzzles on the Brain Busters on page 45 of the Classbook or think of other puzzles they know such as word searches and crosswords. When they have completed writing their puzzle, let them give it to a friend to try and solve. Alternatively, you might want to collect the students' Brain Busters and put them in a book or a box to use as 5 minute fillers.

Answers:

Sound maze:

- \i\ 25 baizas
- \I\ 5 baizas
- \æ\ 10 baizas
- \e\ 50 baiza coin

Cosmic clues:

1. Pluto
2. Galaxy
3. Mercury
4. Planet
5. Space
6. Earth

Missing word:

Launch

Independent Task B, SB p.54 and CB p.45

In this activity, students write their own limerick.

The students should look at the example limericks on page 45 of the Classbook and activity 1 on page 54 of the Skills Book to help them. They should write their limericks in their exercise books.

Independent Task C, SB p.54

In this activity the students are going to write events for a 'What's On' notice board.

The students are going to use their imagination and write some events for a 'What's On' notice board. They should write about a talk, a band and a TV show. For each event they should remember to include the place, date and the time and write a sentence describing the event. Encourage them to look at the events in the 'What's On' notice board on page 45 of the Classbook.

Preparation

You will need to prepare an OHT of the answers for core activity 1 in the next lesson.

Lesson 6

Core Activity 1, SB p.55 and CB p.46

In this step students are going to read for specific information and write answers to questions using complete sentences.

Get students to read the instructions for core activity 1 on page 55 of the Skills Book. They have to read the Focus Questions and the 'Winners Announced' report on page 46 of the Classbook on their own and write their answers to the Focus Questions using complete sentences in the space provided. When they have finished, elicit answers orally from the class and get students to check their own work against the OHT you prepared earlier.

Suggested answers:

1. What is the name of the competition?
The name of the competition is 'Writers Write'.
2. What is the aim of the competition?
The aim of the competition is to encourage students to write poetry and stories.
3. How many participants took part in the competition?
Two hundred participants took part in the competition.
4. Who won the prize for Best Fictional story in the 8-12 years age group?
Ali Hamed won the prize for Best Fictional story.
5. What type of text did 'The Golden Pen' award winner write?

He wrote a poem.

6. What kind of words does Salman think of when he writes?

He thinks of words that rhyme.

Core Activity 2, SB p.55 and CB p.46

In this step students are going to identify examples of relative clauses and adverbial clauses of time in a given text.

Write the following headings on the board:

- relative clauses
- adverbial clauses of time

In their groups, get students to discuss what they can remember about these grammar items and the units they met them in. They met them in Unit 2 and Unit 4. Ask students to keep their Skills and Classbooks closed and encourage them to recall as much as they can on their own. Elicit what they know, then let them refer to their Skills and Classbooks to help remember as much as they can.

Now get students to read the instructions for Core Activity 2 on page 55 of the Skills Book. They have to read the 'Winners Announced' report on page 46 of the Classbook and find three examples each of relative clauses and adverbial clauses of time. Let them write the examples in the table. Encourage them to use the Grammar Reference at the back of the Skills Book and the work they did on these clauses in Unit 2 and Unit 4 to help them. Let them work on their own. When they have finished, elicit answers orally from the class. Let students check their own work.

Suggested answers

Relative Clauses

... the first 'Writer's Write' competition **which was launched last year** as part of Oman's Cultural Festival.

Ahmed Ali, **who is the event's manager**, welcomed all the 200 participants.

... guests representing the organisations **that had sponsored the event** were present ...

... the organisations **that had contributed so generously to supporting the competition**.

The winners in the 'Young Writers' category **which was for 8 to 12 year olds** were...

... the 'Young Teen Writers' category **which was for 13 to 19 year olds** were...

Adverbial Clauses of time

Before he awarded the prizes, Ahmed Ali thanked all the students ...

All winners in the above categories won OR 100 each **while Salman Naseem received an additional OR 500** ...

After we watched the ceremony, we had the chance to interview Salman ...

I didn't believe that I could win **until I heard my name being called out**.

Whenever I start writing, all I can think of is words that rhyme.

NB. There may be more answers in the text than suggested in the above table.

Independent task A, SB p.55

In this step students are going to complete sentences using relative pronouns and time conjunctions.

Let students read the instructions for independent task A on page 55 of the Skills Book on their own. They have to identify the relative pronouns and the time conjunctions by writing RP or TC in the space provided. Let students check their answers in the back of the Skills Book on their own.

Answers:

before [TC]
that [RP]
after [TC]
while [TC]
who [RP]

Then they have to complete the sentences by writing the correct relative pronoun or time conjunction in the space provided. When they have completed the task let them check their answers at the back of the Skills Book.

Answers

1. You can watch the television **after** you have switched it on.
2. You have to switch on the television **before** you can watch it.
3. It was a blue car **that** crashed into the train.
4. She's the woman **who** won two thousand rials.
5. Please don't move **while** I am drawing your picture.

Independent task B, SB p.55

In this step students are going to write sentences with relative pronouns and time conjunctions.

Students have to read the instructions for independent task B. They have to work out that the following are missing:

relative pronoun: **which**
time conjunctions: **whenever**, and **until**

They can look at independent task A, the Grammar Reference and Unit 2 and Unit 4 to help them decide. Then they have to write sentences similar to the ones in independent task A using **which**, **whenever** and **until**.

Lesson 7

Core Activity 1, SB p.56 and CB p.47

In this step students are going to read for general understanding.

Get students to look at the ITC Aunt Aysha says 'Break that block!' on page 47 of the Classbook. Elicit the title from the students and get them to tell you as much as they can orally by asking questions such as:

How many main texts are there?

