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# English for Me

TEACHER'S BOOK  
2020



**His Majesty  
Sultan Haitham Bin Tarik**



**The Late Sultan,  
Qaboos Bin Said**



# English for Me

## Grade 10A Teacher's Book

### Preparation:

This material has been produced, designed and managed by a committee formed by the English Language Curriculum Section of the Department of Human Sciences Curriculum Development, Directorate General of Curriculum Development at the Ministry of Education.

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## Unit 1 New Media

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> <li>■ talk about new media</li> <li>■ read and understand factual and short texts</li> <li>■ interpret and describe visual data in charts</li> <li>■ make comparisons using the comparative structure 'not/ as (adjective) as'</li> <li>■ form and use phrasal verbs</li> <li>■ listen to and understand an interview, a podcast and a conversation</li> <li>■ identify and generate arguments for and against a topic</li> <li>■ use appropriate language to make and respond to suggestions</li> <li>■ support opinions with examples and reasons</li> <li>■ pronounce stressed and unstressed syllables in words</li> <li>■ write a description of a chart</li> <li>■ self and peer-edit written work</li> <li>■ design a blog</li> <li>■ reflect on their learning</li> </ul>	<p><b>Comparative structures with not/ as (adjective) as</b></p> <ul style="list-style-type: none"> <li>■ Watching TV is as popular as playing video games.</li> <li>■ Eating fast food is not as healthy as eating salad.</li> </ul> <p><b>Giving opinions, examples and reasons</b></p> <ul style="list-style-type: none"> <li>■ Based on my experience,...</li> <li>■ One example of this is ...</li> <li>■ The reason for this is ...</li> </ul> <p><b>Making and responding to suggestions</b></p> <ul style="list-style-type: none"> <li>■ Why don't we start our own YouTube channel?</li> <li>■ I think that's a great idea.</li> </ul> <p><b>Describing charts</b></p> <ul style="list-style-type: none"> <li>■ The two pie charts illustrate the social media platforms used by men and women in 2018.</li> </ul>	<ul style="list-style-type: none"> <li>■ Digital devices: camera, computer, radio, smartphone, stereo, tablet, TV</li> <li>■ Types of media: blog, magazine, newspaper, social media, video game, video streaming, website</li> <li>■ Online habits: addicted to, attention span, comments, communicate, connect, digital age, digital native, download, excessive, follower, glued to, interactive, participate, screenager, screen time, stream videos</li> <li>■ Journalism: fake news, journalism, journalist, podcast, reporter, source, trust</li> <li>■ Phrasal verbs: bring up, click on, come across, deal with, go into, go online, hang up, hurry up, keep up with, log in, log out, make up, scroll through</li> <li>■ Charts: bar chart, column chart, line graph, pie chart</li> <li>■ Blogging: blog, blogger, blog post, content, design, homepage, menu, layout</li> </ul>

## Unit 2 Climate Change

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> <li>■ talk about climate change</li> <li>■ read and understand factual texts about climate change</li> <li>■ discuss cause and effect and make predictions about the future</li> <li>■ recognise and use cause and effect connectors</li> <li>■ form and use compound nouns</li> <li>■ identify and generate arguments for and against a topic</li> <li>■ present and support arguments in a debate</li> <li>■ use word stress to emphasise important words</li> <li>■ develop an idea in a paragraph using supporting sentences</li> <li>■ plan and write an opinion essay</li> <li>■ self and peer-edit written work</li> <li>■ design an environmental logo and slogan</li> <li>■ reflect on their learning</li> </ul>	<p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>■ As a consequence, many polar animals are at risk.</li> <li>■ Global temperatures have resulted in more wildfires.</li> </ul> <p><b>Future simple tense for making predictions</b></p> <ul style="list-style-type: none"> <li>■ There will be less Arctic ice in the future.</li> <li>■ Turtles will not be able to lay their eggs in the future.</li> </ul> <p><b>Language for debates</b></p> <ul style="list-style-type: none"> <li>■ In our opinion, individuals are responsible for stopping global warming.</li> <li>■ I am sorry but I disagree.</li> <li>■ You are absolutely right.</li> </ul>	<ul style="list-style-type: none"> <li>■ Climate change: atmosphere, burn, climate, drought, emission, flood, fossil fuel, global warming, greenhouse gas, heat wave, ice cap, release, sea level, temperature, weather</li> <li>■ Vocabulary related to environmental issues: cause, eco-friendly, effect, extreme, habitat, impact, planet, policy, pollution, reduce, regulate, release, responsibility, reusable bottle, reusable bag, rise, risk, single-use, survive, threat</li> <li>■ Cause and effect connectors: as a result of, because of, consequently, due to, one consequence/ effect of, so, therefore</li> <li>■ Compound nouns: climate change, carbon dioxide, carbon footprint, fossil fuel, greenhouse effect, greenhouse gas, global warming, plastic pollution, plastic straw, plastic waste</li> <li>■ Phrasal verbs: end up in, fill up, find out, give away, look for, run out, switch off, throw away, turn down, turn off</li> <li>■ Design: design, image, materials, slogan</li> </ul>

Skills and strategies	Activities
<ul style="list-style-type: none"> <li>■ Skim and scan factual texts and descriptions for general and specific information</li> <li>■ Read and interpret visual data</li> <li>■ Infer the meaning of vocabulary from its context</li> <li>■ Apply personal experience to reflect on issues in a text</li> <li>■ Use prior knowledge to make predictions about a listening text</li> <li>■ Listen to an interview, a podcast and a conversation for general and specific information</li> <li>■ Make comparisons using different comparative structures</li> <li>■ Form and use phrasal verbs</li> <li>■ Use appropriate language for making and responding to suggestions to plan a project</li> <li>■ Support opinions with examples and reasons in discussions and written work</li> <li>■ Analyse the structure and key features in a written description of a chart</li> <li>■ Use numerical data in writing</li> <li>■ Interpret and compare data from pairs of charts in a written description</li> <li>■ Collaborate in a team to complete a project</li> </ul>	<ul style="list-style-type: none"> <li>■ Read and answer questions, read and identify true/false statements, read and complete sentences</li> <li>■ Reflect on and discuss opinions from a reading text</li> <li>■ Use context to infer the meaning of vocabulary</li> <li>■ Write a paragraph about your favourite social media platform</li> <li>■ Rewrite sentences using the comparative structure 'not as (adjective) as'</li> <li>■ Do a role play using phrasal verbs</li> <li>■ Listen and match people and information, listen and complete sentences, listen and identify true/false statements, listen and match visual data to a description</li> <li>■ Agree or disagree with a statement</li> <li>■ Discuss and plan a social media project</li> <li>■ Make and respond to suggestions</li> <li>■ Practise pronouncing correct syllable stress in words</li> <li>■ Complete sentences and use prompts to write sentences</li> <li>■ Write a description about a pair of charts</li> <li>■ Design a blog page</li> </ul>

Skills and strategies	Activities
<ul style="list-style-type: none"> <li>■ Skim and scan factual texts for general and specific information</li> <li>■ Match paragraphs to subheadings</li> <li>■ Use context to infer the meaning of vocabulary</li> <li>■ Use prior knowledge to make predictions about reading texts</li> <li>■ Transfer information from a text to a table</li> <li>■ Discuss opinions about climate change</li> <li>■ Use cause and effect connectors to speak and write about effects of climate change</li> <li>■ Combine words to form compound nouns</li> <li>■ Listen to a debate for general and specific information</li> <li>■ Listen and identify arguments for and against a topic</li> <li>■ Reflect on their own habits and their impact on the environment</li> <li>■ Generate and present arguments in a debate</li> <li>■ Use expressions for presenting opinions, agreeing, disagreeing and summarising during a debate</li> <li>■ Use appropriate word stress to emphasise important points</li> <li>■ Analyse and understand the structure of an opinion essay</li> <li>■ Brainstorm and organise arguments to write an opinion essay</li> <li>■ Collaborate in a team to complete a project</li> </ul>	<ul style="list-style-type: none"> <li>■ Read and match subheadings to paragraphs, read and complete sentences, read and tick, read and transfer information to a table</li> <li>■ Listen and identify true/false statements, listen and complete expressions, listen and identify important words</li> <li>■ Reorder words to make cause and effect sentences</li> <li>■ Guess compound nouns from pictures</li> <li>■ Find examples of compound nouns in a text</li> <li>■ Discuss different suggestions for reducing their carbon footprint</li> <li>■ Brainstorm arguments for and against a topic</li> <li>■ Participate in a debate</li> <li>■ Write a paragraph using prompts</li> <li>■ Write an opinion essay</li> <li>■ Design a reusable shopping bag</li> </ul>



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## Unit 3 Renewable Energy

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> <li>■ talk about sources of energy</li> <li>■ read and understand formal and informal emails, factual texts and an infographic</li> <li>■ evaluate the accuracy of information in a text</li> <li>■ recognise and use conjunctions</li> <li>■ form adjectives using suffixes</li> <li>■ listen to and understand a phone call, a presentation and voice notes</li> <li>■ identify opinions in a listening text</li> <li>■ use appropriate language to discuss advantages and disadvantages</li> <li>■ pronounce nouns and verbs with the correct syllable stress</li> <li>■ differentiate formal and informal language for emails</li> <li>■ plan and write a formal email</li> <li>■ self and peer-edit written work</li> <li>■ give a presentation</li> <li>■ reflect on their learning</li> </ul>	<p><b>Advantages and disadvantages</b></p> <ul style="list-style-type: none"> <li>■ The main benefit of solar energy is that it is renewable.</li> <li>■ The biggest disadvantage of solar energy is that it is expensive.</li> </ul> <p><b>The verb 'would' for polite requests</b></p> <ul style="list-style-type: none"> <li>■ We would like to request a visit.</li> <li>■ We would also like to take some photographs for our report.</li> </ul> <p><b>Formal language for emails</b></p> <ul style="list-style-type: none"> <li>■ Dear Mr Brown / To whom it may concern</li> <li>■ I am writing to request some information about wind power.</li> <li>■ Kind regards/ Yours sincerely</li> </ul> <p><b>Giving presentations</b></p> <ul style="list-style-type: none"> <li>■ Welcome to our presentation about our invention.</li> <li>■ Our invention has two purposes. Firstly, it is a protective cover for your phone.</li> </ul>	<ul style="list-style-type: none"> <li>■ Renewable energy: biofuel, geothermal energy, hydropower, kinetic energy, solar power, wind power</li> <li>■ Non-renewable energy: coal, gas, oil, nuclear power</li> <li>■ Vocabulary related to energy: capacity, convert, electricity, energy, generate, hydro-electric dam, invention, megawatt, non-renewable energy, oilfield, power, power plant, produce, renewable energy, run out, solar panels, source, sunlight, supply, sustainable, turbine</li> <li>■ Conjunctions: also, because, but, however, in addition, moreover, on the other hand, therefore</li> <li>■ Adjectives: beautiful, central, colourful, creative, dangerous, effective, environmental, essential, expensive, enormous, famous, massive, peaceful, powerful, productive, renewable, stressful, sustainable, universal, useful, various</li> <li>■ Words that are used as nouns and verbs: convert, decrease, impact, increase, present, produce, progress, record, research</li> <li>■ Emails: closing, greeting, request</li> </ul>

## Unit 4 Civilisation

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> <li>■ talk about ancient and modern civilisations</li> <li>■ read understand historical narratives, factual texts and quotes</li> <li>■ sequence a text using dates</li> <li>■ identify evidence in a text</li> <li>■ talk and write about Oman's history</li> <li>■ form and use the past passive tense</li> <li>■ identify and use adverbs of degree</li> <li>■ listen to and understand factual texts and descriptions</li> <li>■ paraphrase information</li> <li>■ vary their responses in discussions</li> <li>■ understand and reflect on their role in the global community</li> <li>■ pronounce foreign words in English</li> <li>■ plan and write a biography</li> <li>■ self and peer-edit written work</li> <li>■ evaluate sources of information</li> <li>■ produce an information leaflet</li> <li>■ reflect on their learning</li> </ul>	<p><b>Past passive tense</b></p> <ul style="list-style-type: none"> <li>■ Frankincense was traded in ancient times.</li> <li>■ Cuneiform writing was invented by the Sumerians.</li> </ul> <p><b>Varying your response</b></p> <ul style="list-style-type: none"> <li>■ I'm sorry, I can't really agree with you on that.</li> <li>■ I am not sure about that.</li> </ul> <p><b>Language for writing biographies</b></p> <ul style="list-style-type: none"> <li>■ Ahmed Ibn Majid was a famous Omani sailor and navigator.</li> <li>■ His most important achievement was the books he wrote to record his knowledge of sailing.</li> </ul>	<ul style="list-style-type: none"> <li>■ Civilisations: agriculture, ancient, archaeologist, citizen, commodity, community, culture, economy, education, empire, inhabit, leader, merchant, modern, religion, society, trade, united, war</li> <li>■ Ancient civilisations: cuneiform writing, Egyptian, Greek, hieroglyphics, Islamic, Mayan, pyramid, Roman, Sumerian</li> <li>■ Global citizenship: cooperation, equality, global citizen, global citizenship, global community, global issues, human rights, promote peace, reduce poverty, respect, treat people equally, value</li> <li>■ Archaeology: archaeological site, archaeologist, discover, evidence, history, reliable</li> <li>■ Biographies: achievement, chronological, famous, well-known</li> <li>■ Adverbs of degree: absolutely, certainly, definitely, fairly, quite, really, very</li> <li>■ Synonyms: live/inhabit, trader/merchant, expertise/ skill, evidence/proof, prosperous/ wealthy, commodity/ product</li> </ul>

