

# Theme 4

## Innovation

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## Theme 4 Unit 1

### Smart Homes

#### Overview

##### Lead in:

Direct students to page 49 of their Coursebooks. Tell them to look at the title of Theme Four and the pictures. Ask if they can guess what 'innovation' means.

**Innovation (n)** new ideas, methods or inventions; the introduction of new ideas, methods or inventions

Ask students what topics they think will be covered in this theme. They should look through the titles of the five units to get the answers.

##### Answers:

Smart homes, the best and worst innovations and inventions, virtual reality and e-shopping.

#### Coursebook, page 49, Activity 1

In groups, students discuss the three items they would miss most if they had to live without technology for a week. Elicit ideas from different groups, and write them on the board.

#### Coursebook, page 49, Activity 2

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

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

**electronic** (adj) using electricity

**devices** (n) machines or pieces of equipment

**discoveries** (n) things that were unknown in the past and have now been found

**innovations** (n) new ideas, methods or inventions; the introduction of new ideas, methods or inventions

**inventions** (n) things that have been made or designed for the first time

**appliances** (n) equipment used in the home – for example, refrigerators, washing machines, and coffee makers

**technology** (n) advanced scientific knowledge or equipment

**improved** (adj) made better

**nuclear weapons** (n) bombs made with energy from the central part of atoms

**CAD (Computer Assisted Design)** (n) computer software that helps designers

**virtual reality** (n) an environment produced by a computer that looks and seems real to the person experiencing it

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

##### Lead-in

The aims of this unit are to introduce the topic of smart homes and to provide reading practice. Tell students to look at the title of the unit and the pictures on pages 50 and 51 of their Coursebooks. Ask if they can guess what a 'smart home' is.

**Smart home (n)** a house in which the appliances, heating system, cooling system, security systems and other features are connected by an electrical system, and controlled by computer

#### Coursebook, page 50, Activity 1

Students listen to four people talking about the technology they would miss if it disappeared from their lives. Although each person mentions two types of technology, students are asked to write down only one type. They should do this in their exercise books. They then listen again for the reasons each person gives as to why they would find it hard to do without this technology and write them down. Play Listening 4.1.1 twice.

Listening Script 4.1.1

1 Oh, I think I would miss my mobile phone and the Internet definitely! How else would I stay in touch with my friends?

2 I would have to say my car first of all. I have a long way to drive to work and it would be too expensive in a taxi. The second thing? (Pause) I think I would have to say electricity. Without it, nothing would work at home – no lights, no computer, no TV, nothing. Yes, electricity – if it counts as one thing.

3 Is a watch a kind of technology? I like to know what time it is wherever I am. And my digital camera. No, no, I'm going to go for my mobile phone and my digital camera because my mobile has a clock in it. Mind you, it also has a camera. OK, final choice, my mobile phone and my DVD player. I need to stay in touch with my family and I love watching films. That's it, my mobile phone and my DVD player.

4 Mmm...Ooh, a difficult one. The TV for the first thing. I can't do without my soap operas. It keeps my kids entertained while I'm doing the housework, too. The second thing? My fridge. I hate food shopping and in this heat, I would have to go every day if I didn't have a fridge to keep things fresh.

**Answers:**

**Speaker 1:**

**Would miss:** mobile phone and the Internet  
**Reason:** needs them to stay in touch with friends

**Speaker 2**

**Would miss:** car, electricity  
**Reasons:** taxi too expensive, nothing would work at home

**Speaker 3**

**Would miss:** mobile phone, DVD player  
**Reasons:** stay in touch with family, loves to watch films

**Speaker 4**

**Would miss:** TV, fridge  
**Reasons:** loves watching soap operas and TV keeps kids entertained. Without a fridge it would be necessary to go food shopping every day.

**Coursebook, page 50, Activity 2**

Students read the short text, then discuss the three questions in their groups. Elicit answers from a few of the groups. If you prefer, open the discussion out into a class discussion.

**Coursebook, pages 50 and 51, Activity 3**

Before students start reading the text 'Smart Homes', it is helpful to give them a question to focus on so that they have a purpose for reading – i.e. to find the answer to this 'focus question.'

As the focus question, use Question **a** from Activity 2 - **What do you think a smart home can do?** Write this question on the board or on an OHT, and tell students to look for the answers as they read the text.

**Note:** There are many things that a smart home can do.

When students have finished, get them to compare their answers in groups. Do a whole class check and elicit the answers.

**Answers:**

According to the text, a smart home can:

- turn on lights
- control temperature
- play one's favourite music
- display one's favourite pictures
- cupboards and fridges can say what food is needed or contact shops through the

## Theme 4 Unit 1

### Smart Homes

- Internet and have food delivered
- they can also tell you if you have everything needed to cook a certain food, or what can be cooked with the food you have
  - coffee makers, lights and air conditioners can be told when to turn on
  - when you are at home, you can use your voice to turn things on and off
  - when you are away, you can use a mobile phone or computer to send a message to turn things on and off
  - save you money by turning off lights and air conditioners when they are not needed
  - tell you how much money you are saving

#### Coursebook, page 51, Activity 4

Students read the text 'Smart Homes' again and find answers to the comprehension questions. Do a whole class check and elicit the answers.