5 main texts

Which text is written by Aunt Aysha?
top of page

How can you tell it has been written by Aunt Aysha?

The others have the names of people on/ what is written in the text, e.g. 'Here are some creative ideas some ITC members sent in.', etc.

Now get the students to read the rubric for core activity 1 on page 56 of the Skills Book. They have to match the headings with the texts on page 47 of the Classbook by writing the letter of the text in the space provided. Let

them work on their own and then check their answers with a friend before eliciting answers orally from around the class. You may want to take this opportunity to elicit what reading strategy the students are using when they do the activity.

Answers:

1. Mix the characters [C]
2. Picture Story [A]
3. Words worth [D]
4. Group Writing [B]

Now get students to work with a partner to think of alternative headings for the texts. Encourage them to use what they know about the topics of each text and key words to help them decide. Give students time to complete the activity in the space provided and then elicit answers orally from around the class. Depending on the level of your class, you may want to work on an example together. For example, text A could have the heading, Pictures and Questions, Words and Pictures, OR Magazine Story, etc.

Core Activity 2, SB p.56 and CB p.47

In this step students are going to read for specific information.

Get students to read the instructions for core activity 2 on page 56 of the Skills Book. They have to read the 'Break that block' article on page 47 of the Classbook and decide if the sentences are true or false. They have to circle the correct answer. Let them work on their own. When they have completed the activity, get them to check their answers with a partner and then conduct a whole class feedback. Whenever an answer is false, get them to tell you what the correct sentence should be.

Answers:

1. True
2. False (Text C is about using characters from different stories.)
3. True
4. True
5. False (You have to work with others in text B to write a story.)
6. False (John Field is from the UK.)

Independent task A, SB p.56 and CB p.47

In this step students are going to write their own stories using the ideas from the 'Break that Block' article.

Get them to read the instructions for independent task A on page 56 of the Skills Book. As this independent activity is challenging, you will need to give them up to 2 whole lessons to complete the activity. Alternatively, you could set a small part of each lesson aside in which students complete the task over more lessons.

Whichever option you decide upon, encourage students to start by reading the texts A- D on page 47 of the Classbook and choose one of the ways describing how to start writing a story. Depending on the method students choose, they may decide to work individually, in pairs or groups. Let them write a story on one of the topics from Grade 9A, or anything they can think of.

Encourage students to use the writing route, conjunctions and relative pronouns, the super sentence maker, the dictionary pages and the grammar reference for writing their story. Support students as and where necessary and continually refer them back to the instructions for independent task A on page 56 of the Skills Book in order that they develop independent working skills. When students have finished their final draft display their work in a magazine, the LRC, or the English Club.

Independent task B, SB p.56 and CB p.47 and p.19

In this step students are going to brainstorm ideas for breaking writers block.

Let students read the instructions for independent task B on page 56 of the Skills Book. They have to read the ideas for breaking writers block on page 47 of the Classbook and Unit 2, Classbook page 19. They have to work with other members of their group and brainstorm any other ideas they have for breaking writers block and write them in the space provided.

Lesson 8

Core Activity 1, SB p.57 and CB p.48 and Exercise Book

In this step students are going to read for specific information and write their own focus questions.

Get students to read the instructions for core activity 1 on page 57 of the Skills Book. First they have to read the Focus Questions and find the answers by reading the 'Stars and Constellations' texts on page 48 of the

Classbook. Let them write short answers in their exercise book. When they have finished, elicit answers orally from individuals.

Answers:

1. What are constellations?
Patterns of stars.
2. What type of stories did people tell about the constellations?
Fictional / fables / legends
3. How old are the constellation stories?
Over 1,500 years
4. How did many stars get Arabic names?
Arab astronomers saved the stories.
5. Which constellations are named after animals?
Scorpio and Cancer
6. Which constellation is named after a man?
Orion
7. Which constellation looks like the tail of a canoe?
Scorpio
8. What happened to the crab?
It was crushed.
9. Which two characters became angry?
Hera and the King
10. Why was the King angry?
People thought Orion was stronger / Orion beat the creatures

Now get students to write three questions of their own about the same texts in their exercise book to ask a partner from their group. When they have finished writing their questions, they should exchange with a partner. Remind students to have their answers ready to check their partner's work.

Core Activity 2, SB p.57 and CB p.48

In this step students are going to read for specific information.

Get students to read the instructions for core activity 2 on page 57 of the Skills Book. They have to read the 'Stars and Constellations' texts on page 48 of the Classbook and find the answers to the following clues. They should write the answers in the space provided. Let them work on their own. When they have finished, get them to exchange their books with a partner for checking. Elicit answers orally.

Answers

1. The people and places in text 1.
Greek, Roman, Arab, North Africa and Spain
2. Two canoe activities in text 2.
travel and fishing
3. An adjective in text 3 meaning the opposite of small.
giant
4. An adjective in text 4 meaning the opposite of harmless.
dangerous
5. A superlative and comparative in text 4.
strongest (superlative) and angrier (comparative)

Independent task A, SB p.57 and CB p.48

In this step students will be researching and writing about constellations.

Let students read the instructions for independent task A on page 57 of the Skills Book. They can choose from one of the following tasks:

- Choose one or all of the constellations mentioned on page 48 of the Classbook and find out more information about them.
- Find out about other constellations and use the LRC or the Internet to help them.
- Interview someone from their family, friends or teachers who may know about constellations, or any stories about different constellations.

Let them write about what they found out and put it in their portfolio when they have finished.

Independent task B, SB p.57 and CB p.48

In this step students are going to write their own clues for others to solve.

