

Theme 1

Communication

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Theme 1 Unit 1

Body Language

Overview

Lead-in

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

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

Coursebook, page 1, Activity 1

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

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

body language: changes in your body movements to show what you are feeling or thinking

wireless system (WiFi): technology which is in a computer, and a network installed in a building, which means that people do not have to plug their computers into the Internet

laptop computer: small computer that you can carry with you

mobile phone: phone that you can carry with you and use in any place

e-mail: electronic mail - a system that allows you to send and receive messages by computer

blog: online diary. People can read the diary

and comment or ask questions to interact with the writer

video diary: like a blog, but with a video rather than words

text messaging: send someone a written message on a mobile phone

social networking site: a site that people can join and ask others to be guests or friends on their websites. Each guest then brings their own friends onto the network.

Answers:

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

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

Lead-in

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

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

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

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

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

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

- What is body language?

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

Coursebook, page 2, Activity 1

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

Answers:

- 1 e 3 a 5 d
2 b 4 c

Coursebook, page 2, Activity 2

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

Answer:

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

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

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

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

Coursebook, page 3, Activity 3

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

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

Answers:

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

Workbook, page 2, Activity 1

Coursebook, page 2, Activity 2 (text)

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

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

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

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

Paragraph 1:

Body language refers to the way we move our bodies, make gestures or use facial expressions to help get our message across.

Paragraph 2:

Many people need to be able to recognise certain types of body language in the jobs that they do.

Paragraph 3:

It is not only professionals who use an understanding of body language to help them.

Paragraph 4:

Finally, if you want to know the answers to the first questions in this article, read on.

Theme 1 Unit 1

Body Language

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

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

Answers:

Paragraph 1:

- body language as a key to understanding
- what body language is

Paragraph 2:

- body language in jobs
- police officers' and politicians' body language

Paragraph 3:

- job interviews
- sending the right signals

Paragraph 4:

- answers to questions
- differences between liars and listeners

Workbook, page 2, Activity 2

Coursebook, page 2, Activity 2 (text)

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

Answers:

Sentence a: paragraph 3

Sentence b: paragraph 1

Sentence c: paragraph 4

Sentence e: paragraph 2

The extra sentence is **d**.

There is nothing about animal body language in the reading text.

Coursebook, page 3, Top Tip

Direct students' attention to the Top Tip box. Elicit the meanings of the abbreviations 'adv' and

'adj'. Ask students what other parts of speech they know, and what the abbreviations are. Write these on the board, or show them on an OHT.

Abbreviations:

n – noun

v – verb

adj – adjective

adv – adverb

pron – pronoun

Coursebook, page 3, Activity 4

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

Answers:

a noun (n)

b noun (n)

c pronoun (pron)

d verb (v)

e adjective (adj)

f adjective (adj)

g verb (v) + (n)

h adverb (adv)

i pronoun (pron)

Workbook, page 3, Activity 3

Coursebook, page 2, Activity 2 (text)

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

Answers:

a gestures

b (facial) expressions

c recognize

d attentive

e clues (signs is also acceptable)

f trustworthy

g purposefully

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

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

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

Workbook, page 3, Activity 4

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

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

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

Listening Script I.I.I

Animal Communication

Animals communicate with each other in order to survive. They need to tell other members of their groups about danger, or where to find food. Elephants make loud calls when they are excited or angry. They also communicate by making sounds too low for humans to hear. Dolphins are very intelligent and have a complex system of communication. They whistle to each other, and make clicking noises. Whales sing to each other, and slap their tails on the water. Honey bees dance, and tell other bees not only which direction to go for food, but

also how far away the food is. Ants send chemical signals to other ants. Monkeys use facial expressions and hand gestures to show anger and love, and they also communicate by touching each other.

Answers:

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

Coursebook, page 3, Time to Talk

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

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

Theme 1 Unit 2

The Internet

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

Lead-in

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

Coursebook, page 4, Activity 1

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

Coursebook, page 4, Activity 2

Before asking students to read the text about the Internet, have a brief discussion.

Elicit students' views about the following:

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

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

Answers:

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

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

Suggestions for other questions:

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

Coursebook, page 5, Activity 3

Students read the text about the Internet again,

and complete the referencing activity.

Answers:

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

Workbook, page 4, Activity 1

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

Answers:

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

Workbook, page 4, Activity 2

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

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

Listening Script 1.2.1

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

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

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

Workbook, page 4, Activity 3

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

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

Answers:

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

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

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

Coursebook, page 5, Grammar Recall

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

Answers:

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

Workbook, page 5, Activity 4

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

Answers:

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

Theme 1 Unit 2

The Internet

Workbook, page 5, Activity 5

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

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

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

Answers:

Thursday 5th

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

Saturday 7th

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

Sunday 8th

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

Wednesday 11th

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

Coursebook, page 5, Activate Your English

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

X	O	
X	X	O
O		X

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

Workbook, page 5, Activity 6

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

Answers to Grammar Practice Activities

- 1**
 - Are you travelling
 - am
 - are you studying
 - am taking
 - Do you speak
 - has
 - am going
 - am trying
- 2**
 - don't watch
 - are reading
 - is looking
 - don't like
 - is planning
 - means

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

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

Lead-in

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

Listening Script 1.3.1

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

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

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

Answers:

- a laptop computer
b mobile phone
c MP3 player or Ipod

Coursebook, page 6, Activity 1

Students discuss the two questions in small

groups. Ask a spokesperson from each group to summarise the group's discussion. If you prefer, you can open out the discussion to the whole class.