#### Answers:

- 1 Smart homes can have special lights, heaters and air conditioners (implied), video screen pictures, refrigerators, washing machines, electronic cupboards, coffee makers.
- 2 They are connected through the electrical wires in the home.
- 3 Electronic cupboards and fridges can talk to shops.
- 4 Yes. You can turn things on and off with a mobile phone or send a message over the Internet from a computer.
- 5 It can save you a lot of money, and also tell you how much money you are saving.

If time allows, have a discussion about what other features students think smart homes will have in the future.

#### Coursebook, page 51, Top Tip

Direct students to read the Top Tip. Mention again that extensive reading practice is the only way to improve reading. If students read things

that they enjoy, however simple, they will become more interested in reading.

#### Workbook, page 44, Activity 1

This vocabulary activity focuses on some of the words from the reading text, 'Smart Homes', on pages 50 and 51 of the Coursebook. Students complete the activity and then compare answers in their groups. Elicit the answers and write them on the board or display them on an OHT.

**Note:** Tell students there is one word in the box for which no meaning is given. The presence of 'distractors' or extra words helps students improve their discrimination skills when reading.

#### Answers:

- |                 |                    |
|-----------------|--------------------|
| 1 available     | 6 electronic       |
| 2 appliances    | 7 increases        |
| 3 features      | 8 decreases        |
| 4 convenient    | 9 washing machines |
| 5 refrigerators |                    |

Extra word (distractor): control

#### Workbook, page 44, Activity 2

As a lead-in to this activity, ask students if they have grandparents who talk about life in Oman in the old days. Do their grandparents think life was better or worse in the past? Tell students they are going to read a text about an old couple, Mr Ahmed and Mrs Aysha, discussing past times.

Tell students to read the three possible titles **a**, **b** and **c**, then read the text to determine which is best. Elicit the best title, and ask students to explain why they chose it.

#### Answer:

The best answer is **a** - (**Oman then and now**.) The focus of the text is on differences between the past and the present, not on technology or electricity, as in titles **b** and **c**.

**Workbook, page 45, Activity 3**

Students fill in the gaps in the sentences with the words in bold from the reading text in Activity 2. Elicit the answers and write them on the board.

**Note:** Tell students there are two ‘distractors’ in this activity – i.e. two words in bold in the text which do not fit into any gap.

**Answers:**

- |                    |          |
|--------------------|----------|
| 1 Storing          | 5 closer |
| 2 Dried . . . kept | 6 shaded |
| 3 able             | 7 Heat   |
| 4 unwell           | 8 roof   |

Distractors: healthier, grandmothers

**Workbook, page 45, Activity 4**

The aim of this activity is to check students’ understanding of the text about Mr Ahmed and Mrs Aysha. Students read each pair of sentences, and choose the one whose meaning best fits the text. They will have to reread the text in order to do this. Elicit the answers from the class.

**Answers:**

- 1 b    4 a  
2 a    5 b  
3 b

**Workbook, page 45, Activity 5**

Students make complete sentences from the prompts using the structure ‘used to’ (positive) or ‘didn’t use to’ (negative). Point out the two examples. After students have completed the activity, elicit the answers and write them on the board or display them on an OHT. Alternatively, this activity could be given as a homework exercise.

**Answers:**

- 1 They used to go to bed very early.  
2 She didn’t use to have a cooker.  
3 Their children used to play outside.  
4 She used to cook on an open fire.

- 5 They used to store water in clay pots.  
6 She didn’t use to have a washing machine.  
7 She used to wash clothes by hand in the falaj.  
8 Their family used to be much closer.

As a homework exercise, students can be asked to write four sentences about their own lives, describing two things they used to do, and two things they didn’t use to do.

**Coursebook, page 51, Time To Talk**

Before they start the discussion, tell students to note down individually their answers to the four questions in their exercise books. They should then discuss the questions in their groups. Elicit the answers.

As a homework exercise, students can write their answers out as a paragraph. If possible, get them to write the first draft of their paragraph in class. After editing and proofreading, they should write the second draft at home and store their paragraph in their portfolios.

**Suggested structure of the paragraph:**

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence, for example:

Many things about my home are different from ten years ago.

My home has changed a lot in the past ten years.

Many changes have taken place in my home in the last ten years.

They should then say whether their homes have any smart features. If not, they should give examples of the smart features they would like it to have, and give their reasons. They should link their sentences together using conjunctions and other connecting words. For example:

## Theme 4 Unit 2

### Questions and Answers

Although my home doesn't have any smart features at present, I would very much like it to have some smart features in the future. For example, it would be very helpful if my cupboard and fridge could tell me when food is about to run out. This would allow me plenty of time to buy more food.