Get students to read the instructions for independent task B on page 57 of the Skills Book. They have to write five different clues for the 'Stars and Constellations' text on page 48 of the Classbook in their exercise book. Encourage them to use the clues from activity 2 on page 57 of the Skills Book to help them. When they have completed their clues let them ask someone in the class to find the answers in the story.

Independent task C, SB p.57 and CB p.48

In this step students are going to write their own fictional story.

Let students read the instructions for independent task C on page 57 of the Skills Book. They have to choose one of the constellations mentioned on page 48 of the Classbook or choose a different one and write their own fictional story about it. Encourage them to use the models provided to help them.

They should brainstorm their ideas, characters and plot in their exercise book. Get them to use the writing route to help plan their work. Additionally, get them to refer back to the ideas from Unit 2 to help make their writing interesting by using super sentences, conjunctions, adjectives and adverbs. Let them put their final draft in their portfolio.

Lesson 9

General note

Please note that independent task A and B both involve students in interview work. However, independent task A is more guided and asks students to complete an interview and may be more suitable for students who need more support in your class. Independent task B is a freer and more challenging activity which may be more suitable for students who are confident language users.

Core Activity 1, SB p.58 and CB p.49

In this step students are going to match definitions with words in context.

Get students to read the instructions for core activity 1 on page 58 of the Skills Book. They have to read the definitions and match them with the highlighted words in the interviews on page 49 of the Classbook.

Spend some time getting students to tell you how they can use the context to help work out the meanings of words by referring back to the Learning Strategy on page 4 of the Skills Book. For example, they could read words before and after the unknown word, or looking for similar words to help work out the meanings. Alternatively they could decide if the word is a noun, verb or adjective. Let them write their answers in the space provided.

Let them work on their own and write their answers in the space provided. Elicit answers orally.

Answers:

1. project [text A]
2. victim [text A]
3. famous [text B]
4. shy [text B]
5. celebrity [text C]
6. strange [text C]

Core Activity 2, SB p.58 and CB p.49

In this step students are going to read for general and specific information.

Get students to read the instructions for core activity 2 on page 58 of the Skills Book. They have to read the interviews on page 49 of the Classbook and decide which interview the sentences refer to. They only have to write the letter of the interview in the space provided. Let them work on their own. When they have completed the activity, get them to exchange their work with a partner for checking. Elicit answers orally from around the class and get them to tell you how they worked out their answers.

Answers:

1. A and B
2. C
3. B
4. C
5. A

Independent task A, SB p.58 and CB p.49

In this step students are going to complete an interview in writing.

Get students to read the instructions for independent task A on page 58 of the Skills Book. They have to read the interviews on their own. When they have finished reading, they have to work with a partner to complete only one of the interviews.

Students should start by deciding what the topic of each interview is by using the information from core activity 2 on page 58 of the Skills Book. Encourage students to think about the questions and answers that have been used so far in the interviews. Then they should try to imagine what questions the interviewer would ask, and the answers the interviewee would give in response to the questions.

They should write their completed interview in their exercise book. When they have finished, let them practise the interview with their partner and then perform their completed interview in front of their group.

Independent task B, SB p.58

In this step students are going to write their own interviews.

Students have to read the instructions for independent task B on page 58 of the Skills Book. They have to work with a partner. Students have to look back over the units in 9A and choose a character from a story you have read.

Then they have to brainstorm questions they would like to ask the character and think about the answers the character in the story would give. Then students have to write an interview in their exercise book and practise it with their partner. Encourage them to use the models provided on page 49 of the Classbook and in previous units to help them.

When they have completed writing the interview they should take turns being the interviewer and character and practise the interview. When they are ready, let them perform their interview in front of their group.

Independent task C, SB p.58

In this step students are going to guess the meanings of words they are unfamiliar with.

Let students read the instructions for independent task C on page 58 of the Skills Book. They have to choose five words from the Club Talk magazine they are unfamiliar with and copy them into their exercise book. Let them guess the meanings of the words using the strategies they know about guessing words from context by referring to page 4 of the Skills Book. They have to write their guesses down next to the word. They can decide to draw a picture or write the meaning or word in Arabic or English. Finally they should check their guesses in a dictionary and write the meanings next to them.

Lesson 10

Core Activity 1, CB p.50

In this step students are going to listen and read for specific information in preparation for reviewing this semesters work.

Direct students' attention to the instructions for 'The Book Quiz' on page 50 of the Classbook and let them read it on their own. The students

are going to read the information on page 50 of the Classbook which has been taken from Units 1-4 of the Classbook. You may want to give them time to locate where the information has been taken from by getting them to look back at the Classbook pages.

Once you have given them time to find the

information. They have to listen to the tape and find the answers to the five questions on page 50 of the Classbook. The tapescript has 5 questions. Each question is followed by a 10-second countdown in which students have to write down a short answer in their exercise book. There are distracters in order to get students scanning for information.

Play the tapescript through once, pausing in the appropriate place to let students write down their answers. Elicit answers orally from the class and let them find out who has the highest score in their groups.

Tapescript 5.1

Quizmaster: Welcome to the final quiz of the semester... The Book Quiz. This is your favourite quizmaster Andy Andrews again, and I'll be asking you 5 questions on different topics from this semester. You'll have 10 seconds to find the answer by looking at the information on page 50 of your Classbook. Only write down short answers. So are you ready? Good! Let's get straight on with the first question...

Quizmaster: The first question is an easy one ... Who has a sister called Najma? I'll say it again... How Who has a sister called Najma? You have 10 seconds to find the answer, starting now!

Quizmaster: I hope you've finished because here we go with the second question, This Egyptian memorised which important book? It's quite tough, so listen carefully while I repeat the question again ... This Egyptian memorised which important book? Again, you have 10 seconds in which to work out your answer and write it down, starting now!