Skills and strategies	Activities
<ul style="list-style-type: none"> <li>■ Skim and scan emails and factual texts for general and specific information</li> <li>■ Apply information from a non-linear text to answer questions</li> <li>■ Use information and numerical data in texts to make inferences and answer questions</li> <li>■ Listen to a phone call, a presentation and voice notes for general and specific information</li> <li>■ Use conjunctions to add similar information, contrast ideas and explain causes or reasons</li> <li>■ Form adjectives by adding suffixes to words</li> <li>■ Categorise adjectives according to their suffixes</li> <li>■ Apply knowledge and creative thinking skills to solve problems</li> <li>■ Use appropriate expressions to talk about advantages and disadvantages</li> <li>■ Evaluate ideas for using renewable energy in Oman</li> <li>■ Use syllable stress to differentiate words used for both nouns and verbs</li> <li>■ Analyse the structure and key features of a formal request email</li> <li>■ Use the modal verb 'would' to make polite requests</li> <li>■ Apply learning to plan and write a request email</li> <li>■ Develop presentation skills</li> <li>■ Collaborate in a team to complete a project</li> </ul>	<ul style="list-style-type: none"> <li>■ Read and answer questions, read and match projects to descriptions, read and transfer information, read and complete facts</li> <li>■ Write a short answer to a question</li> <li>■ Listen and answer questions, listen and identify true/false statements, listen and complete sentences, listen and identify opinions, listen and sequence presentation slides</li> <li>■ Join sentences using conjunctions</li> <li>■ Add suffixes to words to form adjectives</li> <li>■ Use adjectives to complete sentences and write sentences</li> <li>■ Use slides to make predictions about a presentation</li> <li>■ Learn about a renewable energy project in Oman</li> <li>■ Categorise advantages and disadvantages of solar power</li> <li>■ Evaluate invention ideas</li> <li>■ Practise pronouncing words that are both verbs and nouns</li> <li>■ Rewrite sentences from an email to make them more formal</li> <li>■ Write a polite request email</li> <li>■ Design an invention that uses renewable energy</li> <li>■ Give a presentation</li> </ul>

Skills and strategies	Activities
<ul style="list-style-type: none"> <li>■ Skim and scan descriptions, factual texts, a biography and notes for general and specific information</li> <li>■ Use time references to sequence a text</li> <li>■ Write subheadings to summarise information</li> <li>■ Use pictures to predict the content of paragraphs in order to locate information more efficiently</li> <li>■ Identify evidence to support statements in a text</li> <li>■ Use the context of a text to match words with their synonyms</li> <li>■ Use the past passive tense in speaking and writing to describe past events</li> <li>■ Use adverbs of degree to express ideas more strongly</li> <li>■ Listen to descriptions for general and specific information</li> <li>■ Use their own words to paraphrase quotes</li> <li>■ Generate ideas to make the world a better place and present them in three articles</li> <li>■ Identify qualities of global citizens and use it to reflect on their own role in the global community</li> <li>■ Analyse the structure and key features of a biography</li> <li>■ Use notes to write sentences about a well-known Omani</li> <li>■ Identify and use appropriate tenses and expressions for writing biographies</li> <li>■ Apply learning to research, plan and write a biography</li> <li>■ Evaluate the reliability of different sources of information</li> <li>■ Develop research skills</li> <li>■ Collaborate in a team to complete a project</li> </ul>	<ul style="list-style-type: none"> <li>■ Read and answer questions, read and sequence a text, read and write subheadings for paragraphs, read and infer the meaning of vocabulary</li> <li>■ Do a role play</li> <li>■ Look up the past participles of irregular verbs and use them in the past passive tense</li> <li>■ Identify and categorise adverbs of degree</li> <li>■ Listen and complete facts, listen and label a map, listen and identify the speaker</li> <li>■ Paraphrase and summarise information using their own words</li> <li>■ Discuss leadership, human rights, global citizenship and the responsibilities of different communities</li> <li>■ Write three articles to protect human rights</li> <li>■ Pronounce foreign words that are used in English</li> <li>■ Write a biography</li> <li>■ Research an archaeological site in Oman</li> <li>■ Produce an informative leaflet</li> </ul>



# 1 The course

## 1.1 Description of the course

- *English for Me* Grade 10 is the sixth level of the English curriculum for students in the second cycle of the Basic Education school system. The course aims to develop and strengthen the English which students have already encountered in earlier grades. Consequently, there is an expectation that students will have some grammatical and lexical knowledge and be able to communicate at a basic level.
- As with earlier grades, the course is structured around a series of topics, which provide opportunities for a multi-layered, task-based approach to be adopted.
- In 2019, the materials for Grade 10 were revised and updated. The outcomes and language remain the same as the old Grade 10 materials. The main changes in the updated materials are outlined below.
  - There are four units per semester and 15 lessons per unit. The units have a new structure and much of the material has been replaced with new content and activities.
  - There is one completely new unit, Unit 3, which is based on the topic *Renewable Energy*.
  - Unit 1, *New Media*, has been moved from Grade 10B to 10A and updated to focus on new media rather than traditional forms of mass media.
  - Unit 2, *Climate Change*, has also been moved from Grade 10B to Grade 10A.
  - Unit 4, *Civilisation*, is from the previous Grade 10A materials.
  - In the new materials, four lessons have been allocated for writing to ensure that students have sufficient time to practise writing skills and complete the writing task, with the support of a teacher.
  - There is a greater focus on themes and vocabulary related to technology and there are more activities which require students to undertake research and produce work using technology.
- A range of activities to promote twenty-first century skills have been added to the revised materials.
- Changes have also been made to the layout, design and images to give the books an attractive new look for students.
- For students of this age, motivation and interest are key considerations in the learning process. Therefore, the topics selected have been chosen for their interest and relevance to the age group rather than determined by language alone.
- Key areas of language learning in Grades 5-9 are recycled in Grade 10 to provide a firm foundation on which students can build in Grades 11 and 12. Wherever possible, students are encouraged to talk about their lives in Oman in English.
- Students at this age are more mature and able to deal with more analytical activities, and activities that involve higher order thinking skills. The activities in this book reflect this. However, it is also still important to include an element of fun in language learning. For this reason, competitions, games and puzzles have also been included in the course.

## 1.2 General aims

The general aims of the course are as follows:

1. to maintain students' interest and enjoyment in learning English.
2. to contribute to the development of students' linguistic, intellectual, social, emotional and physical skills.
3. to enable students to use English for a purpose, so they regard English as a means of communicating real
4. to raise students' awareness of how language operates as a rule-based system.
5. to encourage students to be actively involved in the learning process.

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6. to encourage students to reflect on, and evaluate, their own progress through self-evaluation tasks.
7. to encourage students to develop independent learning strategies.
8. to encourage students to co-operate with their peers and help each other to learn.
9. to encourage students to develop an interest in their own and different cultures and peoples.
10. to support teachers by providing systematic lesson guidance.

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

■ To help achieve these general aims, *English for Me* Grade 10:

- uses materials designed to engage students in topics that interest them
- regularly focuses on grammar through explicit activities
- adopts an integrated approach to skills development
- includes a range of multi-level, communicative tasks for different ability students that are designed to develop 21st century skills
- uses clear and concise rubrics to maximise student autonomy
- introduces optional activities to develop flexibility and choice

## 1.3 Methodology

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

## Language

■ The key emphasis in *English for Me* is an inductive approach to language learning. Students are asked key questions to lead them to discover language patterns and grammatical rules for themselves. By doing this, they become active participants in the learning process, not passive receivers of knowledge. Sometimes, however, where it is thought to be more appropriate, a deductive reasoning approach is adopted. In these instances, students are given a brief description of a rule and asked to apply it in following activities.

■ Throughout the course, there is a gradual input of meta-language through Grammar Focus boxes in order to build up students' knowledge of the language. An ability to apply basic grammatical terms appropriately is important if students are to work out rules for themselves. A Grammar Reference is provided in the back of the Skills Book for students to refer to.

## Vocabulary

■ Helping students to develop a wide and rich vocabulary is a major aim of the English curriculum. The vocabulary in the course is generally presented in lexical sets arising out of the key topic of a unit. Most activities begin with students trying to recall how much vocabulary they know about a particular topic. Their knowledge is then broadened through the texts and activities in the unit.

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

■ The active vocabulary in each unit is specified in the unit aims. The majority of active vocabulary in each unit is recycled throughout the unit and in later units. This helps students expand

the amount of new vocabulary they learn, and also aids the storing and recall of vocabulary already learnt. A Word List containing the active vocabulary from each unit is included at the back of the Skills Book.

- In Grade 10, teachers should encourage students to use the different ways of storing words and expressions that were introduced in Grades 5-7. For example, students should be familiar with keeping their own personal dictionaries in their vocabulary notebook or exercise book. In addition to the key vocabulary in the course, students should be encouraged to add words that interest them on a personal level.

## The Four Skills

- *English for Me* adopts a task-based, multi-layered approach to language learning where the four skills are systematically developed within an integrated framework. Skills are not taught in isolation, although there may be a focus on one particular skill in a given activity.

## Listening

- The listening material in *English for Me* Grade 5-9 exposed students to native speaker models of English spoken at a nearly natural pace. It provided students with authentic models of spoken English reflecting natural patterns of stress, rhythm and intonation. This approach continues in the Grade 10 listening material.
- In Grade 10, listening text types include dialogues in different contexts, descriptions, interviews, telephone conversations, extracts from radio programmes and podcasts, presentations and voice notes. Listening task types include checking predictions, answering questions, completing missing information, inferring opinions, completing tables, multiple choice questions, identifying speakers, note-taking, sequencing events and identifying important words.
- Usually, the difficulty of a listening task is determined by the type of activity rather than the level of the text. It is essential that the teacher checks that students understand the nature of an activity before they start to listen.

The listening activities should be used to teach, not test.

## Getting ready for listening

- Pre-listening activities help students prepare for the listening task before they hear the text. Encouraging students to predict what they are going to hear helps them prepare for the task ahead. All listening activities are presented within the context of the topic of the unit and this helps students predict possible answers. Helping students remember what they already know about a topic also prepares them for the language and ideas they are about to hear. Before listening, reassure students that they do not need to understand every word they hear.

## While listening

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

## After listening

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

## Speaking

- The Grade 10 course includes a range of speaking activities including finding real information about friends in class, asking for factual information about a topic, discussing questions, expressing opinions, taking part in debates, giving presentations and planning projects.
- It is important that students understand that there is a purpose for speaking. All the speaking activities are presented within the framework of the unit topic and provide a reason for speaking. Models for speaking are often provided in the materials to support students in understanding the tasks. There is a range of controlled and freer speaking tasks, and all activities have an element of choice to encourage students to start to use language independently.

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## Debate

- In Unit 2, the main speaking task is a debate. This is a more formal speaking activity and will have to be set up carefully by the teacher. Full instructions on how to do this are provided in the lesson steps.

## Presentation

- In Unit 3, the outcome of the project is a presentation. Students are required to prepare a formal presentation and enough time should be allocated to ensure each group can give their presentation in front of the class.

## Pronunciation

- Each unit includes a pronunciation section, which focuses on pronunciation and syllable and word stress. The aim is to make students feel more confident about speaking and to help them speak more clearly. The CD provides a useful model for teachers and students. It is recommended that teachers listen to the activities before playing them in class to make sure that they can pronounce words correctly.

## Reading

- *English for Me* Grade 10 continues to develop reading strategies through a variety of activity and text types. Text types include articles, short texts, factual texts, descriptions, emails, narratives biographies, notes and essays. There are also some non-linear texts like leaflets, infographics and charts.
- Students continue to be exposed to longer reading texts in Grade 10, which build on the gradual development of reading skills. They are encouraged to read for the same reasons as their first language- to find out something they did not already know, or for pleasure or entertainment. The texts in the course have been developed to provide students with real information, to learn something new or for enjoyment through stories, news reports and puzzles. While reading texts are becoming more extensive at this level, the lexical input is still carefully controlled.

- The teacher should reassure students that they do not have to worry about understanding every word, whether they are skimming the text for general meaning or scanning it for specific information. It is very important to develop a positive approach to reading so that students view it as an interesting challenge rather than a tedious chore.

## Getting ready for reading

- As with a listening task, it is important to spend time preparing students for a reading task. This should include drawing on their previous knowledge about the topic, using visuals to aid understanding and looking at key vocabulary to help predict the general content of a text. The detailed teaching notes very often suggest ways of arousing students' interest in the text before they begin reading.

## While reading

- The teacher should encourage students to work out the meaning of vocabulary as they come across it, using the context and any accompanying visuals to help them.

## After reading

- It is important to get students to respond to what they have read, rather than just answering questions. If it was a story, you can ask whether they enjoyed it, and to give their reasons. If the text was factual, ask what new information they learnt, and what they found interesting or strange.
- Please do not encourage students to read texts aloud unless this is to read a role play or as a rubric check. Reading texts aloud is time consuming and can be inhibiting. It forces students to concentrate on what they are saying rather than on what they are reading. This very often means that the meaning is lost.

## Reading cards

- A feature of Grades 9-10 is a set of graded reading cards. These aim to give students further independent reading practice. The cards are

on a range of topics from current and previous grades. Each set has 15 cards which can be used in any order.