Finally, they should say what disadvantages a smart home might have:

However, we couldn't always rely on a smart home working perfectly. It would break down if there was an electricity cut, or if the computer that controlled it crashed.

**Coursebook, pages 52 and 53**  
**Workbook, pages 46 and 47**

#### Lead-in

Ask students if they have ever taken part in a trivia quiz.

**Trivia quiz:** a quiz with questions and answers involving facts about history, geography, famous people etc

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#### Coursebook, page 52, Activity 1

Activity 1 introduces the language of the target grammar point for this unit - past passive verb forms.

Students read the questions, then discuss them in their groups and note the answers in their exercise books. If they don't know the answer to a question, encourage them to guess.

Explain that students are going to hear an excerpt from a radio quiz show, with the host asking a contestant the questions. Play Listening 4.2.1. Students listen and check their own answers.

#### Listening Script 4.2.1

##### A Trivia Quiz

**Host:** Let's begin today's quiz. Question number one: Where were bananas first grown – in South America, in Africa or in Southeast Asia?

**Contestant:** In Southeast Asia.

**Host:** That's right. Question number two: The English word 'giraffe' was taken from which language – Arabic, Greek or Latin?

**Contestant:** Er ... Latin.

**Host:** No, I'm sorry. The correct answer is Arabic. Question number three: The first Gulf Cup football tournament was won by which national team – Bahrain, Kuwait or the UAE?

**Contestant:** Um ... the UAE.



**Host:** No, I'm sorry. It was Kuwait.  
Question number four: How was the city of Pompeii, in Italy, destroyed – by a volcano, by an earthquake or by a cyclone?

**Contestant:** By a volcano.

**Host:** That's right. Question number five: By what name was Oman first known – Al Sahil, Mazoon, or Majan?

**Contestant:** Majan.

**Host:** That's right. Question number six: Where were the first modern Olympic Games held - in Athens, Greece; Paris, France; or Berlin, Germany?

**Contestant:** Athens, Greece.

**Host:** Right again. Question number seven: Which animal was first sent into space – a bear, a monkey or a dog?

**Contestant:** A monkey.

**Host:** No, sorry. It was a dog. Question number eight, the last question: By whom was *Romeo and Juliet* written – Charles Dickens, William Shakespeare or Alexander Dumas?

**Contestant:** William Shakespeare.

**Host:** That's right. Well done. Thank you very much for taking part in our trivia quiz today.

**Answers:**

- 1 Southeast Asia
- 2 Arabic
- 3 Kuwait
- 4 by a volcano
- 5 Majan
- 6 Athens, Greece
- 7 a dog
- 8 William Shakespeare

**Coursebook, page 52, Activity 2**

Activity 2 provides further practice with the target grammar point - past passive verb forms. Students work in pairs. Student A asks Student B the questions from Trivia Quiz A in Activity 2 on page 52 of the Coursebook. Student B asks Student A the questions from Trivia Quiz B from

the Communication Activity on page 71 of the Coursebook.

When students have completed the quiz, write the answers on the board or display them on an OHT.

**Answers:**

**Trivia Quiz A**

- |                     |          |
|---------------------|----------|
| 1 Asia              | 6 Arabic |
| 2 Kazakhstan        | 7 Iran   |
| 3 Iraq              | 8 Bell   |
| 4 Uruguay           |          |
| 5 Leonardo da Vinci |          |

**Trivia Quiz B**

- 1 Ethiopia
- 2 Leonardo da Vinci
- 3 Mexico
- 4 the camera
- 5 South Africa
- 6 Italy
- 7 Paris
- 8 franc

**Coursebook, page 53, Grammar Recall**

Tell students to read the Grammar Reference for Theme 4 on page 76 of the Workbook. They should then match each of the example sentences on the left of the Grammar Recall box with usage description **a**, **b** or **c** on the right. Elicit the answers.

**Answers:**

- 1 b
- 2 c
- 3 a

**Coursebook, page 53, Activity 3**

Students rewrite the sentences in their exercise books, changing each of the verbs into the past passive form. Elicit the answers and write the verbs on the board or display them on an OHT.

**Answers:**

- 1 The world wide web was invented by Tim Berners-Lee.

## Theme 4 Unit 2

### Questions and Answers

- 2 The first satellite was sent into space by the Russians.
- 3 The *Titanic* was sunk by an iceberg.
- 4 Radium was discovered by Marie Curie.
- 5 The Taj Mahal was designed by Ustad Ahmad Lahauri.
- 6 Dynamite was invented by Alfred Nobel.
- 7 Potatoes were first grown by South Americans.

#### Coursebook, page 53, Activate your English

Students match the questions and answers to create simple dialogues which practise the past passive. Do a whole class check of the answers, then tell students to practise the dialogues with a partner.