Quizmaster: OK, it's half way through the quiz, so let's get on with the third question. You need to find two answers to this question. Name two 'size' adjectives. I'll repeat, name two 'size' adjectives. Once again, you

have 10 seconds in which to find and write down your answer, starting now!

Quizmaster: Let's get on with the fourth question. This is quite a tough question. You'll need to know your maths to help you find the answer. Here goes ...

My spaceship has just landed on a planet that's 628 million km from Earth. Which planet have I landed on

I'll repeat ... my spaceship has just landed on a planet that's 628 million km from Earth.

Which planet have I landed on?

This time I'll give you 20 seconds to work out your answer, starting now!

Quizmaster: OK! here is the final question of the quiz. So are you ready? [Pause as in rhetorical question.] I'm writing a story and want people to know that I feel strongly about something. Which punctuation mark should I use? I'll say it again... I'm writing a story and want people to know that I feel strongly about something. Which punctuation mark should I use?

Answers

- | | |
|---------------------|--------|
| 1. Mustafa | text A |
| 2. Quran | text C |
| 3. long, short | text B |
| OR small/large | text D |
| 4. Jupiter | text G |
| 5. exclamation mark | text E |

Core activity 1, SB p.59

In this step students are going to reflect on the work they have done over the semester.

Get students to look at core activity 1 on page 59 of the Skills Book. Get students to read the instructions and explain what they have to do. Students have to look back at the Learning Journal pages they have been working on over the semester. These should have been stored in their portfolios as they completed each unit of work. Get students to take these out and give them time to look back at their work.

Then get students to look at the focus questions in core activity 1 on page 59 of the Skills Book and write their reflections in their exercise books. Now get students to collect up all their Learning Journal pages and staple them together into a booklet for future reference. Ensure that students have time to organise their work into the correct sequence.

Independent task A, SB p.59

In this step students are going to write a formal letter.

Get students to look at independent task A on page 59 of the Skills Book. Get students to read the instructions on their own. The task asks students to write a formal letter about what they think of the grade 9A books. Encourage students to look back at the work they have done on formal letters in Unit 3 and use the writing route and draft their letter in the space provided. When students have checked their spellings, sentence formation and punctuation, get them to do a final draft for sending to ELCD.

The address of ELCD is: P.O. Box 3, Post Code 113, Muscat.

Independent task B, SB p.59

In this step students write their own quiz.

Get students to look at independent task B on page 59 of the Skills Book. Get students to read the instructions on their own. Students have to look through the Classbook of 9A and the information from 'The Book Quiz' on page 50 of the Classbook and write up to 10 questions on a piece of paper. Encourage students to look back over the Classbook and Skills Book and write questions using the models provided throughout the book. When students have finished, get them to exchange their questions with other groups. Encourage students to work in their groups.

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Assessment and evaluation

Assessment and evaluation are important features of the educational process.

Assessment is the process of collecting information about a student's attainment. Its function is to determine what a student is actually achieving in relation to agreed criteria.

Evaluation is the process of making a judgement about the assessment information in order to reflect between the present situation and what the situation ought to be.

Evaluation

Evaluation is a tool for providing a global analysis of the effectiveness of the educational curriculum and for effecting change within it at all levels. The whole teaching–learning context needs to be evaluated in all areas (for example, the teaching methods, the materials, the individual learner, etc.) in order to provide accurate feedback with which to improve on the processes which lead to successful teaching and learning. Analysing the performance of students alone does not provide adequate information to effect these changes.

The basis of evaluation in the course is the teacher's own reflection on the teaching–learning process in their own classroom. This involves:

- planning the lesson
- using the plan in class
- observing what students do in class
- reflecting on the lesson

Your lesson plans, observations, and analysis should be recorded in a lesson record. This will provide an ongoing record to help you adapt your teaching to follow up what students need to learn next.

Continuous assessment

At this stage, assessment is still mainly based on your daily observation of the students and the students' own self-evaluation. The major emphasis will continue to be ongoing assessment, as in earlier grades, but there will be an increasing element of paper and pencil testing that will develop gradually through the grades. A detailed system of continuous assessment is provided with **English for Me**, enabling you and the student to monitor progress throughout the course.

Continuous assessment will continue to include the use of profile charts and self-evaluation tools as currently used in Grades 1–8. These reflect students' increasing cognitive and linguistic development. Continuous assessment will include information gathered from portfolios, projects, and pencil and paper progress tests, as well as your daily observations.

The Teacher's Book includes a series of profile charts to be used throughout each semester to keep a record of your observation. Assessment should form a part of your daily classroom activities.

The use of profile charts to record continuous assessment

There must be a clear idea of what is to be learned in the teaching programme for effective teaching and assessment to take place. The objectives for Grade 9 of **English for Me** are stated on page xxv of the introduction.

All information on students' progress and achievements should be recorded on the profile charts, which are as follows:

- Profile Chart – Attainment Targets (one for each assessed unit)
- Profile Chart – Project Work

- Profile Chart – Portfolios
- Profile Chart – Progress Tests

These profile charts contain information on:

- attainment targets for each unit
- development of learning strategies and attitudes
- results of progress tests

The profile charts are a summary of all observations recorded. More detailed information may be found in the portfolio, your own lesson plans, reflections and records.

The profile charts are not intended to be given to the student or the parent. They should, however, form the basis of the student's written report. The profile charts should also be made available to administrators and other teachers for consultation.

Your record of each student's attainment should be kept on the Profile Charts. The charts are designed for a class of up to 35 students. You should record in the box the level of attainment for each student for each attainment target using the simple keys provided for each chart.