- There is a set of Gold cards for the more fluent readers, a set of Silver cards for students who are reading well, and a set of Bronze reading cards for students who find reading challenging. According to the abilities of students in your class, different students will start on different sets of cards. Students should be encouraged to keep a record of the cards they have read. In addition, you may want to ask students to write a few sentences reflecting on each of the cards they have read.
- Each card has activities to support and check students' understanding of the texts. The cards can be used at the discretion of the teacher and students should be encouraged to complete activities in their exercise book.

## Writing

- Each unit has one main writing task which relates to the four types of writing - narrative, descriptive, informative and interactive, that students are assessed on.
- A model for each writing task is provided in the Writing section of the Classbook. Students analyse the structure, content and organisation of the model to support them in completing the writing task. Throughout each unit there are shorter writing tasks that help students practise the language and structures they will need in the main writing task.
- An additional writing model for each writing task has been provided in the Writing Reference section of the Skills Book. Teachers are encouraged to refer to these models if they require a model answer when marking or assessing students' work.
- Although models of writing are provided to help students, they should be encouraged to personalise and extend their work as much as possible. The discussions involved in the planning and drafting parts of the writing process are very important. Students were introduced to the concept of process writing in Grades 5-8 and need continual guidance through the different stages so that they see the importance of

planning, drafting and re-drafting. The Teacher's Book gives detailed instructions on how to do this.

- A key change in the updated Grade 10 materials is that students are now allocated four lessons for writing. This has been done to ensure that students have enough time to prepare for and complete writing tasks successfully. The lessons are organised into two lessons of input and practice, and two lessons in which students complete the writing task. Please note, that this does not represent a change to the weighting of the skills. More lessons have been allocated to writing because this skill is challenging and teachers require more time to support students properly with this skill.
- At the back of the Skills Book is a Writing Reference section. This provides students with general guidance about writing and specific guidance that relates to the main writing task in each unit, including writing tips, structure, useful language and a model answer.

## Correction

- Students' written work will inevitably contain mistakes. Be sensitive in your corrections and do not attempt to highlight and correct every error as this can be demoralising. Each writing section contains a Writing Checklist to encourage students to self-edit their work. Writing lessons should also include an element of peer correction. Apart from providing opportunities for students to discuss their work together, this also enables them to see how others – the audience – view their writing and ideas.
- It is recommended that teachers collect students' final drafts at the end of Lesson 11 in each unit in order to mark their work and give feedback.

## Cross-curricular links

- In order to complete many of the activities in the course successfully, students are asked to use skills they have developed across the curriculum. For example, if students are asked to do a class survey this involves more than simple mathematical skills. They must know how to collect and classify the information



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and represent it accurately. This involves interpersonal skills, learning strategies and critical thinking.

- The inclusion of pair and group work involves co-operation, adaptability and sharing. Students can contribute their particular skills or knowledge to group work. The artist, the science expert, the actor – all will be facilitated in using their individual talents during group and project work.
- The development of effective learning strategies can aid students in their language learning. Each unit in the course includes the use of a variety of strategies such as comparing, classifying, applying prior knowledge, problem solving, sequencing, predicting outcomes, inferring meaning from context, making generalisations, and so on. Learning strategies for specific activities are highlighted to students throughout the Classbook and Skills Book.
- A summary of the concepts and cross curricular links in this course can be found at the back of this Teacher's Book on page 147.

## 21st century skills

- The revised materials have been designed to promote the development of 21<sup>st</sup> century skills.
- 21<sup>st</sup> century skills are skills which have been identified as being required for success in society and in the workplace the 21<sup>st</sup> century.
- Eight key skills for the 21<sup>st</sup> century are focused on in the course, these are:
  - Critical thinking- engaging different thinking skills to find solutions to problems.
  - Creativity – thinking 'outside the box' and working creatively with others.
  - Collaboration – working with others, learning from and contributing to the learning of others
  - Technology literacy – using technology to access, manage, evaluate, create and communicate information.
  - Social responsibility – civic knowledge

and engagement, ethics and intercultural knowledge.

- Global awareness - understanding and addressing global issues.
- Oral communication – communicate effectively orally, in real and virtual environments.
- Written communication – communicate effectively in writing using a range of digital tools.
- These skills have been selected because they align with important values in the Omani curriculum and are important in developing language skills.
- Activities that promote these skills are indicated in the Teacher's Book by the  icon.

## 1.4 Student diversity

- Students learn at different rates and in different ways. Traditionally, they have been classified as 'weak' or 'strong' because of this. However, this is often not the case. What it means is that students develop at different rates in different areas of thinking. Individual students have different levels of ability in mathematical, verbal, creative and physical expression, and preferences as to which of these skills they use.
- *English for Me* provides opportunities to support these individual differences by giving equal opportunities to students with different learning styles. This is achieved through activities that draw on non-linguistic skills such as knowledge about other subjects, the ability to draw, competence in logical thinking, etc. This allows students with varying abilities to make positive contributions to activities.
- The variety of topics means that all students should find something of interest. Many activities allow students to respond at different levels of understanding. The pair work and group work activities encourage students to learn from each other. The reading and listening tasks are usually graded, allowing 'weaker' students to answer some questions and 'stronger' students to be challenged by others.

- At the end of each unit, students are asked to reflect on their own progress. This self-evaluation helps them see their own strengths and weaknesses and can be useful in encouraging them to pay more attention to particular aspects of their learning.
- *English for Me* also provides a variety of optional activities for students who finish activities before others. At certain stages in the course, you may feel that you need to set some of these activities for groups of students while you work with others who are encountering difficulties.

## 1.5 Unit Design

- The design and content of the units has been developed out of the methodology underpinning the curriculum and the translation of these theoretical ideas into manageable and effective practice. Each unit of work is organised around a central topic and provides enough material for fifteen 45-minute periods. An overview of each unit is included in a contents map at the front of this Teacher's Book.
- The new materials have a completely new unit design. Each unit starts with an *Overview* lesson to introduce the topic and activate students' knowledge about it. This is an important stage in the learning process and gives students confidence to build on something they are already familiar with. Eight key vocabulary items for the unit are also introduced in this lesson. The unit then develops by gradually building the main vocabulary and language connected with the topic over the fifteen lessons.
- After the overview lesson, each unit in the revised materials is organised into sections based on language skills. These sections are *Reading and Understanding* (two lessons), *Grammar and Vocabulary* (two lessons), *Listening and Speaking* (two lessons), *Writing* (four lessons) and *Project* (three lessons). Although each section has a skill or language focus, other skills and language may also be integrated with the main skills.
- Each unit focuses on one main grammar point, indicated in the Grammar Focus box. Students do simple analysis activities related to the key

functions or grammar of the unit. Each unit also focuses on a specific aspect of vocabulary, for example compound nouns, adjectives, adverbs, etc. Grammar and vocabulary are recycled throughout the units.

- Grammar and vocabulary from previous grades are also recycled and used throughout the materials. These are sometimes highlighted in the books, as a reference for students. The books also include Useful Language boxes which provide expressions or phrases to help students complete speaking and writing activities.
- At the end of each unit, there is a *Review* lesson. This is designed to consolidate key learning from the unit. It also includes a self-evaluation activity to help students reflect on their learning, identify strengths and areas for improvement and set learning goals for the next unit.
- In your first year of teaching the course, it would be advisable to follow the detailed teaching notes. After teaching the course for a year, you will become familiar with the course as a whole and may wish to make decisions about adapting, supplementing and extending activities.

## 1.6 Project work

- Project work is a key element of *English for Me* in Cycle 2. It enables students to work at a pace and level suitable to their own individual learning abilities. Projects can promote cross-curricular links and 21<sup>st</sup> century skills. They also enable students to respond at different levels of understanding and in different ways. They are particularly useful as a way of helping students to develop independent learning skills, and provide them with an opportunity to undertake different roles depending on their skills and interests.
- The projects are designed to give students an opportunity to carry out simple research and produce personalised work which encourages freer writing. The projects in Grade 10A are as follows:

**Unit 1:** Create a blog page

**Unit 2:** Design a reusable shopping bag with a logo

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**Unit 3:** Present a design for an invention that uses renewable energy

**Unit 4:** Produce a leaflet about an archaeological site in Oman

- The projects are linked to the topic and content of the unit, and provide another opportunity for students to use key language and vocabulary from the unit. Students are provided with an example of the outcome they are expected to produce. They undertake activities to analyse and evaluate different aspects of the example to support them in undertaking their own project. There are also activities to guide students during the brainstorming and planning stage of their project.
- The Teacher's Book suggests different roles that can be allocated to students during project work. Allocating roles can be done by the teacher or decided by the students themselves. It is important to give students an opportunity to undertake different roles through the semester.
- At the end of each semester, you can organise a 'Gallery Walk' in your school to showcase the projects completed by Grade 10 students. This involves displaying the projects somewhere in the school and inviting students to view the work. The students who produced the work can attend to talk and answer questions about their work.

## 1.7 Technology in Grade 10

- The revised version of Grade 10A contains a range of material related to different aspects of technology. The content in Unit 1, New Media and Unit 3, Renewable Energy focuses on new technology and vocabulary related to technology. Throughout the course, students are required to undertake online research for writing tasks, projects and homework tasks.
- Teachers should encourage students with access to the Internet to make use of online resources when researching topics. This can be done during school time by arranging to have classes in the Learning Resource Centre. Suggestions on when to do this are provided in the teacher's notes for each unit. It may also be useful, in some lessons, to ask an IT technician or teacher to be present to support students.

When students are required to undertake research outside of school, you can encourage them to use their own computers, tablets or mobile phones when available. It is important to emphasise to students that they should never copy information directly from the Internet.

- The Teacher's Book contains links to useful online resources for both teachers and students. These can be used to learn more about a specific topic in the course and to find additional materials.

## 2 Assessment and evaluation

- *English for Me* is based on an integrated system of continuous assessment which monitors students' progress over the course of the semester. This approach continues the continuous assessment system adopted in earlier grades. However, as students are becoming more mature, an element of more formal assessment is included at this level as well.
- Assessment and evaluation are important features of the educational process. The terms are often mistakenly used interchangeably.
  - **Assessment** is the process of collecting information about a students' attainment. Its function is to determine what a student is actually achieving in relation to agreed criteria. Assessment should form a natural part of classroom activities.
  - **Evaluation** is the process of making a judgement about information collected through assessment in order to reflect between the present situation and what the situation ought to be.

### Evaluation activities

- In the Review lessons, there is a reflection activity which focuses on the particular objectives of each unit, and encourages students to think about the extent that they have achieved these objectives. This self-evaluation also provides useful feedback for the teacher when assessing students' progress.

## 3 Activities

- All the activity types in the course have been designed to encourage students to use English in an enjoyable and purposeful way. As well as developing students' language skills, the activities have been designed to involve students on many different levels. For example, some activities involve students affectively by relating to students' own experiences, some activities involve students intellectually by providing challenge and some activities involve students socially through pair and group work.
- A range of activity types have been included to engage students and practise skills. Each unit contains a variety of different shorter and more extensive activities, with different levels of challenge. The materials have been designed so that more challenging activities or bigger tasks have been organised into smaller, more manageable steps in order to provide students with the scaffolding they need to complete the activities successfully.

### 3.1 Stories

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

### 3.2 Acting-out and role-play activities

- There are a number of acting-out activities throughout the course in which students, either in group or in pairs, reproduce dialogues or act out roles in a communicative situation. These activities give students the opportunity to participate in controlled interactive situations using functional English in a communicative way. They also provide students with opportunities to be creative and individual in their use of English.

### 3.3 Discussion activities

- Discussion activities provide opportunities to use language in a less controlled situation. Students can complete the activities using any language they have. These activities also provide students with the opportunity to use language more independently and to ask the teacher for new language when they are not sure how to express an idea. Discussion activities often help students generate language and ideas for writing activities, or reflect on reading texts following comprehension activities.

### 3.4 Focus questions and information transfer

- Focus questions are formal, more traditional comprehension-type questions that aim to get students to quickly access information in texts. However, this can become mechanical as students can focus only on finding answers from texts. Information transfer activities engage students in manipulating information from one medium to another. These types of activities promote higher levels of comprehension.

### 3.5 Puzzles and problem solving

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

### 3.6 Checking students understand an activity

- Before asking students to complete an activity, it is important to check that they understand what they are expected to do. This can be done using the following steps:
  - **Option 1** Ask a volunteer to read the rubric and instruction text or ask students to read them silently. Ask questions to check students understand the activity, for example, What do you have to do? What will you do first? How will you complete the activity? Where will you write the answers? Etc.

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- **Option 2** Ask students to read the rubric and instruction text for the activity silently. Ask them to check in pairs or groups, what they have to do. Then ask a volunteer to explain what they have to do to the class.

## 4 Classroom management

- The teacher's role in a modern classroom is to be a 'facilitator' of learning. This includes initiating language input, helping students to interact with each other, evaluating what students do and providing feedback.
- Teachers can support student's ability to process language in several ways:
  - By beginning with what students already know about a topic.
  - By ensuring that language is always supported through examples.
  - By giving feedback on what students achieve and praising them for completing tasks.

### 4.1 Preparation and organisation

- Preparation is the key to any well-organised classroom. If possible, you should try out all the practical activities in advance to check on details and potential problem areas.
- Make sure you have provided students with everything they need before you ask them to start an activity.
- Establish a routine so that students know where to find and return materials. Organise your classroom so that important equipment is within easy reach of all the students during an activity. After the activity, make tidying up an essential part of the lesson.

### 4.2 Classroom language

- The amount of time in which students in school are exposed to English is very limited. Therefore English should be used in class as much as possible. Gesture, mime and visuals are all useful aids for a teacher so that their class can understand what they are saying more easily.