#### Answers:

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

#### Workbook, page 46, Activity 1

Students fill in the blanks with the past participles of the verbs. Elicit the answers from the class and write them on the board or display them on an OHT. Get students to make a few sentences orally containing the past participles of some of the verbs.

#### Answers:

- |         |         |
|---------|---------|
| begun   | made    |
| broken  | ridden  |
| brought | seen    |
| built   | sent    |
| caught  | spoken  |
| chosen  | stolen  |
| eaten   | told    |
| found   | won     |
| grown   | written |

#### Workbook, page 46, Activity 2

Students complete the sentences using the past passive forms of the verbs in brackets. Elicit the

answers and write them on the board or display them on an OHT.

#### Answers:

- |                 |               |
|-----------------|---------------|
| 1 was taken     | 5 was grown   |
| 2 was built     | 6 was written |
| 3 was destroyed | 7 was stolen  |
| 4 was eaten     | 8 was won     |

#### Workbook, page 46, Activity 3

Students work individually on correcting the mistakes in the sentences. Ask them to compare answers in their groups.

#### Answers:

- 1 That book was given **to** me by my friend.
- 2 Those shoes **were made** in Italy.
- 3 The thief was caught **by** the police.
- 4 The potato was first **grown** in South America.
- 5 I **studied** that last year.
- 6 It **happened** yesterday.

#### Workbook, page 47, Activity 4

This activity gives further practice with recognition of the past passive. Students first read the paragraph about the Leaning Tower of Pisa, then go back through it and underline the verbs in the passive forms.

#### Answers:

The Tower was built in the city of Pisa, Italy. It was made of heavy stone and built on soft ground. It started to lean when the first floor was finished. After that, work on the Tower was stopped for almost a century. The Tower was finished in 1350 CE after almost 180 years. It has been very good for Pisa's tourism industry. In 1989, it was climbed by more than 700,000 people. In 1990, the Tower was closed to the public because it was not safe. Earth was removed from underneath the Tower and the building was made more stable. It was opened again in 2001. Later, more earth was removed. Finally, in 2008, engineers said that the Tower had stopped moving.



**Workbook, page 47, Activity 5**

Students complete the paragraph about the Taj Mahal, using the passive forms of the verbs in brackets.

**Answers:**

- 1 was built
- 2 was designed
- 3 was built
- 4 were used
- 5 were brought
- 6 were completed
- 7 was buried
- 8 was named
- 9 was visited

- 4 drew
- 5 followed
- 6 were made
- 7 were placed
- 8 were lost
- 9 died
- 10 were buried

**Workbook, page 47, Activity 6**

The Grammar Practice activities on page 67 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 76 of their Workbooks for guidance.

**Answers to Grammar Practice Activities:**

- 1 **1** was born  
**2** grew up  
**3** became  
**4** developed  
**5** was developed  
**6** left  
**7** was formed  
**8** wrote  
**9** was married  
**10** was born
- 2 **a** The cakes were all eaten.  
**b** My computer was switched on.  
**c** I was pushed.  
**d** They weren't invited to the party.  
**e** The thief wasn't seen.  
**f** You weren't asked to come here.
- 3 **1** were built  
**2** was divided  
**3** weren't joined

## Theme 4 Unit 3

### The Best and The Worst

**Coursebook, pages 54 and 55**  
**Workbook, pages 48 and 49**

#### Lead-in

Ask students if they can name some important inventions and their inventors. Discuss what benefits these inventions have brought us.

Students first started learning about inventions in English in the Grade 5B of the *English for Me* course. (Unit 5, *Inventions and discoveries*). Some inventions which you could remind them about are:

- the aeroplane (invented by Orville and Wilbur Wright)
- paper (invented by Ts'ai Lun)
- the biro (invented by Lazlo Biro)
- the electric light bulb, the phonograph, the film projector (invented by Thomas Edison)

#### Coursebook, page 54, Activity 1

Students make lists individually of what they consider to be the five most helpful and the five most harmful inventions, then discuss their lists in their groups. Draw two columns on the board with the headings 'Best' and 'Worst'. Ask different groups to give you their ideas and write each invention in the appropriate column as students call it out.

#### Coursebook, pages 54 and 55, Activity 2

Students read the text and make lists of the writer's 'best' and 'worst' inventions. Draw their attention to the last sentence of the first paragraph, where the writer points out that these lists are based on his own opinion.

Students will probably have different things on their lists. When they have finished reading, ask whether any things on their list were the same as on the writer's lists.

#### Coursebook, page 55, Activity 3

Students write answers to the five comprehension questions in their exercise books, then discuss the questions in their groups. Elicit the answers.

#### Answers:

- 1 The tea bag.
- 2 These inventions have allowed us to keep and share information. Modern technology would not exist without them.
- 3 World Health Organisation.
- 4 More people die from smoking cigarettes than are killed in wars.
- 5 Guns and nuclear weapons.