Classroom observation

Students' performance in class will be measured against a set of attainment targets for each unit, which reflect the objectives for each grade. Information should be gathered from:

- your daily observation of students' performance in class
- project work and portfolio work

Achievement and progress should be recorded on the Profile Chart – Attainment Targets for the appropriate unit, using the descriptors below, and should give you an overall picture of the students' progress. This information should feed back immediately into the teaching–learning process.

- A confidently with no support
- B independently with occasional support
- C some support needed
- D more time and support needed
- E not covered/not achieved

The profile charts for recording information regarding the specific attainment targets for the unit are easier to complete if you focus on a small group of students at a time. You can decide to focus on this group over several lessons if necessary. You should aim to record the attainment targets for each student by the end of every unit.

These should be recorded in the box on the Profile Chart – Attainment Targets. The design is such that as a student progresses through the unit and develops confidence in use of the target language, then you can easily adjust the chart to reflect this progress. You may choose to look back at a later point in the course and adjust these still further and update them.

Project work

As part of the course, students will be involved in working on individual and group projects periodically throughout the semester. For example, they might be making a classroom display, writing a diary, etc. The projects are designed to use the target language and skills stated for the unit. The linguistic targets as identified in the unit should be assessed through daily observations which are recorded on the Profile Chart – Attainment Targets.

In addition to classroom observation where specific objectives are noted and recorded on the Profile Chart – Attainment Targets, projects will also reflect students' developing strategies and attitudes to learning. A grade should be given at the end of each project for each of the following elements:

- effort put into the project
- organisation of the work
- co-operation with others
- initiative

These should be assessed using the following criteria and recorded on the Profile Chart – Project Work:

- A Excellent
- B Very good
- C Good
- D Satisfactory
- E Not satisfactory

You will then need to look at the grades for each element and use your judgement to

decide on an overall grade. These grades should then be recorded on the Profile Chart – Project Work.

Portfolios

Students' portfolios should contain samples of work which reflect some of the stated attainment targets for each unit. These portfolios should also reflect students' developing strategies and attitudes to learning.

Portfolios should also reflect students' developing strategies and attitudes to learning. A grade should be given at the end of each reporting period for each of the following elements:

- effort put into the portfolio
- organisation of the work
- co-operation with others
- initiative

These should be assessed using the following criteria, and recorded on the Profile Chart – Portfolios:

- A Excellent
- B Very good
- C Good
- D Satisfactory
- E Not satisfactory

You will need to look at the grades for each element and use your judgement to decide on an overall grade. This should then be recorded on the Profile Chart – Portfolios.

Progress tests

The purpose of progress tests is to provide further diagnostic information to show what students have learned. The progress tests also develop learning strategies in students, in a gradual manner, that help prepare them for more formal approaches to assessment as they progress through the grades.

Progress tests should be based on the attainment targets stated for the relevant units. Guidelines for creating simple paper and pencil progress tests and sample progress tests will be provided separately.

Progress tests should assess aural development, reading and writing development, and knowledge of vocabulary and grammar. Oral skills should be assessed as part of the ongoing classroom observation of students' performance and will be reflected in the attainment targets for each unit. For pedagogic reasons, these should not be assessed through the more formal progress test. The components of a progress test should be:

- listening
- reading
- writing
- vocabulary
- grammar

These tests should be conducted as part of the normal teaching programme. The only difference between these and any other activities is that you will ask students to work individually rather than working with a partner. The information from these tests should confirm your observations about students. The information from these tests should be added to the Profile Chart – Progress Tests.

English

for Me

**Photocopiable
Pages**

Vocabulary

Sort the words below into the table below.

selfish handsome careful
curly rude polite short
generous bald pale

Personality	Appearance
selfish	

Sort the words below into the table below.

selfish handsome careful
curly rude polite short
generous bald pale

Personality	Appearance
selfish	

Sort the words below into the table below.

selfish handsome careful
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generous bald pale

Personality	Appearance
selfish	

Sort the words below into the table below.

selfish handsome careful
curly rude polite short
generous bald pale

Personality	Appearance
selfish	

Bags, Bags, Bags!!!

You have two minutes to fill in the missing possessive pronouns.

Sally: Simon, is this bag 1. _____?

Simon: No Sally it's not 2. _____. Ask mum, I think it's 3. _____.

Sally: Mum, is this bag 4. _____?

Mum: No Sally, it's not 5. _____. Ask dad, I think it's 6. _____.

Sally: Dad, is this bag 7. _____?

Dad: No Sally, it's not 8. _____. Ask your grandparents, I think it's 9. _____.

Sally, Grandfather, grandmother. Is this bag 10. _____?

Grandparents: Yes, it's 11. _____ Sally. We've been looking for it. Where did you find it?

Sally: On top of my cupboard.

You have two minutes to fill in the missing possessive pronouns.

Sally: Simon, is this bag 1. _____?

Simon: No Sally it's not 2. _____. Ask mum, I think it's 3. _____.

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Sally: On top of my cupboard.

Top Teen Award Guidelines

We're accepting nominations for this year's top teen award from September 25th until October 25th. You can nominate any person between the age of thirteen and nineteen for the award. However, they should be outstanding in some way. For example, the person you nominate might have helped other people in the community. Perhaps they'll be very brave, active, or generous teenagers.

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Teen Test Answers

1.

- a. F b. T c. T d. F

Did you remember that **quite** makes adjectives stronger and **really** makes adjectives a lot stronger! (8A, Unit 1)

2.

- a. correct b. not correct c. correct d. correct

Did you remember conjunctions that give reasons and contrasts? (8A, Units 1 and 3)

3.

	adjective	comparative	superlative
a.	colourful	<u>more colourful</u>	<u>most colourful</u>
b.	<u>funny</u>	funnier	<u>funniest</u>
c.	amazing	<u>more amazing</u>	<u>most amazing</u>
d.	<u>large</u>	<u>larger</u>	largest

Did you remember how to make comparatives and superlatives? (8A, Unit 2)

4.