### 4.3 Classroom organisation

- The organisation of your classroom will depend on the number of students in your class and the physical dimensions of the room. Different activities will require different class organisation.

#### Class work

- Your students must be able to see both the classroom board and you clearly when you are speaking, holding up a book, pointing at the board, or writing and drawing on the board.

#### Pair and group work

- Opportunities for students to interact can be significantly increased by getting them to work in pairs or groups. Students can easily form pairs with their neighbour.
- For group work, ensure that students are facing one another and not spread out in a line, which would make communication very difficult.
- The following steps will help you set up pair work and group work effectively:
  - Make sure that students have had plenty of opportunity to practise the language needed for the activity.
  - Organise students into pairs or groups.
  - Give the instructions and check that students have understood them.
  - Always provide students with a very clear model of the task – demonstrate the activity yourself with a confident student, or choose a pair of students to practise in front of the class.
  - Begin the activity. Move around the classroom listening, helping, and encouraging where necessary.
  - Make sure that the pair or group activity does not go on too long.
  - Follow up pair and group work with feedback to the whole class.

- Although it can be more settling for students to work with a regular partner, it can also be useful occasionally to vary the combination of pairs. Finding a new partner can be a useful language activity in itself. One way of forming pairs is to organise it as a game by giving each student half of a matching pair and asking them to find their partner. This can be done with halves of pictures, a question and an answer, a picture and a word, etc.
- Varying the combination of groups affords the teacher the opportunity to mix personalities and ability levels. As the best judge of your class, you will know which students work best together.
- A certain amount of noise is inevitable with pair and group work. If the class gets too noisy, use one of the following activities to reduce the noise:
  - Raise your arm up in the air and wait for students to do the same. As they put their arms up, they should stop talking.
  - Start counting slowly and clearly in English—students try and achieve silence in fewer and fewer seconds.

## 4.4 Negotiated rules

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

## 4.5 Setting up lessons

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

## 4.6 Giving feedback

- In Grades 9-10 students are encouraged to personalise their use of English through more open ended and challenging tasks. To help them achieve a level of confidence, it is necessary to let students actively experiment with their use of English. Therefore, students and teachers should see errors as a natural part of this learning process for which feedback needs to be given.

### Oral feedback

- Oral feedback is immediate and usually given during or just after an activity. It should be specific to the task or the skills being practised.
- You should also regularly take time to discuss students' learning and progress with them. Encourage them to tell you about the areas of work they want to improve, rather than telling them what you think they should do.
- Developing good interpersonal relationships, rapport and questioning techniques all play an important part in creating an environment that is non-threatening and constructive. Errors should be recognised as part of the learning process. The following guidelines should be followed:
  - Do not interrupt when a student is saying something. After the student has finished speaking, you can use correct English to gently paraphrase what the student was trying to say.
  - Build up student's confidence in attempting to say things in English, even if their production is not accurate to begin with. Remember to praise their attempts.
  - Be patient. Remember that mistakes are a natural part of the learning process. Students learning their first language are exposed to an enormous amount of language for a long time before they are able to produce any language. When they do start producing language, they make mistakes for a long time.

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## Written feedback

- Written feedback is also very important at this stage to help students develop their work. Take some time during lessons to circulate the classroom and give written feedback during activities. For larger tasks, collect books at the end of the lesson to check students' work. You should also collect the students' final drafts of the writing task for each unit, and give more detailed written feedback on their work.
- It is more useful for students to receive a little amount of regular written feedback than lots of ticks that are not specific and may not assist students identify areas for improvement.
- Symbols can be used to give written feedback and assist students in correcting their own work. Suggested symbols are provided below. You can also use your own symbols as long as students know what they stand for. It is a good idea to spend some time at the beginning of the semester familiarising students with the symbols or developing them together.

Suggested symbols:

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

## 4.7 Classroom display

- Displaying students' work gives it status, as well as enhancing the learning environment of the classroom. It gives students a sense of pride and ownership of their work.
- If possible, find a place where work can easily be displayed. For example, use the classroom walls or the corner of a classroom. Decorate the display attractively using card of different colours, cut-outs with English motifs, and other materials that your students bring. Involve students in designing and creating classroom displays.

## 5 Course components

- The course components for Grade 10 Semester A are as follows:
  - Classbook
  - Skills Book
  - Teacher's Book
  - CDs
  - Resource Packs

### 5.1 Classbook

- The Classbook contains the core material for classroom activities. These include factual information presented through a variety of text types, dialogues, puzzles, stories, interviews, poems, etc.
- There is a contents map at the beginning of the book which provides an outline of the course. Spend some time at the start of the semester getting students to familiarise themselves with the contents of the book.
- **Please note:** The Grade 10A Classbook is designed to be re-used by students in following years and therefore should not be written in at all. All written work must be done either in the Skills Book or in their exercise book. Students will need to be trained not to write in the Classbook and to look after it carefully so that it may be used by others.

### 5.2 Skills Book

- The Skills Book contains activities that consolidate the language and skills developed in the Classbook activities. It also contains simple language analysis activities designed to develop students' awareness of the rules governing the grammatical and functional language they have encountered in the course. Other analytical activities raise students' awareness of aspects of phonology and spelling and punctuation conventions.
- The Skills Book also contains a Grammar Reference and Writing Reference at the back

of the book. Students can refer to these for additional guidance in relation to grammar and writing tasks.

- The key vocabulary from each unit is provided in the Word Lists at the back of the Skills Book. The key vocabulary from each unit is listed alphabetically. Students should be encouraged to refer to this to help them with their spelling.

## 5.3 Teacher's Book

- The Teacher's Book provides full support for the teacher in planning the programme for the semester. It provides step-by-step lesson notes for each unit, which help the teacher create a suitable environment for effective and enjoyable language learning.
- The language to be used by the teacher is highlighted in the lesson notes in bold. For example: **Look at page 32 of the Classbook.** Students' anticipated responses are also highlighted in bold.
- In addition, the Teacher's Book contains the following:
  - A contents map showing the main language content of the course.
  - What students will do in each unit, the main grammar and vocabulary and the skills developed.
  - Scripts of the listening activities on the CDs.

## 5.4 CDs

- The CDs feature both student and adult speakers, and provide a wide variety of natural listening materials including interviews, monologues, dialogues and specific listening tasks. There are two sets

## 5.5 Resource Packs

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

- 20 dice
  - 60 coloured counters
  - 12 pairs of scissors
  - Packs of coloured wax crayons for posters
- There is also the Class Resource Pack, which you will receive for each class. Grade 10 Semester A pack contains:
    - Unit 1 Civilisation Role Play Cards (4 cards X 10 sets = 40)
    - Graded Reading Cards Bronze (15 cards X 1 set = 15 cards), Silver (15 cards X 1 set = 15 cards), Gold (15 cards X 1 set = 15 cards)





**Students will learn how to:**

- talk about new media
- read and understand factual and short texts
- interpret and describe visual data in charts
- make comparisons using the comparative structure 'not/ as (adjective) as'
- form and use phrasal verbs
- listen to and understand an interview, a podcast and a conversation
- identify and generate arguments for and against a topic
- use appropriate language to make and respond to suggestions
- support opinions with examples and reasons
- pronounce stressed and unstressed syllables in words
- write a description of a chart
- self and peer-edit written work
- design a blog
- reflect on their learning

**Main Language****Comparative structures with not/ as (adjective) as, for example:**

- Watching TV is as popular as playing video games.
- Eating fast food is not as healthy as eating salad.

**Giving opinions, examples and reasons for example:**

- Based on my experience, I think that, ...
- One example of this is ...
- The reason for this is ...

**Making and responding to suggestions, for example:**

- Why don't we start our own YouTube channel?
- I think that's a great idea.

**Describing charts, for example:**

- The two pie charts illustrate the social media platforms used by men and women in 2018.
- Overall, Facebook is the most popular social media platform for both genders.

**Vocabulary**

- Digital devices: camera, computer, radio, smartphone, stereo, tablet, TV
- Types of media: blog, magazine, newspaper, social media, video game, video streaming, website
- Online habits: addicted to, attention span, comments, communicate, connect, digital age, digital native, download, excessive, follower, glued to, interactive, participate, screenager, screen time, stream videos
- Journalism: fake news, journalism, journalist, podcast, reporter, source, trust
- Phrasal verbs: bring up, click on, come across, deal with, go into, go online, hang up, hurry up,

keep up with, log in, log out, make up, scroll through

- Charts: bar chart, column chart, line graph, pie chart
- Blogging: blog, blogger, blog post, content, design, homepage, menu, layout

**Skills and Strategies**

- Skim and scan factual texts and descriptions for general and specific information
- Read and interpret visual data
- Infer the meaning of vocabulary from its context
- Apply personal experience to reflect on issues in a text
- Use prior knowledge to make predictions about a listening text
- Listen to an interview, a podcast and a conversation for general and specific information
- Make comparisons using different comparative structures
- Form and use phrasal verbs
- Use appropriate language for making and responding to suggestions to plan a project
- Support opinions with examples and reasons in discussions and written work
- Analyse the structure and key features in a written description of a chart
- Use numerical data in writing
- Interpret and compare data from pairs of charts in a written description
- Collaborate in a team to complete a project

**Activities**

- Read and answer questions, read and identify true/false statements, read and complete sentences
- Reflect on and discuss opinions from a reading text
- Use context to infer the meaning of vocabulary
- Write a paragraph about your favourite social media platform
- Rewrite sentences using the comparative structure 'not as (adjective) as'
- Do a role play using phrasal verbs
- Listen and match people and information, listen and complete sentences, listen and identify true/false statements, listen and match visual data to a description
- Agree or disagree with a statement
- Discuss and plan a social media project
- Make and respond to suggestions
- Practise pronouncing correct syllable stress in words
- Complete sentences and use prompts to write sentences
- Write a description about a pair of charts
- Design a blog page

## Lesson 1

### Overview

#### In this lesson, students will:

- explore the book and the topic of each unit
- activate their knowledge about words related to digital devices and media
- listen to three people describing different types of media
- read a short text about new media and discuss what new media means

#### Target language

- blog
- communicate
- connect
- interactive
- new media
- online news site
- social media
- video game
- digital devices: camera, radio, smartphone, smart watch, stereo, tablet, TV
- Types of media: blog, magazine, newspaper, social media platforms, video games, video streaming, website

**Note:** As this is the start of a new academic year, spend some time at the start of this lesson or even spend a whole lesson doing ice-breaker activities to get to know your Grade 10 students.

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 1st September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 1st of September 2019.**

### Background Information

This unit is about **New Media**. New media refers to forms of digital media that are interactive, incorporate two-way communication and involve computers.

New media includes social media apps, websites, blogs, email and messaging services, online news sites, video games, etc.

The main difference between new media and old media is that, old media is for the most part mass media, e.g. TV, radio, newspapers. Mass media is not interactive but new media is highly interactive.

Users of new media are active producers of content and information, whether sending an email, blogging or using Internet collaboration tools.

### Task 1

#### Step 1

Ask students **What do you think you will study in Grade 10?** Elicit their ideas. Then tell them to quickly look through the Classbook and find the title of each unit.

Ask students to tell you what they think each unit will be about. Then ask **Which units do you think you will find interesting? Which units do you think you will enjoy the most?**

#### Step 2

Tell students to **Look through Unit 1 in the Classbook and the Skills Book.** Ask them **What do you think this unit will be about?** Elicit the title 'New Media'. Direct them to the pictures and the title of the unit and ask them to tell you what they understand from the title.

Check that students know what the word **media** means. Ask them to discuss their ideas in groups and elicit feedback. Then ask them to discuss in groups what different things might be involved in new media. Write their ideas on the board.

At this point it does not matter if students' suggestions are correct or not. They will read a definition of new media in Task 3, Step 1 of this lesson.

## Task 2

### Step 1

Tell students to **Look at Activity 1 on page 1 of the Classbook** and read the rubric and instruction text. Point to the pictures and ask **What do these pictures show?** Elicit **different types of media**.

Explain that students have to read the words in the box and match them to the pictures. Ask them to write the letters **a- i** into their exercise books and write the correct word or the number next to each letter. There are five extra words in the box.

**Note:** Students should be familiar with most of this vocabulary from previous grades. The aim of this activity is to activate their knowledge about media.

### Step 2

Do a whole class check and elicit the answers.

### Answers

.....

- a TV
- b social media platforms
- c blog
- d video streaming
- e website
- f magazine
- g stereo
- h video game
- i newspaper

### Optional Activity

Copy the table below onto the board. Ask students to copy it into their exercise books and complete it with types of media and devices that they use regularly and types of media and devices that they rarely or no longer use.

Types of media or devices you use regularly	Types of media or devices you rarely or no longer use

When they have finished ask them to write a sentence about one of the types of media or devices that they use and say why they use it, and write another sentence about a type of media or device that they rarely or no longer use and say why.

### Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they will hear three people describing different types of media. They have to listen and identify the type of media each person is talking about.

Play **Listening 1.1**. Pause the CD after each description and ask students to tell you what type of media the person is describing.

### Listening Transcript 1.1

- 1 I think it's more important than television because it can reach everyone. Whether you're rich or poor. Whether you live in the city or live in the desert, you can hear about what's happening in the world. Nowadays you can get ones that run on solar power or that wind up, so you don't need batteries anymore.

## Listening Transcript 1.1 continued

- 2 Many people read these every day. They like to read them in the morning. Traditionally, they were printed. But these days, most of them are also available online.
- 3 These are online platforms where people can connect with other people. They have made communication much easier. We can scroll through other people's pictures, posts, updates and comments.