#### Coursebook, page 55, Activity 4

Students discuss the questions in their groups. Ask a spokesperson from each group to summarise their ideas and present them to the class.

#### Coursebook, page 55, Top Tip

Go over the Top Tip with students. Emphasise that the best way to improve vocabulary is reading. Students may read anything they like. However, it is best if the material they read is at their level or below. They should not struggle with texts that are too difficult as this will undermine their confidence, causing them to lose interest and give up.

#### Workbook, page 48, Activity 1

This activity focuses on some of the vocabulary from the reading text, 'The Best and Worst Inventions', in Activity 2 on pages 54 and 55 of the Coursebook. Students read the text again, then match each word with its correct meaning. Do a whole class check.

#### Answers:

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

**Workbook, page 48, Activity 2**

Students complete the table of word forms, using dictionaries if necessary. Give them time to compare their answers in groups, then elicit the answers and write them on the board or display them on an OHT.

**Answers:**

- 1 invention (n) invent (v) inventive (adj)  
inventively (adv)
- 2 innovation (n), innovate (v), innovative (adj)  
innovatively (adv)
- 3 harm (n) harm (v) harmful (adj)  
harmfully (adv)
- 4 help (n) help (v) helpful (adj)  
helpfully (adv)
- 5 improvement (n) improve (v)  
improved (adj)
- 6 system (n) systematic (adj)  
systematically (adv)
- 7 convenience (n) convenient (adj)  
conveniently (adv)
- 8 design / designer (n) design (v)

**Workbook, page 48, Activity 3**

Students fill in the gaps and compare their answers in their groups. They have to think carefully in order to decide not only on the word with the appropriate meaning, but also on its correct form (noun, verb, adjective or adverb).

**Answers:**

- 1 harmful            5 conveniently
- 2 invention        6 design
- 3 improve         7 help
- 4 system           8 innovative

**Workbook, page 49, Activity 4**

This crossword puzzle reviews some of the vocabulary in Unit 3. Refer students to Activities 1 and 2 on page 48 of their Workbooks to find the words. **Note:** Three of the answers in the crossword appear in a slightly different form from Activities 1 and 2.

These words are:

- report (Answer to 5 Across). In Activity 1 it appears in the past form – ‘reported’.
- allow (Answer to 12 Across). In Activity 1 it appears in the past form – ‘allowed’.
- system (Answer to 1 Down). In Activity 1 it appears in the plural form – ‘systems’.

Students complete the crossword and compare answers. Elicit the answers, and write them on the board or display them on an OHT.

**Answers:**

- | <b>Across:</b> | <b>Down</b>  |
|----------------|--------------|
| 4 improve      | 1 system     |
| 5 report       | 2 harmful    |
| 7 innovation   | 3 convenient |
| 8 design       | 6 technology |
| 10 invent      | 9 essay      |
| 11 related     |              |
| 12 allow       |              |

**Workbook, page 49, Activity 5**

Languages are inventions that undergo constant change. One change is the addition of words which have come from other languages. This activity looks at some English words which have come from Arabic.

Students complete the activity and discuss their answers in their groups. Do a whole class check and elicit the answers.

**Answers:**

- English words taken from Arabic
- 1 algebra
  - 3 camel
  - 4 cotton
  - 6 Gibraltar
  - 9 lime
  - 11 sugar

- English words not taken from Arabic
- 2 biscuit
  - 5 film
  - 7 laptop
  - 8 licence
  - 10 piano
  - 12 television

## Theme 4 Unit 4

### Virtual Reality

#### Optional Writing Activity

Students write a paragraph about the invention or inventions which they feel are the most useful. They should give reasons for their choices. Remind them to proofread and edit their work. If possible, do the first draft in class and tell students to write the second draft at home, and put their work into their portfolios.

#### Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence stating what invention they feel is the most useful, for example:

I think (I feel) the most useful invention is the Internet.

The most useful invention, in my view, is the Internet.

I consider that the most useful invention is the Internet.

They should then give two or three reasons and examples why they think this invention is useful (social and business networking, finding out information, sending e-mails, online shopping, booking holidays)

The Internet has changed the way we live. It has enabled us to . . . . .

In addition, we can . . . .

Moreover, it has allowed us to . . . .

Furthermore, we can . . .

Finally, they should write a concluding sentence:

For all these reasons, I consider the Internet to be the most useful invention.

The above reasons are why I think the Internet is the most useful invention.

**Coursebook, pages 56 and 57**  
**Workbook, pages 50 and 51**

#### Lead-in

Ask students if they know what virtual reality is. Where can you find a virtual reality environment? Have students ever experienced virtual reality themselves?

**Virtual reality:** an environment produced by a computer that looks and seems real to the person experiencing it, for example, in computer games.