- a. passive b. not passive c. passive d. not passive

Did you remember how to form the passive and can you remember why we use it? (8A, Unit 3)

5.

- a. Have you ever been to Cairo? b. I have never ridden a camel.

Did you remember how to form the present perfect? Can you remember when we use it? (8A, Unit 4)

6.

- a. must b. have to c. have to d. must

Did you remember how to use modals of obligation? (8B, Unit 1)

7.

- a. yet b. already c. already d. yet

Did you remember when to use yet and when to use already? (8B, Unit 2)

8.

- a. I've been waiting for 20 minutes. b. We've been writing for 2 hours.
c. They've been talking since lunch. d. He's been learning English since Grade 1.

Did you remember how to form the present perfect continuous? (8B, Unit 3)

9.

- a. If I **won** 10,000 rials, I **would** go around the world.
b. If my mother **were** queen, she **would** build a railway in Oman.
c. If we **put** plastic bags in the bin, turtles **will** not eat them.
d. If **you** drive, you **will** get to work more quickly.

Did you remember how to form 1st and 2nd conditional sentences? Can you remember when we use them? (8A, Unit 2 and 8B, Unit 4)

10.

- a. mine b. yours c. his d. ours

Did you remember which pronouns to use? (9A, Unit 1)

Biography Answers

	Jane Austen	Taha Hussein	Alfred Lord Tennyson
Why is the author famous?	stories with descriptions of 19th century life	his writing created discussions and new ideas	describing the feelings and attitudes of the Victorians
When was the author born?	December 16th, 1775	October 28th, 1898	August 5th, 1809
What are two famous pieces of writing the author has published?	Sense and Sensibility, Pride and Prejudice, Emma, Persuasion	An Egyptian Childhood, The Stream of Days	In Memoriam, Ulysses and Morte d'Arthur
Where does the author get their ideas?	detailed observations of people and society	reading about history, literature and Islam	death, myths and legends
When did the author die?	July 18th, 1817	October 28th, 1973	October 6th, 1892

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Biography: Sir Arthur Conan Doyle

Use these notes to write a biography about Sir Arthur Conan Doyle.

- created the modern detective story
 - invented Sherlock Holmes character
 - Sherlock Holmes in total of 4 novels and 56 short stories
- 1859 May 22, Conan Doyle born in Edinburgh,
mother read many books, gave Conan Doyle interest in books
- 1879 at school, wrote first book, made extra money
had many friends, made them into fictional characters
enjoyed telling stories to his friends
- 1881 medical school, University of Edinburgh
- 1887 first Sherlock Holmes book
- 1891 published 6 Holmes stories in the Strand Magazine
- 1893 Conan Doyle killed Holmes in *The Final Problem*
people shocked, demanded Holmes' return
- 1902 wrote *The Hound of the Baskervilles*, best Holmes story
received knighthood from Queen Victoria.
- 1905 wrote *The Return of Sherlock Holmes*, contains 13 short stories
- 1920 famous, one of highest paid writers in the world
- 1930 July 7, died, heart attack

Biography: Philip Pullman

Use these notes to write a biography about Philip Pullman.

- writes fiction for teenagers
 - uses Post-its to plan his stories
 - writes in a small shed at the bottom of the garden
- 1946 born in Norwich, UK.
- 1957 moved to North Wales, went to secondary school
- 1963 went to Exeter College, Oxford, studied English
- 1971 English teacher, secondary school for 12 years
- 1986 First book for teens: *The Ruby in the Smoke*
- 1995 *Northern Lights* published (first of three books in *His Dark Materials* series).
- 1996 won Carnegie medal and British Book Award
- 2001 won Whitbread Award for *His Dark Materials*

**ITC****ITC**

ITC Writers Write Competition Winner

_____ has been awarded
this certificate as a winner of the ITC
Writers Write Competition.

Signed _____

Date _____**ITC**

ITC Writers Write Competition Winner

_____ has been awarded
this certificate as a winner of the ITC
Writers Write Competition.

Signed _____

Date _____**ITC**

ITC Writers Write Competition Winner

_____ has been awarded
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Writers Write Competition.

Signed _____

Date _____

Words and definitions

1. save	a. Someone who buys and uses things.
2. spend	b. Money or food that is given to people who need it.
3. heritage	c. To put money away for use in the future.
4. consumer	d. You open one of these at a bank to keep your money safe.
5. charity	e. The things that are part of our history and culture.
6. account	f. To use money to pay for things.
7. miser	g. The type of money different countries use.
8. currency	h. A person who does not like spending money.

1. save	a. Someone who buys and uses things.
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OYA Mental Fitness Test

Omani Youth Astronauts
Mental Fitness Test

1. $1,500 \times 3 =$ _____
2. Write three billion in numbers. _____
3. $400 \times 1000 =$ _____
4. Name the planet with the most moons. _____
5. What is the centre of our solar system? _____
6. What is Earth's nearest neighbour in space? _____
7. Ship is to sea as rocket is to _____
8. If a rocket travels 10,000m in 15 seconds, how far will it travel in 1 minute? _____
9. Which letter comes next? j,i,h,g,f,e,d,c _____
10. Which is the odd one out? may, should, could, might _____

Total: _____

Omani Youth Astronauts
Mental Fitness Test

1. $1,500 \times 3 =$ _____
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Total: _____

English

for Me

**Additional Language
Practice**



1 Present simple.

In your exercise book, complete the sentences with the correct form of the present simple. Look at the example to help you.