### Answers

.....

- 1 radio
- 2 newspaper
- 3 social media

## Task 3

### Step 1

Ask students to **Look at Activity 3** and ask a volunteer to read the first part of the instruction text. Explain that students have to read the text about new media and answer the questions. Students can answer the questions orally. Organise students into pairs and ask them to complete the activity.

Do a whole class check and elicit the answers.

### Answers

.....

- 1 New media means types of media that are interactive and allow users to communicate with each other.
- 2 Social media, blogs, video games and online news sites.
- 3 Students' own answers.

### Step 2

Ask students to read the second part of the instruction text. Check that they understand that they have to discuss meaning of the vocabulary in **bold** in the text. Explain that **these words are key words for the unit**.

Briefly elicit feedback to check students understand the meaning of each word.

**new media** - types of media that are interactive and allow users to communicate with each other

**interactive** - involving communication between people

**communicate** - to share information with others

**social media** - websites and computer programmes that allows people to communicate and share information

**blog** - a regular record of your thoughts, opinions and experiences that you put on the Internet for people to read

**video game** - a game which the player play on a screen by pressing buttons on a keyboard or controller

**online news site** - a digital version of a newspaper or a website providing news

**connect** - to make it possible to speak to people all over the world

### Step 3

Ask students to **Look at Activity 4** and read the rubric and instruction text. Organise students into pairs and ask them to read the question. Explain that they have to imagine spending a whole day without using social media. They should imagine what it would be like and discuss it with their partner.

Choose some confident pairs of students to share their ideas with the class.

## Lesson 2

### Reading and Understanding

#### In this lesson, students will:

- read an article for general and specific information
- infer the meaning of vocabulary from context to match words and definitions
- discuss issues related to teenagers' online habits

#### Target language

- addicted to
- attention span
- consequence
- digital native
- excessive
- glued to
- screenager
- screen time
- streaming videos
- Expressions for giving opinions: In my opinion..., I think..., I believe..., I feel..., Based on my own experience,...

**Note:** This lesson focuses on the time teenagers spend in front of screens and the effect this has on their lives. The reading text is based on a documentary called Screenagers <https://www.screenagersmovie.com/>

### Task 1

Ask students some questions about their screen time habits, for example:

- **How much time do you spend in front of a screen? E.g. a computer, laptop, mobile phone, TV or tablet.**
- **What kind of activities do you use your phone, computer or other digital devices for?**

- **Do you think that you spend too much time using your phone or other devices?**
- **Do your parents think you spend too much time using your phone or other devices?**
- **Do you think technology negatively affects your life or your school work in any way?**

### Step 2

Tell students **Look at Activity 1 on page 2 of your Classbook.** Ask them to look at the picture and read the rubric and instruction text. Check they understand that they have to look at the picture and discuss the questions. Organise students into groups and ask them to complete the activity.

Circulate around the classroom, offering guidance and support. Elicit feedback from each group.

### Suggested answers

- 1 The teenagers in the picture might be playing with their phones/ playing games/ texting/ looking at social media, etc
- 2 Screenagers: ( informal ) teenagers who spend a lot of time in front of a screen. This word is a blend of the words 'screen' + 'teenager'.

### Step 3

### 21<sup>st</sup> Critical thinking

Tell students to **Look at Activity 2** and ask a volunteer to read the rubric and instruction text. Check students' understanding of the task. They have to read the text and decide which statement is **not** true. Read the statements together and then organise students into pairs. Ask them to complete the activity and remind them to write their answers in their exercise books.

Do a whole class check and elicit the answer. Encourage students to give a reason for their answer.

### Answer

- 3 Excessive screen time is negative regardless of content.

## Task 2

### Step 1

Tell students to Look at **Activity 2 on page 3 of the Classbook**. Read the rubric and instruction text and explain that they have to read the text in **Activity 1** again and answer the questions. Tell students to write the numbers **1-5** into their exercise book and complete the activity.

Do a whole class check. Elicit the answers and write them on the board.

### Answers

.....

- 1 Nine hours
- 2 It can harm the brain's development and reduce young people's attention spans.
- 3 YouTube
- 4 No
- 5 Possible answer: Time spent in front of screen should not always be considered a negative issue if the content a teenager is looking at is informative, helpful or useful.

### Step 2

Tell students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Explain that students have to match the **bold** words in the reading text with the definitions. Elicit that **it is important to try and use the context to work out the meaning of words**. Tell students to write the numbers 1-7 into their exercise book and complete the activity.

### Step 3

Do a whole class check. Elicit the answers and write them on the board.

### Answers

.....

- 1 attention span
- 2 digital natives
- 3 glued to
- 4 excessive
- 5 addicted to
- 6 consequences
- 7 streaming videos

### Optional Activity

Ask students to make sentences using some of the words from **Activity 4**. You can do this as an oral activity or ask them to write their sentences into their exercise books.

## Task 3

### Step 1

Ask students to **Look at Activity 5** and read the rubric. Read the instruction text and explain that this is a speaking activity and they have to discuss the two questions in groups.

Organise students into groups. Draw their attention to the **Useful Language box** and read the expressions for **giving your opinion** together. Encourage students to use the expressions and use the new vocabulary from **Activity 3** in their discussions. Circulate around the classroom, offering guidance and support.

**Note:** This a good opportunity to ask your students to evaluate the possible negative effects of too much screen time and to reflect on their own social media habits.

### Step 2

When students have finished, ask two or three groups to present the main points from their discussions to the class.

## Lesson 3

### Reading and Understanding

#### In this lesson, students will:

- read five short texts about social media for general and specific information
- complete the missing words in five reading texts
- make inferences in order to match statements to texts
- write a short paragraph about their favourite type of social media

#### Target language

- awesome
- brand
- comment
- communicate
- download
- interactive
- participate
- reluctant
- social media
- source

**Note:** The texts in this lesson contain phrasal verbs which are shown in **bold**. Students will study these in the Grammar and Vocabulary lessons.

### Task 1

#### Step 1

Ask students **Which social media platforms do you enjoy using and why?** Ask them to discuss the question in pairs and then elicit answers from volunteers.

#### Step 2

Tell students to **Look at Activity 1 on page 2 of the Skills Book** and read the rubric and instruction text.

Draw students' attention to the questions and read them together. Ask students to skim the texts quickly and find the answers to the questions. Check that students understand the meaning of skimming.

Draw students' attention to the **Learning Strategy**. Elicit that **skimming** means **to read a text very quickly, only focusing on key words rather than trying to understand everything in detail**. Explain that it is an important reading skill to develop because we often need to skim texts quickly to decide whether they contain the information we need or to locate information. If a text contains the information we need, we can read it in more detail.

**Note:** There are some missing words in the texts. Tell students not to worry about them. They will deal with them in the next activity.

Ask students to complete the activity individually. Then ask them to compare their answers with a partner and then do a whole class check.

### Answers

- .....
- 1 Instagram, Facebook, Snapchat, YouTube and an online newspaper
  - 2 Sharing and editing photos, discovering new products, reading the news, watching videos, sharing videos, posting comments and interacting with other users.

### Task 2

#### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Choose volunteers to read the words and definitions. Explain that students have to use the words to complete the gaps in the five texts in **Activity 1**. Ask them to read the texts again and complete the gaps with these words.

#### Step 2

Do a whole class check and elicit the answers.



## Answers

.....

- 1 brands
- 2 communicate
- 3 reluctant
- 4 participate
- 5 comments
- 6 download
- 7 awesome
- 8 source
- 9 interactive

## Step 3

### **21<sup>st</sup>** Critical thinking

**Note:** This activity helps students practise inferencing skills.

Tell students to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text. Read the five statements together. Check students' understanding of the activity. They have to read the five texts in **Activity 1** again and decide which person each statement is describing. Students can complete the activity individually or in pairs.

Do a whole class check and elicit the answers.

## Answers

.....

- 1 Omar
- 2 Rebecca
- 3 Mike
- 4 Sophie
- 5 Maryam

## Task 3

### Step 1

Write the following questions on the board:

- **What is your favourite social media platform?**
- **What kind of activities do you enjoy doing on your favourite social media platform?**

Organise students into small groups and ask them to discuss the questions. Circulate around the class, offering guidance and support. Briefly elicit feedback.

### Step 2

Ask students to **Look at Activity 4** and read the rubric and instruction text. Check they understand that they have to write a short paragraph about their favourite social media platform. They should include information about which social media platform is their favourite, why it is their favourite and what kind of activities they use it for. Tell students to complete the task individually. Circulate around the classroom, offering guidance and checking students' written work.

### Step 3

Organise students into pairs. Ask them to read their paragraph to their partner. If there is time, elicit some feedback from students about their favourite social media platform by asking some questions, for example:

- **What is your favourite social media platform?**
- **Why is it your favourite?**
- **Is your favourite social media platform the same or different to your partner's favourite?**
- **What kind of activities do you use your favourite social media for?**

## Lesson 4

### Grammar and Vocabulary

#### In this lesson, students will:

- use information from a bar chart to decide if statements are true, false or the information is not given
- study adjectives of comparison
- practise different ways of making comparisons
- write three sentences containing comparative structures

#### Target language

- Comparative structures, e.g. more popular, the most popular, as popular as, not as popular as

## Task 1

### Step 1

Ask students to **Look at Activity 1 on page 4 of the Classbook**. Point to the pictures and ask them to tell you what they show. Elicit that they show **teenagers watching TV and playing computer games**. Ask students some questions about these activities, for example:

- **Does your family do these activities?**
- **Who in your family likes to watch TV? Who likes to play video games?**
- **How much time does your family spend doing these activities?**

### Step 2

Point to the chart and ask students **What does the chart show?** Elicit that **it shows the amount of time Patrick's family spend watching TV and playing video games**. Ask, **How many people are there in Patrick's family?** Elicit six people. Then ask **Which colour bars represent watching TV?** Elicit **the orange bars**.

**Note:** Understanding and being able to interpret and describe different charts is an important skill for international exams, especially the IELTS examination.

### Step 3

Ask students to read the rubric and instruction text. Check their understanding of the task. They have to read the statements below the chart and decide if the information is True (**T**), False (**F**) or Not Given (**NG**). Check that students understand that not given (**NG**) means that there is no information so it is impossible to know whether the statement is true or false.

Do one or two statements together. Then ask students to complete the activity individually. Tell students to write the numbers **1-10** into their exercise book and complete the activity.

**Note:** Check that students know that Sarah and Katie are girls' names and Patrick, John and David are boys' names. This is important to complete the activity successfully.

Ask students to compare their answers with a partner. Then write the numbers 1-10 on the board and do a whole class check. Encourage students to explain their answers and which part of the chart helped them select the correct answer.

### Answers

.....

- 1 T
- 2 NG
- 3 T
- 4 F
- 5 T
- 6 NG
- 7 T
- 8 F
- 9 NG
- 10 T (to get the answers students have to add up the total number of hours for each activity)

## Task 2

### Step 1

Ask students to **Look at the Grammar Focus box**. Ask volunteers to read the information in the box and then discuss it together. Students should be familiar with comparatives and superlatives from previous grades, but the comparative structures **as (adjective) as** and **not as (adjective) as** may be new to them.

Practise using these structures to make comparisons. For example:

- **Salim is taller than Ahmed.**  
**Ahmed is not as tall as Salim.**
- **Muscat is bigger than Nizwa.**  
**Nizwa is not as big as Muscat.**
- **Taxis are more expensive than buses.**  
**Buses are not as expensive as taxis.**
- **Camels are heavier than donkeys.**  
**Donkeys are not as heavy as camels.**

Draw students' attention to the adjective in the structure **...not/as (adjective) as...** Ask them **What do you notice about the adjective?** Elicit or explain that **although this is a comparative structure, we do not use a comparative adjective. The adjective is in its normal form.**

**Note:** If students would like more information about comparative adjective structures, refer students to the **Grammar Reference** on page 68 of the Skill Book.

### Step 2

Ask students to Look at Activity 2 and read the rubric and instruction text. Explain that they have to read the sentences in Activity 1 again and pay attention to the comparative structure in each sentence.

## Task 3

### Step 1

Tell students to **Look at Activity 1 on page 4 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to read sentences **1-5**. Then they have to read the second sentence and choose the correct option to give the second sentence the same meaning as the first sentence.

Do number 1 together as an example. Then ask students to complete the activity individually. When they have finished, do a whole class check and elicit the answers.

### Answers

- .....
- 1 smaller
  - 2 the same price as
  - 3 not as popular as
  - 4 worse
  - 5 not as successful as

### Step 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to rewrite each sentence using the structure **...not as (adjective) as...**

Ask students to look at the example. Read the first sentence and ask **Does 'watching TV' come before or after the comparative adjective?** Elicit that it comes **after** the comparative adjective. Then point to the second sentence and ask **Does 'watching TV' come before or after the structure 'not as interesting as'?** Elicit that watching TV comes **before** the structure 'not as interesting as'. Then ask students **What do you have to remember about the adjective when you use the structure 'not as (adjective) as'?** Elicit or remind students that they **have to use the adjective in its normal form not its comparative form.**

Ask students to complete the task individually. Circulate around the classroom, offering guidance and support. Ask students to compare their answers with a partner and then do a whole class check. Write the answers on the board.

## Answers

- 1 I am **not as tall as** my brother.
- 2 Eating fast food is **not as healthy as** eating salad.
- 3 My ticket to Mumbai is **not as expensive as** my ticket to New York.
- 4 My marks in Arabic are **not as good as** my marks in Physics.
- 5 Watching swimming is **not as exciting as** watching football.