#### Coursebook, page 56, Activity 1

Students discuss the three questions in their groups with a spokesperson from each group giving a summary of their group's ideas. If you prefer, you can open the discussion out into a whole class discussion.

#### Coursebook, page 56, Activity 2

Students consider questions **a**, **b**, and **c** then read the text 'Virtual Reality' and find the answers.

#### Answers:

- 1 Virtual reality is an interactive environment which is made using a computer.
- 2 Virtual reality can be used for many purposes – e.g. training, education and design, and computer games.
- 3 Virtual reality is limited because it does not always seem real. Computers and the Internet are not powerful enough to provide a better experience than reality.

#### Coursebook, page 57 Soundbites

Direct students to the Soundbites box of phrases used in indirect questions. Play Listening 4.4.1. Practise the language with students, paying attention to the intonation.

### Listening Script 4.4.1

#### Soundbites

#### Indirect Questions

**Can you tell us** what virtual reality is?

**Do you know** when virtual reality began?

**Can you explain** what the first virtual reality displays were?

**Could you give some examples of** how virtual reality is used?

**Would you explain** some of the limitations of virtual reality?

**Do you have any idea** what virtual reality will be like in the future?

#### Coursebook, page 57, Top Tip

Students read the Top Tip. Tell them that before doing listening practice, they should think about the topic - what they already know and what more they would like to know. This will help them to prepare themselves for the subject. Reassure them they shouldn't worry about trying to understand every word.

#### Workbook, page 50, Activity 1

Tell students they are going to listen to a radio interview with an expert (Cindy Jones) talking about virtual reality. First, they should read the six questions as these will focus their attention on what they should listen out for in the text. When they have had time to read the questions, play Listening 4.4.2 twice. As they listen, students write the answers. They do NOT have to write complete sentences.

Students discuss the answers in their groups. Play the recording again so that they can check their work, then elicit the answers. The answers, are given in **Bold** in Listening Script 4.4.2.

### Listening Script 4.4.2

Interviewer (Int)

Expert

Int: Good afternoon and welcome to our radio show, Tech News. Today our guest speaker is virtual reality expert, Cindy Jones. Thank you for coming on the show, Cindy.

Expert: Thank you for inviting me.

Int: Can you tell us what virtual reality is?

Expert: Yes, it's a **computer environment which looks like a real environment**. The person using virtual reality can interact with it.

Int: Do you know when virtual reality began?

Expert: The first computers didn't have screens. So, we can say that **the idea came in the 1950s when someone suggested connecting a screen or monitor to a computer**.

Int: Can you explain what the first virtual reality displays were?

Expert: Some people say that **the first virtual reality displays were radar screens**. These were used in places like airports by air traffic controllers to guide planes.

Int: Could you give some examples of how virtual reality is used today?

Expert: It's used for many things. Apart from **computer games, it's used in education and training – for example, to train pilots and doctors. It's also used for designing buildings and cars and many other things**.

Int: Would you explain some of the limitations of virtual reality?

Expert: One limitation is that **the images are more like cartoons than real life**. This is mainly because computers are not powerful enough to make the displays more realistic.

## Theme 4 Unit 4

### Virtual Reality

Another limitation is that **the experience is limited to audio and visual.**

Int: Do you have any idea what virtual reality will be like in the future?

Expert: I'm sure that **the images will be more realistic and move faster. There will probably also be a sense of touch and smell in future virtual reality.**

Int: That's very interesting. Thank you very much for talking to us today, Cindy.

Expert: It was a pleasure.

### Workbook, page 51, Activity 2

The text in this vocabulary activity leads into the questionnaire in Activity 3.

Discuss briefly with students whether they, or anyone they know, suffers from addictive computer use. Tell them to fill in the gaps in the text, then compare answers in their groups. Play Listening 4.4.3 for students to check their answers.

### Listening Script 4.4.3

#### Addictive Computer Use

Computers can cause major problems for some people. These problems happen when people spend too much time playing computer **(1) games** or engaged in other activities on the Internet. Some people find themselves **(2) unable** to quit. Too much use of the computer can **(3) reduce** the amount of time that people spend with their families and friends. It can also cause problems at work and **(4) school**. In extreme cases, there can also be health problems due to poor eating and sleeping **(5) habits**. Because computers are **(6) often** used for work, school and entertainment, it can be difficult to decide what is normal and what is **(7) addictive** computer use.

The extra word is **advice**.

### Coursebook, page 57, Activity 3

Students copy the adverbs into their exercise books and arrange them in order of least to most frequent. Elicit the answers and write the words in order on the board, or display them on an OHT.

#### Answers:

In order of least to most frequent:

never  
rarely  
sometimes  
often  
always

### Workbook, page 51, Activity 3

For this activity, students first read the questionnaire individually, then work in pairs. They ask a partner the questions and calculate their partner's score according to the points method underneath the questions. They should then find what their score means according to the information at the bottom of page 51.

Get students to discuss their scores with their group. Go round the class and ask some of the students what their scores were.