Coursebook, page 6, Activity 2

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

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

Answers:

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

Coursebook, page 6, Activity 3

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

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

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

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Mobile Phones

- whether each caller owns a mobile phone themselves

Write three headings on the board:

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

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

Listening Script 1.3.2

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

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

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

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

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

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

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

Answers:

- a six callers
- b three callers
- c five callers

Workbook, page 6, Activity 1

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

Answers:

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

Workbook, page 6, Activity 2

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

gives them further practice in using vocabulary related to phones.

Answers:

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

Workbook, page 7, Activity 3

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

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

Listening Script 1.3.3

You have one new message from number 39268784.

You have one new message from number 39268784.

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

You have one new message from number 36772459.

You have one new message from number 36772459.

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

You have two new messages from number 48900218.

You have two new messages from number 48900218.

Message one.
Message one.

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

Message two.
Message two.

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

You have one new message from number 44546790.

You have one new message from number 44546790.

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

Answers:

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

Coursebook, page 6, Activity 4

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

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Mobile Phones

elicit a few and write them on the board.

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

Coursebook, page 7, Activity 5

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

Important note:

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

Answers:

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

Coursebook, page 7, Activity 6

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

Answers:

- a Hello, Khalid. Are you free later to go to see

the new James Bond movie?

- b Sorry about that, Malik, I can't tonight. What about tomorrow night?
- c Great! 7.30 at Al Maha. Shall I ask Hamdan?
- d Good idea. See you tomorrow. Bye for now. Khalid.
- e Don't forget! See you later. Malik.

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

Workbook, page 7, Activity 4

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

Answers:

- | | |
|----------|-----------|
| a | b |
| anywhere | anything |
| nothing | something |
| anyone | somewhere |
| no-one | |

- c**
- nothing
- everything
- everything

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

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

Lead-in

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

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

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

Coursebook, page 8, Activity 1

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

Answers:

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

Suggested titles for the text:

The Importance of Communication
Why Communication is Important

Coursebook, page 8, Activity 2

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

Listening Script 1.4.1

Conversation A

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

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

Listening Script 1.4.2

Conversation B

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

Theme 1 Unit 4

Communication Skills

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

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

Coursebook, page 8, Soundbites

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

Listening Script 1.4.3

Soundbites

Phrases used in everyday conversation

Hello, how are you?
Nice to see you!
Really?
That's interesting.

How exciting.
I'm sorry to hear that.
What do you think?
How about you?
See you later! (tomorrow, next week)
Goodbye.

Coursebook, page 9, Activity 3

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

Some reasons the conversation is successful are:

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

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

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

Coursebook, page 9, Top Tip

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

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

Workbook, page 8, Activity 1

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

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

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

Workbook, page 8, Activity 2

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

Listening Script 1.4.4

When I was a teenager, I was very shy. People thought that I was rude and unfriendly, but really I was just shy. I'm not sure what caused my shyness, but maybe it was because I come from a big family. When I was growing up, I didn't get much chance to talk because so many people were talking at once. So it was

easier just to keep quiet. How did I cure myself? Well, there was an English teacher at school whom I admired a lot. He was always so relaxed and easy to talk to. So I made him my role model. I watched him and tried to copy him. Gradually, I became more open and friendly too. I started smiling, and asking questions, and showing people I was interested in what they were saying. And it worked! I'm still a little shy, but things are much better now.

Answers:

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

Workbook, page 9, Activity 3

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

Listening Script 1.4.5

Int = Interviewer

Int: Good afternoon, Marina, and welcome to our programme *Talking About Shyness*.

Marina: Good afternoon.

Int: You're a famous actress and you always seem very confident. But have you ever suffered from shyness?

Marina: Oh, yes. In fact, you would be surprised to know that a lot of actors and famous sportspeople are really very shy inside.

Int: Interesting! So can a shy person cure themselves of being shy?

Theme 1 Unit 4

Communication Skills

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

in the example. After talking to one partner, they should move on to another.

Workbook, page 9, Activity 5

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

Answers:

- (c) actress
- (a) yes
- (a) shy
- a, b, d, e, g are mentioned. c and f are not mentioned

Workbook, page 9, Activity 4

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

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

Lead-in

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

Coursebook, page 10, Activity 1

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

Workbook, page 10, Activity 1

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

Answers:

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

Coursebook, page 10, Activity 2

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

Answers:

- a F. Only send your e-mail to people who need to read it.

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

Coursebook, page 10, Activity 3

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

Answers:

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

Coursebook, page 11, Activity 4

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

Answers:

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

Theme 1 Unit 5

E-Mail

Rule 8. There is no subject line.

c

Rule 5. Spelling and punctuation are careless.

Rule 9. Confidential information – a password – is being sent.

d

Rule 1. This is sensitive information – it would be better to talk about it in private.

Rule 3. The e-mail is being sent to people who don't need to read it.

Rule 9. This is confidential information which should not be sent by e-mail.

Workbook, page 11, Activity 2

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

Workbook, page 11, Activity 3

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

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

Across Cultures

Coursebook, pages 12 and 13

Workbook, page 12

Country Focus: United Kingdom

Reading for Pleasure

Coursebook, pages 14 and 15

Workbook, page 13

William Shakespeare

Genre: Biography

Review and Reference

Coursebook, page 16

Workbook, pages 14 and 15

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

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

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

Additional activities

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

1. Internet .tags

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

.com

.gov

.edu

.om

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

Answers:

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

2. Voicemail

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

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

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

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

Ideas for messages:

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

Answers to Across Cultures: Activity 1

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

Activity 2

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

Activity 3

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

6 tennis

Answers to Review and Reference:

Activity 2

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

Activity 4

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