Example:

He usually **(go)** to his friend's house.
He usually **goes** to his friend's house.

1. I always (eat) breakfast.
2. My sister never (watch) television.
3. We (watch) TV every evening.
4. He (get up) at 5.30.
5. They (drive) on the left in Britain
6. Muscat (is) a beautiful city.

2 Present simple questions and answers.

In your exercise, complete the following questions and answers. Use do, does, don't and doesn't.

Example:

_____ he live in Oman?
_____ Yes, he _____.

Does he live in Oman?
Yes, he **does**.

1. _____ she walk to school?
Yes, she _____.
2. _____ you eat meat?
No, I _____.
3. _____ you like Oman?
Yes, we _____.
4. _____ he play football?
No, he _____.
5. _____ they want a new car?
No, they _____.

3 Present Continuous.

Change the verb in the brackets to the present continuous. Look at the example to help you. Write your work in your exercise book.

Example:

Mark **is reading** (read) the newspaper.

1. She _____ (work) at her desk.
2. The goat _____ (sleep).
3. Mustafa _____ (paint) the house red.
4. Siham _____ (play) with her friends.
5. Ali _____ (drive) his car to Muscat today.
6. My father _____ (watch) the television.

4 Past simple.

In your exercise book, rewrite the following sentences using the past simple form of the verbs.

Example:

I (open) the door.
I **opened** the door.

1. The teacher (smile) at the children.
2. I (go) to Salalah.
3. He (see) the doctor yesterday.
4. We (win) the football match!
5. The museum (close) last month.
6. (Do) you watch television last night?
7. No, we (do) not watch television.

5 Irregular Verbs.

Complete the following table. Use the example to help you. Write your work in your exercise book.

Infinitive	Past simple	Past participle
be	was/were	been
fly		
	drew	
eat		
	sold	gone

7 Present Perfect Continuous.

Read the situations and complete the sentences using the present perfect continuous in your exercise book. Look at the example to help you.

Example:

I started waiting for the train 20 minutes ago. I am still waiting now.

I **have been waiting** for the train for 20 minutes.

- We started reading the story this morning. We are still reading it now.
We _____ the story since this morning.
- I started watering the garden about 30 minutes ago.
I _____ the garden for about 30 minutes.
- They started driving to Ibri at 3 o'clock this morning.
They _____ since three o'clock this morning.
- She started watching the movie an hour ago and it still hasn't finished.
She _____ the movie for an hour.

6 Present Perfect.

Change the verb in the brackets to the present perfect. The first one has been done to help you. Write your work in your exercise book.

- I **have been** (be) to London recently.
- She _____ (fly) before, but is really scared.
- He _____ (draw) a nice picture of the mountains.
- They _____ (eat) too much food as usual.
- I _____ (go) to see him many times, but he never comes to see me.
- They _____ (sell) their house.

8 Past simple and past perfect.

In your exercise book, write what happened **first**. Look at the example to help you.

Example:

Ten people had eaten chicken. They all felt ill.

First, they ate chicken.

- My mum posted a letter. It arrived a week later.
- When the teacher came in, the students stood up.
- The book hit my toe when I dropped it.
- We completed the forms and gave them to the officer.
- We didn't stop until we finished the work.
- She looked at photographs of our holiday.

9 Past simple and past perfect.

Join the two sentences in your exercise books. You should decide which action happened first. Then, use the word provided and change the first or second part of the sentence to the past perfect. Look at the example to help you.

Example:

I gave the book to a friend. I read it.
I gave the book to a friend after I had read it.

1. Max put the dishes in the cupboard. He dried them. (after)
2. The students read the story. They wrote a report on it. (before)
3. Joe bought a bicycle. He saved enough money. (after)
4. I looked right and left. I crossed the road. (before)
5. The light came on. I pushed the switch. (after)

10 Some and any.

In your exercise book, write in some or any.

Example:

She didn't get _____ biscuits.
She didn't get **any** biscuits.

1. I haven't got _____ pencils.
2. _____ students were late this morning.
3. There isn't _____ milk in the fridge.
4. Would you like _____ coffee?
5. I met _____ people yesterday, but I didn't like _____ of them.
6. I know you speak _____ English, but do you speak _____ French?

11 First and second conditional.

Read the sentences and decide if they are possible or not. Then, use the first or second conditional to write the sentences in your exercise books.

Example:

If we (see) a yeti, we (catch) it.
If we **saw** a yeti, we **would catch it**.

1. If I (go) to the moon, I (take) a picnic.
2. If it (rain), you (get) wet.
3. If he (play) football, he (lose) weight.
4. If we (run), we (catch) the bus.
5. If they (swim) to Iran, they (be) very fit.
6. If I (be) a millionaire, I (buy) an aeroplane.
7. If I (pass) my exams, I (get) a good job.

12 Will and going to.

In your exercise books, complete the dialogue with **will** or **going to**.

"I (1) _____ town tomorrow. Do you want to come?"

"Yes please. I need to go to the shops. I (2) _____ be ready at about half past eight. (3) _____ that be all right?"

"That's fine. I (4) _____ see you at half past eight. What (5) _____ you _____ to buy?"

"I (6) _____ buy a bicycle."

13 Passive.

In your exercise books, write the following instructions in the passive so that the process is more important than the person

First, Maha cleans the cups. Next, she boils the water and puts some coffee in the cups. After that, Maha adds the water to the coffee. Then, she puts one teaspoon of sugar in every cup. Finally, she adds the milk and takes the coffee into the garden.

15 Subject or Object Pronouns.

Underline the correct pronoun in the following sentences. Look at the example to help you. Write your work in your exercise book.