### Optional Writing Activity

Tell students to write a paragraph about their computer usage. They can base their paragraph on their answers to the questions in Coursebook page 56, Activity 1 and include such information as how much time they spend on a computer every week, what they use the computer for, what computer games they play etc. Students should write a first draft which they should proofread and edit before writing a second draft. Remind them to put all their drafts into their portfolios.

### Suggested structure of the paragraph:

Students should begin their paragraph with an introductory sentence, for example:



I use/don't use the computer very much.

I usually use the computer only at evenings and weekends.

They should then continue by saying what they use the computer for, and giving examples:

I use the computer mainly for doing my homework.

I play/don't play computer games.

My favourite computer games are . . . .

I enjoy playing . . . .

**Coursebook, pages 58 and 59**  
**Workbook, pages 52 and 53**

### Lead-in

This unit looks at Internet shopping and gives guidelines for writing an e-mail complaint message. Ask students what they usually use the Internet for. Have they, or has anyone they know, ever used it for shopping?

### Coursebook, page 58, Activity 1

Students read the three questions and discuss them in their groups. Go round the groups and ask a spokesperson from each one to summarise the group's ideas.

### Coursebook, page 58, Activity 2

Tell students they are going to read about an online club which sells DVDs. First, they are going to read the terms and conditions for membership of the club. Make sure they understand all the terms and conditions.

Students read the questions beside the terms and conditions, and write the answers in their exercise books. They discuss their answers with their group. Do a whole class check and elicit the answers. Ask students which item in the list of terms and conditions provides the answer to each question.

### Answers:

- a yes (item 1)
- b yes (item 6)
- c no (item 8)
- d no (item 4)
- e no (item 2)
- f no (item 3)
- g no (item 7)
- h yes (item 8)

### Coursebook, page 59, Activity 3

Tell students this is an e-mail message from a customer complaining about problems with an online DVD purchase. After students have read

## Theme 4 Unit 5

### E-Shopping

the message, ask a few quick questions to check understanding, for example:

- What is the name of the person sending the e-mail? (Helen Brown)
- Who is the e-mail being sent to? (The Online DVD Club – admin@onlinedvdclub.com)
- What is the subject of the e-mail? (She is dissatisfied with the service she has received on her July DVD order).

Draw students' attention to the greeting (Dear Sir or Madam:) and the closing (Yours faithfully). Point out that we use these greeting and closing forms because we don't know the specific name of the person who will read the e-mail.

Tell students to read the e-mail in their groups and find the four complaints that Helen Brown mentions. Elicit the answers.

#### Answers:

- 1 She did not want the recommended DVD but she had to order it because of the membership conditions.
- 2 She received a bill for an additional 10 percent of the price listed on the website and does not want to pay it.
- 3 She thinks Online DVD Club should only sell DVDs that most people like.
- 4 She says she did not know that she could not return DVDs after she had watched them.

Ask students to discuss in their groups whether the company or the customer Helen Brown is at fault concerning each of the complaints. To do this, they need to refer to the terms and conditions for membership listed in Activity 2 on page 58. Elicit answers from the class, and ask them to give their reasons.

#### Answers:

- 1 **The customer is at fault.** According to item #4 in the terms and conditions, it is not necessary to buy the recommended DVDs. So there was no need for Helen Brown to buy the recommended DVD for March.
- 2 **The customer is at fault.** According to

item #7, DVDs must be paid for within three months or 10 percent of the cost is added to the charge. But it does not say that a customer should wait for 3 months before paying for a DVD.

3 **The customer is at fault.** There is no guarantee in the terms and conditions that Online DVD Club will sell only DVDs that most people like. A company cannot know in advance if the customer will like every product.

4 **The customer is at fault.** Item #8 states that DVDs can only be returned if they are faulty.

#### Workbook, page 52, Activity 1

Tell students they are going to hear recorded instructions from a company's telephone complaint helpline. They have to listen and number the correct telephone extension for each option. Play Listening 4.5.1 twice, then elicit the answers.

#### Listening Script 4.5.1

[sfx: phone ringing tone]

Thank you for calling the 'Dial-a-Complaint' helpline. We are here to advise you how to make a complaint. Press 1 for advice on making a written complaint, press 2 for advice on making a verbal complaint, press 3 to speak to an advisor, and press 4 to hear the options again.

#### Answers:

- a 4    c 1  
b 2    d 3

#### Workbook, page 52, Activity 2

This text lists key points in making a written complaint. First, students fill in the gaps with words from the box at the top. Remind them to read the whole text through before deciding on which word best fits in each gap. There is

**Note:** one extra word in the box.

Students discuss the answers in their groups. Then play Listening 4.5.2 so they can check their answers. The listening begins with the instructions students have already heard in Listening 4.5.1.