## Task 4

### Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to write three sentences comparing two things or people using the comparative structures from this lesson.

Read the example together. Elicit one or two more example sentences orally before asking students to complete the activity individually. Circulate around the classroom, offering guidance and support.

### Step 2

Organise students into pairs and ask them to read their sentences to their partners. Then do a whole class check. Choose volunteers to write one of their sentences on the board. Ask the rest of the class to decide if the sentence is correct, or if there are any errors that need correcting.

### Optional Activity

You can play a game with the new structure. Organise students into pairs or groups. Explain that one student has to say a sentence with a comparative form. Their partner or the next student has to say the same thing but using the structure **not as (adjective) as**.

## Lesson 5

### Grammar and Vocabulary

#### In this lesson, students will:

- analyse a cartoon to understand a joke about phrasal verbs
- practise using phrasal verbs
- create their own dialogue about setting up a social media account

#### Target language

- Phrasal verbs: bring up, click on, come across, deal with, go into, go online, hang up, hurry up, keep up with, log in, log out, look up, plug in, scroll through

**Note:** This lesson focuses on phrasal verbs. The cartoon in Activity 1 is a way of illustrating how phrasal verbs can be confusing and their meaning is not always literal.

#### What are phrasal verbs?

Phrasal verbs are phrases that indicate actions, for example *turn down*, *come across*, etc. They are generally used in spoken English and informal texts.

They usually consist of a verb and a preposition or an adverb. But some phrasal verbs consist of a preposition + an adverb, e.g. *look forward to*, *put up with*, etc.

It can be difficult to understand the meaning of phrasal verbs because many have a figurative or an idiomatic meaning. Therefore, it is helpful to try and use the context to understand the meaning of a phrasal verb before looking it up in a dictionary. Students often have to memorise phrasal verbs and their meanings.

## Task 1 **21<sup>st</sup>** Critical thinking

### Step 1

Ask students to **Look at Activity 3 on page 5 of the Classbook**. Point to the cartoon and ask **What is happening in this cartoon?** Elicit that **two men are in a lift**.

### Step 2

Ask a volunteer to read the rubric and instruction text. Explain that students have to discuss the questions about the cartoon. Organise them into pairs and ask them to discuss the questions together.

### Step 3

Do a whole class check and elicit ideas from volunteers.

### Suggested answers

- 1 There is a misunderstanding between the two men in an elevator.
- 2 One man calls the other man 'son'. He is not his father, but he says that he 'brought him up'.
- 3 It has two meanings, 1) to take something or someone from upstairs or to a higher level, 2) to raise a child.

**Note:** It does not matter if students do not know the answers. The aim of this activity is for them to think about concept of phrasal verbs in order to raise their awareness of them.

## Task 2

### Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain that they should look at the phrasal verbs in bold in the five reading texts on page 1 of the Skills Book and discuss the questions in pairs or small groups.

**Note:** Students have previously studied phrasal verbs in Grade 8 and should be able to tell you that they have more than one part and that their meaning is not always obvious.

When students have finished discussing the questions, elicit feedback.

### Answers

- 1 **to scroll through** – to move up or down a screen of a smartphone or computer.  
**to keep up with (somebody)** - to stay in contact with somebody  
**to make up** – to invent something that is not true  
**to look up** – to try and find a particular piece of information, usually in a book or online  
**to come across** – to find something by chance  
**to deal with** – to accept a difficult or emotional situation  
**to go online** – to go on the Internet

**Note:** Phrasal verbs often have multiple meanings. The meanings given above relate to the meanings of these phrasal verbs in the context of the five reading texts. Some other common meanings of these phrasal verbs include:

- to keep up with (something)** – to learn or be aware of news or current events/ to continue to pay or do something regularly
- to make up (with someone)** – to become friendly again after a disagreement
- to deal with** – to find a solution to a problem

- 2 Phrasal verbs are formed from a verb and a preposition or an adjective, or both. Their meaning is not always literal, or possible to understand from the words alone. Often, the best way to learn phrasal verbs is to memorise their meanings.
- 3 Other phrasal verbs that students have encountered include pick up, clear out, go around, turn on and turn off.

## Step 2

Draw students' attention to the information box which focuses on the structure of phrasal verbs. Explain that phrasal verbs can be formed in three ways:

- 1 **verb + preposition**
- 2 **verb + adverb**
- 3 **verb + adverb and preposition**

Tell students to look at the structures and to read the example sentences.

### Optional Activity

Ask students to categorise the phrasal verbs they brainstormed in Question 2, in Step 1 according to the three structures listed in the information box.

## Step 3

Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and instruction text. Show the students the phrasal verbs in the box and direct them to the meaning of the missing phrasal verbs, given in brackets, after each sentence. Check students understand that they have to complete the sentences with the correct phrasal verbs from the box. Tell students to write the numbers **1-6** into their exercise book and complete the activity.

Do a whole class check and elicit the answers.

## Answers

- .....
- 1 came across
  - 2 log in
  - 3 go into
  - 4 hurry up
  - 5 clicked on
  - 6 made up

**Extra phrasal verb:** go online

## Task 3

### Step 1

Ask students to **Look at Activity 1 on page 5 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Check students' understanding of the activity. They have to read the sentences and circle the correct phrasal verb in each sentence.

Organise students into pairs. Before they complete the activity, ask them to discuss what the meaning of each phrasal verb in **bold**. Then ask them to do the activity.

### Step 2

Do a whole class check and elicit the answers from volunteers. Explain the meaning of any phrasal verbs that students do not understand.

## Answers

- .....
- 1 plug in
  - 2 sign into
  - 3 look up
  - 4 keep up with
  - 5 back up
  - 6 log out

## Task 4

### Step 1

Ask students to **Look at Activity 5**. Point to the picture and ask **What is the girl in the picture doing?** Elicit that **she is using a computer and talking on her phone**. Then ask **What do you think she might be talking about?** Elicit students' ideas.

## Step 2

Ask a volunteer to read the rubric and instruction text. Check students understand they have to read the dialogue in pairs and try to predict the missing phrasal verbs.

**Note:** All of the missing phrasal verbs have been studied in this lesson. If you feel that your students need extra support with this task, you can write the phrasal verbs on the board.

Ask students to read the dialogue together and complete the gaps **in pencil**.

## Step 3

Explain to students that you will play the dialogue and they should listen and check their phrasal verbs. If their predictions are correct, they should tick them. If they are incorrect, they should listen for the correct phrasal verb.

Play **Listening 1.2**. Pause the CD after each phrasal verb so that students can check their answers.

### Listening Transcript 1.2

**Dana:** Hi Noor! How are you? I want to register for that new email service you told me about. Can you help me?

**Noor:** Sure. Do you want to do it now?

**Dana:** Yes. I'll just **turn on** my computer. Okay, I'm ready.

**Noor:** Great. First you need to **go online** and search for 'super-fast email'.

**Dana:** Okay, I'm already online and I've have found the website.

**Noor:** Okay, good. Now **click on** 'new account'.

**Dana:** Okay, I've clicked on it.

**Noor:** Great. So to **sign up** for the email account, you just need to enter your information and choose a password.

**Dana:** Okay. I am going to **hang up** so that I can do that.

**Noor:** Sure, no problem. Let me know if you need any more help.

**Dana:** Thank you, Noor.

Do a whole class check and elicit the answers. The answers are given in **bold** in the listening transcript.

## Step 4 Collaboration

Ask students to **Look at Activity 6** and read the rubric and instruction text. Explain that students have to work in pairs to create their own role play about setting up a social media account.

Organise students into pairs and nominate a **Student A** and **Student B**. Explain that **Student A** wants to set up a new social media account and asks his/her friend for help. **Student B** gives his/her friend instructions about how to set up the account. Students have to choose at least three phrasal verbs from the box to use in their dialogue.

Ask students to complete the activity in pairs and to write their dialogue in their exercise books. Circulate around the classroom, offering guidance and support.

## Step 5

Choose pairs of confident students to perform their dialogues in front of the class.

## Lesson 6

## Listening and Speaking

## In this lesson, students will:

- discuss the meaning of words related to media and journalism
- listen to a radio interview for specific information
- listen and match a bar chart to a description of a trend
- identify and pronounce stressed and unstressed syllables in words
- express their opinions and give reasons and examples to support their opinions

## Target language

- bar chart
- digital age
- disappear
- fake news
- journalism
- journalist
- newspaper
- reporter
- social media
- source
- trust
- Expressions for agreeing, e.g. I agree, I have the same opinion.
- Expressions for disagreeing, e.g. I'm sorry but I don't agree, That's true, but...
- Expressions for giving examples, e.g. For example..., One example of this is ...
- Expressions for giving reasons, e.g. I think this is because...

## Task 1

## Step 1

Ask students some questions related to the theme of the lesson, for example:

- Do you read newspapers?
- Which newspapers do you read?
- Do you prefer to read printed newspapers or newspapers online?

## Step 2

Ask students to **Look at Activity 1 on page 6 of the Classbook**. Ask students to read the rubric and instruction text. Explain that they have to read the words in the box and discuss their meanings with a partner. If students do not know the words, they can look them up a dictionary.

## Optional Activity

Write **look up the words in a dictionary** on the board. Underline '**look up**' and ask students **What do you notice about the underlined words?** Elicit that they form a **phrasal verb**. Then ask **What does 'look up' mean?** Elicit or explain that it means to look for the meaning of something, usually in a book or online.

Organise students into pairs and ask them to discuss the meaning of each word. Circulate around the classroom, offering guidance and support. Elicit feedback. Choose different pairs to explain the meaning of each word.

## Answers

journalism	the profession of reporting the news
reporter	a person who reports news or conducts interviews
trust	a firm belief in the reliability or truth of something
digital age	the present time, when most information is in digital form
fake news	news that is not based on facts or evidence
source	where a thing or information originally comes from
disappear	to no longer exist



**social media** interactive websites and apps that allow people to connect and share information on the Internet using electronic devices

**newspaper** a document consisting of news reports, articles and photographs that is published every day or every week

### Step 3

Ask students to use the words in the box to make sentences. They can do this orally or they can write sentences into their exercise books.

Choose pairs of students to share their sentences with the class.

### Suggested Answers

**Journalism** is changing because of social media.

A television **reporter** should have good presenting skills.

It is important to be able to **trust** information in the news.

In the **digital age**, many people are addicted to smartphones.

**Fake news** can be dangerous.

It is important to read the news from trusted **sources**.

Snapchat stories **disappear** after they have been watched.

**Social media** is very popular in today's society.

I read the local **newspaper** every day.

## Task 2 Critical thinking

### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check students' understanding of the activity. They have to listen to an interview with a famous journalist and decide if the statements are True (**T**) or False (**F**).

Draw students' attention to the **Learning Strategy**. Explain that before doing a listening activity, it is

helpful to **identify key words** to listen for. These words can be in the question/statement, or they can be words students expect to hear in the answer. Listening for a key word or phrase is more efficient than trying to listen and understand everything a speaker says. This strategy is also very useful when taking listening exams.

Ask students to identify the key words and phrases in the statements in **Activity 1**. Briefly elicit students' ideas.

#### Possible keywords include:

- |             |                      |
|-------------|----------------------|
| Statement 1 | faster               |
| Statement 2 | anyone/ journalist   |
| Statement 3 | trusted/ source      |
| Statement 4 | disappear            |
| Statement 5 | electronic versions  |
| Statement 6 | technological skills |

### Step 2

Tell students that they will listen to an interview with a famous journalist talking about the future of journalism in the era of digital technology and social media.

Ask them to write the numbers **1-6** into their exercise books and write **T** for statements that are true, and **F** for statements that are false.

Play **Listening 1.3** straight through once. Repeat it if necessary.

### Listening Transcript 1.3

**Interviewer:** Hi and welcome to the show. Our guest today is Dr. David, a professor of journalism. Thank you for joining us, Dr. David.

**Dr. David:** Thank you very much for having me.

**Interviewer:** So Dr. David, do you think that in the digital age, social media is replacing traditional journalism? Or can the two exist together?

**Dr. David:** Well, social media is having a huge impact on the world of journalism. Social media is often faster than journalism at spreading breaking news. However, I don't think it will ever completely replace traditional forms of journalism. And of course there is the problem of fake news.

**Interviewer:** That's true. Some people claim that today, anyone can be a journalist. You just need a smartphone and to be in the right place at the right time. As a professional journalist, what's your opinion about this? Can anyone be a journalist?

**Dr. David:** Well, I believe that it's not as simple as that! We should remember that journalism is not only filming or writing about events. It is important to research and report on issues in depth, and consider important questions around a topic such as, why do these things happen? Who is involved? What is the context of events?

**Interviewer:** So what do you think about claims that newspapers will disappear in the near future?

**Dr. David:** You are right to some extent. Sales of printed newspapers are going down. But at the same time, the popularity of online newspapers is growing and growing fast.

**Interviewer:** Interesting. Why do you think that is?

**Dr. David:** Well, we're living in the digital age and people want digital versions of materials that, traditionally, were always printed, for example, books, magazines and newspapers. As a consequence, most newspapers are now available to read online. Journalists can add audio, images and videos to enhance their reports.

**Interviewer:** So, my final question is what do journalists need to do in order to cope with these changes and compete with social media?

**Dr. David:** Actually there are many things they can do. Firstly, journalists need to develop their technological skills by keeping up with the developments and trends in digital media. Secondly, they need to think about how to integrate audio and video into their reports to make them more engaging. Finally, they need to learn how to use social media to support their reporting.