Example:

Do you know which village her /**she** is from?

1. I / Me am going to the beach.
2. Please give I / me the pen.
3. He / him is coming to visit us tomorrow morning.
4. I like he / him so much.
5. Where should we / us sit?
6. That's not a good place for we / us to sit.
7. Did you see they /them get in the car?
8. Where did they / them catch the bus?
9. Where is she / her?
10. She / her family lives in Muscat.

14 Multiword verbs.

Choose the best multiword verbs in the box to complete the sentences. The first one has been done as an example to help you. Write your work in your exercise book.

switch off take off look down
grow up turn round pick up

1. These bags are really heavy to **pick up** all at once.
2. What do you want to be when you _____ ?
3. Please _____ those wet shoes before you come into the house.
4. _____ slowly. There is a snake near you.
5. I like to climb up that hill and _____ at the village.
6. Remember to _____ the light when you leave the room.

16 Question words.

Complete the following questions using the correct question words from the box. The first one has been done to help you. Write your work in your exercise book.

when where ~~who~~
why what how

1. **Who** broke the window?
2. _____ many times have we driven round this roundabout?
3. _____ did the chicken cross the road? It crossed the road to get to the other side.
4. _____ time are we going to meet them?
5. _____ is my bag?
6. _____ did you arrive?

Photocopiable answer key for Additional Language Practice

1

1. I always **eat** breakfast.
2. My sister never **watches** television
3. We **watch** TV every evening.
4. He **gets up** at 5.30.
5. They **drive** on the right in Britain.
6. Muscat **is** a beautiful city.

2

1. **Does** she walk to school?
Yes, she **does**.
2. **Do** you eat meat?
No, I **don't**.
3. **Do** you like Oman?
Yes, we **do**.
4. **Does** he play football?
No, he **doesn't**.
5. **Do** they want a new car?
No, they **don't**.

3

1. She **is working** at her desk.
2. The goat **is sleeping**.
3. Mustafa **is painting** the house red.
4. Siham **is playing** with her friends.
5. Ali **is driving** his car to Muscat today.
6. My father **is watching** the television.

4

1. The teacher **smiled** at the children.
2. I **went** to Salalah.
3. He **saw** the doctor yesterday.
4. We **won** the football match!
5. The museum **closed** last month.
6. Did you **watch** television last night?
7. No, we **did not/didn't** watch television.

5

Infinitive	Past simple	Past participle
be	was/were	been
fly	flew	flown
draw	drew	drawn
eat	ate	eaten
go	went	gone
sell	sold	sold

6

1. I **have been** to London recently.
2. She **has flown** before, but is really scared.
3. He **has drawn** a nice picture of the mountains.
4. They **have eaten** too much food as usual.
5. I **have gone** to see him many times, but he never comes to see me.
6. They **have sold** their house.

7

1. We started reading the story this morning. We are still reading it now.
We **have been reading** the story since this morning.
2. I started watering the garden about 30 minutes ago.
I **have been watering** the garden for about 30 minutes.
3. They started driving to Ibri at 3 o'clock this morning.
They **have been driving** since three o'clock this morning.
4. She started watching the movie an hour ago and it still hasn't finished.
She **has been watching** the movie for hour.

8

1. First my mum posted a letter.
2. First the teacher came in.
3. First I dropped the book.
4. First we completed the forms.
5. First we finished the work.
6. First we went on holiday.

9

1. Max put the dishes in the cupboard after he had dried them.
2. The students had read the story before they wrote a report on it.
3. Joe bought a bicycle after he had saved enough money.
4. I had looked right and left before I crossed the road.
5. The light came on after I had pushed the switch

10

1. I haven't got **any** pencils.
2. **Some** students were late this morning.
3. There isn't **any** milk in the fridge.
4. Would you like **some** coffee?
5. I met **some** people yesterday, but I didn't like **any** of them.
6. I know you speak **some** English, but do you speak **any** French?

11

1. If I **went** to the moon, I **would take** a picnic.
2. If it **rains**, you **will get** wet.
3. If he **plays** football, he **will lose** weight.
4. If we **run**, we **will catch** the bus.
5. If they **swam** to Iran, they **would be** very fit.
6. If I **was/were** a millionaire, I **would buy** an aeroplane.
7. If I **pass** my exams, I **will get** a good job.

12

1. **am going to** (previously planned action)
2. **will** (action decided now)
3. **will** (action decided now)
4. **will** (action decided now)
5. **are you going to** (previously planned action)
6. **am going to** buy (previously planned action)

13

First, the cups are cleaned. Next, the water is boiled and some coffee is put in the cups. After that, the water is added to the coffee. Then, one teaspoon of sugar is put in every cup. Finally, the milk is added and the coffee is taken into the garden.

14

1. These bags are really heavy to **pick up** all at once.
2. What do you want to be when you **grow up**?
3. Please **take off** those wet shoes before you come into the house.
4. **Turn round** slowly. There is a snake near you.
5. I like to climb up that hill and **look down** at the village.
6. Remember to **switch off** the light when you leave the room.

15

1. **I** / Me am going to the beach.
2. Please give I / **me** the pen.
3. **He** / him is coming to visit us tomorrow morning.
4. I like he / **him** so much.
5. Where should **we** / us sit?
6. That's not a good place for we / **us** to sit.
7. Did you see they / **them** get in the car?
8. Where did **they** / them catch the bus?
9. Where is **she** / her?
10. She / **her** family lives in Muscat.

16

1. **Who** broke the window?
2. **How** many times have we driven round this roundabout?
3. **Why** did the chicken cross the road? It crossed the road to get to the other side.
4. **What** time are we going to meet them?
5. **Where** is my bag?
6. **When** did you arrive?

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