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

### Listening Script 4.5.2

[sfx phone ringing tone]

Thank you for calling the 'Dial-a-Complaint' helpline. We are here to advise you how to make a complaint. Press 1 for advice on making a written complaint, press 2 for advice on making a verbal complaint, press 3 to speak to an advisor, and press 4 to hear the options again.

[sfx noise of pressing a number]

Advice on making a written complaint

When you write a letter or e-mail of complaint, follow these guidelines:

Think carefully before you complain.

Reread any information that is related to the problem.

Make your **(1) complaint** as soon as possible. Do not delay.

Say where and when you bought the product, and how much it **(2) cost**.

Describe the **(3) product** or service you bought.

Explain the problem clearly in your letter or e-mail.

Keep your letter or **(4) e-mail** short and to the point.

Describe what **(5) action** you have already taken, and what happened.

Tell the company what you want them to do them to do about the problem.

Tell the company that you expect a **(6) reply** within a certain period of time.

Do not send original **(7) documents**. Send photocopies or scan documents and attach them to your e-mail.

Keep **(8) copies** of any letters or e-mails you send.

The extra word is **brought**.

### Workbook, page 53, Activity 3

This matching activity introduces some vocabulary commonly used in making complaints. Elicit the answers and write them on the board or display them on an OHT.

#### Answers:

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

### Workbook, page 53, Activity 4

This activity provides controlled practice in using some of the vocabulary introduced in Activity 3. Tell students this is an e-mail complaint message. Elicit the following information:

- the type of product or service that is the subject of the complaint (a sofa)
- the name of the person making the complaint (Helen Brown)
- the name of the company the complaint is directed to (Furniture Online)

## Theme 4 Unit 5

### E-Shopping

Ask students to explain why the greeting is 'Dear Sir or Madam:' (This is used when the name of the person is unknown).

Students complete the activity. Elicit the answers and write them on the board or display them on an OHT.

#### Answers:

- |                |               |
|----------------|---------------|
| 1 faulty       | 5 claim       |
| 2 guarantee    | 6 refund      |
| 3 dissatisfied | 7 replacement |
| 4 reject       | 8 complaint   |

#### Coursebook, page 59, Activity 4

Tell students they are going to write an e-mail of complaint. Tell them first to read the Writing Guide for Theme 4 on page 72 of the Workbook. Then have them choose ONE of the topics in the list in Activity 4 on page 59 of their Coursebook, and write an e-mail complaining about the problem. They should follow the format and style suggested in the Writing Guide and refer to the example given. They should also refer to the e-mails of complaint in Coursebook, page 59, Activity 3 and Workbook, page 53, Activity 4.

Students should write a first draft of their e-mail in their exercise books.

#### Across Cultures

Coursebook, pages 60 and 61

Workbook, page 54

Country Focus: Malaysia

#### Reading for Pleasure

Coursebook, pages 62 and 63

Omani Invention: Making Paper Out of Palm Leaves

Genre: Interview

Workbook, page 55

The Imagine Cup Competition

Genre: Interview

#### Background Information

KnowledgeOman.com is a voluntary online platform which was set up in 2008 by Tariq Al Barwani. Its aim is to give people in the community in Oman the opportunity to create, share and promote knowledge through online and offline initiatives. It features community news, and also interviews with people who have achieved success in contributing to the community. The two interviews featured in Theme 4 first appeared in KnowledgeOman.com newsletters in 2010. The website can be accessed on [www.knowledgeoman.com](http://www.knowledgeoman.com).

#### Review and Reference

Coursebook, page 64

Workbook, pages 56 and 57

**Note:** At the end of this theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 64 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the learning objectives in Activity 1 of the Review and Reference section on page 56 of the Coursebook, then turn to Activity 1 on page 14 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 56 and 57 of their Workbooks. They then copy the chart in Activity 3 on page 57 into their exercise books, and complete it with 15 words of their choice from the theme. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 57.

#### Answers to Across Cultures

##### Activity 1

- 1 linked
- 2 interior
- 3 multicultural
- 4 population

- 5 maximum
- 6 orang-utan
- 7 unemployment
- 8 rubber
- 9 bamboo
- 10 popular

- i Global warming
- j available
- k repair
- l systems

### Activity 2

- a 28
- b 250
- c 2,607
- d 45
- e 2,000
- f 4,095.2
- g 300
- h 40

### Activity 3

- 1 F. East Malaysia is divided into two states.
- 2 NG
- 3 F. Most of the population live in West Malaysia.
- 4 T
- 5 F. There are about 150 species of frogs in Malaysia.
- 6 F. Many forests have been cut down.
- 7 NG
- 8 F. You play *Sepak Takraw* with a ball of bamboo.

## Answers to Review and Reference

### Activity 2

- a was born . . . . died
- b were built
- c destroyed
- d was made
- e arrested
- f told

### Activity 4

- a harmful
- b faulty
- c essay
- d According to
- e convenient
- f dissatisfied . . . complain
- g electronic
- h architect