**Interviewer:** That's all we have time for today. Thank you very much, Dr. David.

### Step 3

Do a whole class check and elicit the answers.

### Answers

.....

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

### Step 4

Ask students to **Look at Activity 3**. Point to the three charts and elicit that they are **bar charts**. Organise students into pairs and ask them to briefly discuss what each bar chart shows.

Ask a volunteer to read the rubric and the instruction text. Check that students understand that they will listen to an extract of the interview and they have to select the chart that represents the trend in reading habits Dr. David describes.

Play **Listening 1.4** straight through and ask students to choose chart **a**, **b** or **c**.

### Listening Transcript 1.4

**Dr. David:** You are right to some extent. Sales of printed newspapers are going down. But at the same time, the popularity of online newspapers is growing and growing fast.

### Step 5

Ask students to compare their answer with a partner. Then elicit the correct answer.

### Answer

.....  
The answer is **chart b**. This chart shows sales of printed newspapers going down but readership of online newspapers increasing.

**Chart a** shows readership of printed newspapers going down and readership of online newspapers staying the same.

**Chart c** shows readership of printed newspapers going down and readership of online newspapers going down.

### Task 3

#### Step 1

Ask students to **Look at Activity 4** and read the rubric and the first part of the instruction text. Point to the words and draw students' attention to the circles above the words. Ask them **What do you think the large and small circles represent?** Elicit or explain that **the large circle represent the stressed syllable in the words and the small circles represent the unstressed syllables in the words.** Ask students to listen to the CD and repeat the words, focusing on the syllable stress. Play **Listening 1.5**. Each word is repeated twice.

### Listening Transcript 1.5

online	//	online
consequence	//	consequence
device	//	device
teenager	//	teenager
excessive	//	excessive
participate	//	participate

Ask students to practise pronouncing the words in pairs.

### Step 2

Read the second part of the instruction text. Tell students to copy the words into their exercise books. Explain that students have to read the words aloud with a partner and identify the stressed syllable in each word. Ask them to draw a big circle to show the stressed syllable and a small circle to show the unstressed syllables.

### Step 3

Write the words on the board. Play **Listening 1.6** and ask students to check their answers. Pause the CD after each word and ask a volunteer to draw the circles over the word to show the syllable stress.

### Listening Transcript 1.6

connect	//	connect
media	//	media
interactive	//	interactive
communicate	//	communicate
digital	//	digital
attention	//	attention

### Answers

.....

The stressed syllable is underlined

connect

media

interactive

communicate

digital

attention

## Task 4

### Step 1

Ask students to **Look at Activity 5** and read the rubric and instruction text. Organise students into pairs. Ask them to choose one of the statements from **Activity 2**. Explain that they have to discuss the statement and support their opinion by giving reasons and examples. The **Useful Language box** provides expressions they can use in their discussions.

### Step 2

When they have finished, ask volunteers to share their opinions with the class.

## Lesson 7

### Listening and Speaking

#### In this lesson, students will:

- predict the content of a podcast
- listen to a podcast for specific information
- read a dialogue and identify expression for making and responding to suggestions
- work in groups to plan a new media project

#### Target language

- followers
- 'K' as one thousand
- podcast
- Expressions for making suggestions, e.g. How about...?, What about...? Why don't we...?
- Expressions for responding to suggestions, e.g. that sounds great, you're right, I don't think so, I'm not sure about it

## Task 1

### Step 1

Write the following questions on the board.

- **How active are you on social media?**
- **How many people do you follow?**
- **How many followers do you have?**
- **How important is it to you to get likes or comments on things you post?**

Check that students understand the meaning of **follower** in this context. **A follower is a person who follows or subscribes to your social media account so that they see all the content you post.** Then ask them to discuss the questions in pairs. Briefly elicit feedback from volunteers.

## Step 2

Tell students to **Look at Activity 1 on page 6 of the Skills Book** and read the rubric and instruction text. Explain that students will listen to three teenagers talking about their success on social media and how they feel about it. They have to listen and match each person to the number of followers they have and the skill that helped them be successful on social media.

Before listening, point to the numbers **20K**, **120K** and **15K**. Ask students **What does the letter 'K' mean here?** Elicit or explain that **the letter 'k' can be used to represent one thousand**. Write **20K** on the board and ask a volunteer to write this number in numerical form. They should write **20,000**. If there is any confusion, repeat this step for the numbers 15K and 120K.

Explain that these numbers represent the number of **social media followers** each person has.

## Step 3

Play **Listening 1.7** and ask students to match the teenagers to their followers and social media skills. Repeat the CD if necessary.

### Listening Transcript 1.7

- 1 Hi, I'm Mo and I'm 16 years old. My favourite hobby is making videos. I have my own YouTube channel and I post videos about all the places I visit and the adventures I have. I usually post a new video every week. So far I have about 120,000 followers. I also have a weekly podcast where I share my experience of building a successful YouTube channel.
- 2 Hello, my name's Rebecca. I like to take pictures and post them online. I usually photograph old buildings because I like history and architecture. I use Instagram to share my photos and I use Photoshop to edit them. I love reading comments from my followers about my photos. Right now, I have 20,000 followers.
- 3 Hi, my name is Peter. I feel that I am becoming successful on Twitter by tweeting regularly. Active users have a higher chance of gaining a lot of followers. So far, I have about 15,000 followers but my goal is to reach 120,000 this year.

Do a whole class check and elicit the answers.

### Answers

- .....
- |   |         |      |                 |
|---|---------|------|-----------------|
| 1 | Mo      | 120K | making videos   |
| 2 | Rebecca | 20K  | taking pictures |
| 3 | Peter   | 15K  | tweeting        |

## Task 2



### Step 1

Ask students to **Look at Activity 2** and read the rubric and the first part of the instruction text. Explain that they are going to listen to Mo giving a podcast about how to be successful on social media.

Before listening, organise students into small groups and ask them to brainstorm their own ideas about how to be successful on social media.

Elicit one or two ideas as an example. Then ask students to complete the activity in their groups.

### Step 2

Ask students to read the second part of the instruction text. Explain that they have to listen to the podcast and tick any of the ideas on their list that Mo mentions. If they hear any additional ideas they did not think of, they can add them to their list.

Play **Listening 1.8**.

### Listening Transcript 1.8

Hi everyone! It's Mo here. Welcome to Mo's Social Media Success Podcast. Today, I'm going to be talking about how to be successful on social media.

If you don't know me, I post travel videos on my YouTube channel and I have about 120,000 followers. If you would like to build a big social media audience, I am going to give you some tips.

My first piece of advice is to focus on creating content that you really love. When you are passionate about the things you post, your followers will feel this. To be successful, you have to create value for your followers and you

### Listening Transcript 1.8 continued

can't do that if you're not that interested in your content. I love to travel and explore new places and I think that shows in my videos.

My second piece of advice is to think about what kind of content you want to create and which social media platform best suits your content. For example, if you are like me and you want to make videos, YouTube is probably the best option. If you prefer photography, then you should focus on Instagram. Or if you prefer writing, then maybe a blog would be better for you.

Another important piece of advice is to think before you post. When you post something online, it will be there forever. So do not post anything you might regret. This is especially important when people leave negative comments. It can be difficult to deal with, but it is better not to respond negatively.

My final piece of advice is that if you are serious about being successful on social media, you need to promote yourself. Some people buy social media followers, but I don't recommend doing this. It's important to connect with people who have the same interests. You can do this by commenting on other people's posts and participating in forums.

Well that's the end of today's podcast. I hope you enjoyed it. Don't forget to check out my YouTube channel.

Briefly elicit feedback by asking students:

- **Did Mo mention any ideas that you wrote on your list of predictions?**
- **Did you hear any additional ideas that were not on your list of predictions?**

### Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they will listen to the podcast again and this time they have to choose the correct option to complete each sentence.

Give students some time to read the sentences and options. Then play **Listening 1.8** again.

Ask students to compare their answers with a partner. Then do a whole class check.

### Answers

- .....
- 1 **b** being successful on
  - 2 **a** create content you love
  - 3 **a** content
  - 4 **c** buying followers

### Task 3

#### Step 1

Ask students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text and explain that students have to read the dialogue with a partner and answer the question. Organise students into pairs and ask them to read the dialogue together.

Do a whole class check and elicit the answer.

#### Answer

.....  
Jack suggests starting a YouTube channel about science experiments.

#### Step 2

Ask students to **Look at Activity 5** and read the rubric. Read the instruction text and draw students' attention to the expressions for making and responding to suggestions in the **Useful Language box**. Read the instruction text and explain that students have to read the dialogue again and underline expressions for making and responding to suggestions. They can complete the activity individually or in pairs.

Do a whole class check and elicit the answers.

### Answers

- .....
- Jack: Dan, you know I love science?  
Especially experiments?
- Dan: Yes...
- Jack: Well I've had an idea.
- Dan: Really? What?
- Jack: Well, I was thinking about how lots of people think science is difficult. But maybe if somebody explains how experiments work, it might be easier to understand.

- Dan: Okay....
- Jack: So **why don't we** make our own YouTube channel for science?
- Dan: A YouTube channel?
- Jack: Yes. **We could** film experiments and upload them to YouTube. What do you think?
- Dan: **I think it's an amazing idea!**
- Jack: Great! **Perhaps we can** ask Sam if he can film for us. He's in the photography club.
- Dan: **That sounds great.** Let's go.

### Step 3

Organise students into small groups. Ask them to **Look at Activity 6** and read the rubric and instruction text. Explain that they have to work in their groups and discuss ideas for their own new media project. Their project should be about something they love. They have to discuss their ideas using the expressions for making and responding to suggestions in order to answer questions 1-3.

Circulate around the classroom, offering guidance and support.

### Step 4

Ask each group to share their ideas for their new media project with the rest of the class.

## Lesson 8

### Writing

#### In this lesson, students will:

- interpret visual data to answer questions about two pie charts
- read a summary of the information in two pie charts for specific information
- analyse the structure and organisation of the summary
- replace words and phrases from the summary with synonyms
- identify comparative structures in the summary

#### Target language

- Types of charts, e.g. bar charts, pie charts, column charts, line graphs.
- Comparative structures e.g. more popular, the most popular, the least popular, the most significant, not as popular as, etc.
- Language for describing charts, e.g. This chart shows/ illustrates, Overall/ In general, Whereas/While, However/ In contrast, Surprisingly, To summarise, etc.

### Task 1

Tell students to **Look at Activity 1 on page 8 of the Classbook** and read the instructions. Point to the four charts. Ask students **Have you seen these kinds of charts in any other subjects?**

Ask students to match the four charts with their names. Tell students to write the numbers **1-4** into their exercise book and complete the activity.

**Note:** Students should be familiar with charts from other subjects. This activity aims to familiarise students with the names of charts in English because they will write about them in the next two lessons.

Do a whole class check and elicit the answers.

## Answers

.....

- 1 column chart
- 2 line chart
- 3 bar chart
- 4 pie chart

**Note:** Bar charts and column charts are very similar and students may be confused between them. The difference is that bar charts have horizontal bars and column charts have vertical bars.

## Task 2

### Step 1

Tell students to **Look at Activity 2**. Draw their attention to the two charts and ask **What type of chart are these two charts?** Elicit **pie charts**.

Ask a volunteer to read the rubric and instruction text. Check students understand that they have to look at the two pie charts and answer the questions.

Organise students into pairs and ask them to discuss the questions. Alternatively, if you would like to include more writing practice, you can ask students to write the answers into their exercise books.

**Note:** These questions are designed to help students analyse the information in the pie charts in order to support them in understanding the text more easily.

### Step 2

Do a whole class check and elicit the answers.

## Answers

.....

- 1 The social media platforms used by men and women, aged 18- 24 in the USA in 2018.
- 2 Facebook
- 3 WhatsApp

- 4 Snapchat is more popular with women, Twitter is more popular with men.

## Task 3

### Step 1

Tell students to **Look at Activity 3 on page 9 of the Classbook** and read the rubric and instruction text. Explain that they have to read the summary on page 8 again and answer the questions. Tell students to write the numbers **1-4** into their exercise books and complete the activity individually. Circulate around the classroom, offering guidance and support.

### Step 2

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

## Answers

.....

- 1 The most popular social media, the least popular social media, the most significant difference in social media use
- 2 Percentages are included to support sentences
- 3 Present tense
- 4 No

### Step 3

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain that items **a-e** describe different parts of the summary. These sections are indicated in the text with numbers. Students have to match the descriptions **a-e** to the different parts of the text **1-9**. Tell them to write the numbers **1, 2, 3, 4-8** and **9** into their exercise books and complete the activity.

**Note:** The aim of this activity is to help students analyse and understand the structure of the summary. It is important that they are familiar with the structure because they will write a summary in the following lessons.



Organise students into pairs and ask them to complete the activity. Then elicit feedback.

## Answers

.....

- 1 b
- 2 e
- 3 c
- 4-8 a
- 9 d

## Task 4

### Step 1

Tell students to **Look at Activity 5** and read the rubric and instruction text. Explain that students have to read the extracts from the summary and replace the words and phrases in **bold** in the text with a synonym from the box. Tell students to write the numbers **1-7** into their exercise books and complete the activity individually.

**Note:** The focus of this activity is to develop vocabulary that students will need to write their summary. Replacing words or phrases with synonyms will help students to expand their vocabulary and provide them with different options to use in their writing.

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

## Answers

.....

- 1 show
- 2 In general
- 3 men and women
- 4 on the other hand
- 5 while
- 6 To summarise
- 7 main

### Step 2

Ask students **What was the main grammar point we studied in this unit?** Elicit **adjectives of comparison**. Then ask **What different ways of making comparisons have we used in this unit?** Elicit **comparatives, superlatives and ...not/as (adjective) as...** If students cannot recall these structures, refer them back to page 4 of the Classbook.

Ask students to give you some example sentences using these different ways of making comparisons. Write their sentences on the board.

### Step 3

Tell students to **Look at Activity 6**. Ask a volunteer to read the rubric and instruction text. Explain that students have to read the summary on page 8 again and make a list of the examples of comparative structures in the text. They can do this in individually or in pairs or small groups.

Give students some time to list the examples they find. Then elicit feedback and write the sentences on the board.

## Answers

.....

Facebook is **the most popular** social media platform for both genders, with 40% of women and 39% of men using the website.

**The least popular** type of social media for young people in this age group is WhatsApp with only 9% of men and 10% of women using the application.

**The most significant difference** in social media preference between men and women is seen with Snapchat and Twitter.

Snapchat is **more popular** with women than men, with 21% of women using it compared with only 11% of men.

In contrast, Twitter is **not as popular as** Snapchat with women. Only 9% of women use Twitter, whereas 22% of men use it.

**The most significant difference** between the genders is seen with the use of Snapchat and Twitter.

## Lesson 9

### Writing

#### In this lesson, students will:

- interpret visual data from a column chart
- use information from a chart to complete gaps in a summary
- write four sentences about a pie chart
- plan a summary of two pie charts

#### Target language

- Types of charts, e.g. bar charts, pie charts, column charts, line graphs
- Comparative structures, e.g. more popular, the most popular, the least popular, the most significant, not as popular as, etc.
- Language for describing charts e.g. This chart shows/ illustrates, Overall/ In general, Whereas/While, However/ In contrast, Surprisingly

### Task 1

#### Step 1

Tell students to **Look at Activity 1 on page 8 of the Skills Book** and read the rubric. Draw students' attention to the chart. Ask some questions to check students' understanding of the chart, for example:

- **What kind of chart is this?**
- **What does the chart show?**
- **What sports are included in the chart?**
- **Which bars represent boys? Which bars represent girls?**

#### Step 2

Ask a volunteer to read the rubric and instruction text. Check students' understanding of the activity. They have to answer the questions about the column chart.

**Note:** The questions are designed to support students in interpreting the information shown in the chart. It is important to teach students how to read visual texts as well as written texts.

This activity also prepares students for the writing task.

Ask students to complete the activity individually. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

#### Answers

- .....
- 1 The sports played by boys and girls at the IB School in 2018
  - 2 football
  - 3 running
  - 4 hockey, swimming and running

#### Step 3 **21<sup>st</sup>** Critical thinking

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that the text summarises information from the column chart in **Activity 1**. Students have to use the column chart and find the information to complete the sentences.

Write the first sentence on the board with hints to help students

The \_\_\_\_\_ (type of chart) illustrates \_\_\_\_\_ (what) played by \_\_\_\_\_ (who) at the IB School, in \_\_\_\_\_ (when).

Point to the first gap and ask **What type of chart is this?** Elicit **a column chart** and write **column chart** into the first gap. Point to the second gap and ask **What does the chart show?** Elicit that it shows the **sports/ type of sports** played at the IB School. Write **sports** or **type of sports** into the second gap. Point to the third gap and ask **Who plays the sports?** Elicit **girls and boys** and write it into the gap. Point to the final gap and ask **When or what year is this information about?** Elicit **2018** and write it into the gap.

## Step 4

Organise students into pairs and ask them to complete the activity. Then do a whole class check. Elicit the answers and write them on the board.

You may want to draw students' attention to the structure and vocabulary used in each sentence to raise their awareness of how to write appropriate descriptions for their own report.

### Answers

- 1 The **column chart** illustrates **sports** played by **boys and girls** at the IB School in **2018**.
- 2 Overall, **boys** at the IB School are more interested in playing sports than **girls**.
- 3 The most popular sport for boys is **football**, with a total of 60 boys playing the sport.
- 4 The **most popular** sport for girls is hockey, with a total of **55** girls playing the sport.
- 5 The **least popular** sport for both **genders** is running, with only 5 boys and 10 girls participating in the sport.
- 6 A **similar** number of boys and girls play tennis. It is also a popular sport, but not **as popular as** football and hockey.
- 7 The most significant difference in the type of sports played by boys and girls is **football**. This is the most popular sport for boys, **but/ however/ in contrast** only 20 girls play the sport.
- 8 **Students' own answers**

## Task 2

### Step 1

Tell students to **Look at Activity 3**. Point to the pie chart. Ask students **What does this chart show?** Elicit that it shows **the favourite book genres for Grade 10 students in Oman**.

### Step 2

Ask a volunteer to read the rubric and instruction text. Explain that students have to write four sentences about the chart based on the sentence prompts. Read the sentence prompts together and check students understand them. Then ask them to complete the activity individually.

## Step 3

Do a whole class check. Ask volunteers to share the sentences they wrote. Write some good examples on the board.

### Suggested answers

The chart shows the favourite books genres of Grade 10 students in Oman.

Action books are **more popular** than any other books.

Poetry is **the least popular** genre.

Science fiction books are **not as popular as** mystery books.

## Task 3

### Step 1

Ask students to **Look at Activity 4**. Point to the charts and ask **What kind of charts are these?** Elicit **pie charts**.

Tell students to read the rubric and instruction text. Explain that they have to discuss what each chart shows with their partners.

### Step 2

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that students have to choose one pair of charts to write a summary about. Once they have decided which option they will write about, they should plan their summary using the **Writing Plan** provided on page 44 of the Skills Book.

### Homework

If students have not completed their summary plan, ask them to complete it for homework and bring it to the next lesson.

## Lesson 10

### Writing

#### In this lesson, students will:

- give feedback to a partner on their writing plan
- write the first draft of their summary
- self-edit their writing using a writing checklist

#### Target language

- Types of charts, e.g. bar charts, pie charts, column charts, line graphs
- Comparative structures, e.g. more popular, the most popular, the least popular, the most significant, not as popular as, etc.
- Language for describing charts, e.g. This chart shows/ illustrates, Overall/ In general, Whereas/While, However/ In contrast, Surprisingly, To summarise, etc.

**Note:** Students should have their completed writing plan from the previous lesson.

### Task 1

#### Step 1

Organise students into pairs. Ask them to show their writing plan to their partner and explain what they plan to write. Ask students to take turns giving feedback and suggestions to their partners. Give students about 5 minutes to do this.

**Note:** While students are discussing their plans, you may want to use this time to check the plans of, and provide guidance to any students you feel may need extra support.

### Step 2

Ask students to make any necessary amendments to their writing plan to incorporate the feedback from their partner.

### Task 2

#### Step 1

Ask students to **Look at Activity 6 on page 9 of the Skills Book**. Explain that students will have the rest of the lesson to work on the first draft of their summary.

Draw students' attention to the **Learning Strategy**. Before they start writing, review the summary structure and useful language in the **Writing Reference** on pages 54-55 of the Skills Book. A model is also provided in the Writing Reference. Then ask students to write their first draft.

Circulate around the classroom, and monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

#### Step 2

About five minutes before the end of the lesson, ask students to stop writing and to **Look at Activity 7** and read the rubric and instruction text. Ask students to use the **Writing Checklist** to self-edit their first draft. Draw students' attention to the **First draft** column. Ask them to evaluate their work by writing a tick for items they feel that they have successfully achieved, and a cross for items that they want to work on when they write their second draft.

#### Homework

If students have not completed the first draft of their summary, ask them to complete it for homework and bring it to the next lesson.

## Lesson 11

### Writing

#### In this lesson, students will:

- give a partner peer feedback on their writing
- write a second draft of their summary
- self-edit their work using a checklist

#### Target language

- Types of charts, e.g. bar charts, pie charts, column charts, line graphs
- Comparative structures, e.g. more popular, the most popular, the least popular, the most significant, not as popular as, etc.
- Language for describing charts e.g. This chart shows/ illustrates, Overall/ In general, Whereas/While, However/ In contrast, Surprisingly, To summarise, etc.

**Note:** Students should have completed the first draft of their summary for homework or in the previous lesson.

### Task 1 Collaboration

#### Step 1

Ask students to **Look at Activity 8 on page 9 of the Skills Book** and read the first part of the instruction text. Organise students into pairs. Ask them to exchange the first draft of their summary with their partner. Explain that they have to read their partner's summary and give them feedback.

#### Step 2

Tell students to read the second part of the instruction text and explain that they have the rest of the lesson to write the second draft of their summary. Remind them to consider their partner's feedback and the points from the **Writing Checklist** they need to focus on.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

#### Step 3

When students have completed their second draft, ask them to check their work again using the **Writing Checklist** in **Activity 7**. They have to self-edit their work using the column titled **Second draft**.

At the end of the lesson, collect the final drafts of the summary. If students have not completed their summary, ask them to finish it for homework and submit it in the next lesson.

When you mark students' work, provide feedback on areas to focus on in their writing in the next unit.

#### Homework

If students have not completed the second draft of their summary, ask them to complete it for homework and bring it to the next lesson.

## Lesson 12

### Project

#### In this lesson, students will:

- discuss the content and design of a blog
- listen and categorise information related to building a blog
- plan the content and design of their own blog

#### Target language

- blog, blogger, blogging
- blog post
- content
- design
- homepage
- layout
- menu
- social media buttons
- Expressions for making suggestions, e.g. How about...?, What about...? Why don't we...?
- Expressions for responding to suggestions, e.g. that sounds great, you're right, I don't think so, I'm not sure about it, etc.

**Note:** The project for this unit is designing a blog. The instructions for the project ask students to design their blog on paper.

However, if your students would like to build a real blog for their project and you have access to the necessary technology (computers and internet connection), students can create their blog online. There are plenty of free easy to use website builders, for example:

Wordpress <https://wordpress.com/>

Wix <https://www.wix.com/>

Weebly <https://www.weebly.com/>

For this unit, arrange to do the project classes in the Learning Resource Room, with an IT teacher if possible, so that students have access to computers, the Internet and support.

## Task 1

### Step 1

Ask students some questions about blogs, for example:

- Can you explain what a blog is?
- What kind of things do people blog about?
- Why do people read blogs?

Then ask **Does anyone have a blog?** If any of your students do, ask them some questions about their blog, e.g. **What do you write about on your blog? How long have you been blogging? Why did you start your blog? How many people read your blog?** etc.

### Background Information

#### What is a Blog?

A blog is an online journal or informational website. The main content of a blog is blog posts, which are displayed in reverse chronological order, with the latest posts appearing first. It is a platform where a writer or even a group of writers share their views on and experiences of a specific subject.

Blogs have become very popular. Some people blog as a hobby, but some people make money from their blogs and blogging is their full time career.

#### Blog Structure

The appearance of blogs has changed over time, and nowadays blogs include different features and layouts.

Common features that most blogs include are:

- A header with a menu or navigation bar
- A homepage displaying the latest blog posts
- A sidebar with social media buttons, popular content, advertisements or a mailing list sign up link
- A footer with important links such as a disclaimer, privacy policy, contact page, etc.

More information about blogs and blogging is available at:

<https://firstsiteguide.com/what-is-blog/>

## Step 2 Technology literacy

Tell students to **Look at Activity 1 on page 10 of the Classbook**. Draw their attention to the picture of a Grade 10 student and tell them **this is Noora**. Point to the pictures of her blog and ask **What are these?** Elicit that the pictures are **pages from Noora's blog**.

Ask students some more questions about the pictures, for example **What can you see on the blog pages? Does this look similar to any blogs you have come across online?**

### Step 3

Read the rubric and instruction text. Organise students into small groups. Ask them to look at the example blog pages and discuss the questions.

Do a whole class feedback and ask the groups to share their ideas.

### Suggested answers

- 1 Building robots
- 2 The homepage is like the introduction to the blog and does not include information on a specific topic. The blog post is like an article about a specific topic and contains a lot more information.
- 3 The blog homepage includes a menu, an image, the title of the blog, a tagline explaining what the blog is about, the name of the blogger.
- 4 Students' own answers.

## Task 2

### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Tell students that they will listen to Noora talking about important things to think about when you design a blog. They have to listen and sort the items **1-10** according to whether they are related to blog **content**, blog **design** or **technical** aspects of building a blog.

Ask students to copy the boxes into their exercise books. Give them time to read items **1-10** before

playing the CD. If they do not want to copy each item into the table, they can just write the number of the item.

Play **Listening 1.9** straight through and ask students to complete the activity individually.

### Listening Transcript 1.9

You might think that starting a blog is very challenging, but it's not as difficult as you think. There are so many websites and online tools to help you that anyone can start a blog.

The first thing you need to do is to decide what you want to blog about. The most important question to ask is, 'What is my passion?' You should blog about something you love and you know a lot about.

Then you need to choose a really good name. These days people have really short attention spans, so you only have a couple of seconds to make an impression.

Next, get hosted. This may sound technical but there are plenty of hosting websites that do everything for you. You just need to sign up and choose a package.

Once your website is hosted, you need to think carefully about the design and layout of your blog. Choose a theme for your website. I prefer simple clean layouts. Think about what colour will be attractive for your blog and make sure you use a font size that is easy to read.

The last technical thing you need to do is to add social media buttons and like buttons to your blog. It is important to link your blog to other social media accounts. Now you're ready to write!

Writing blog posts is the most important part of blogging. You need to post regularly, at least 3 times a week when you start. People do not like to read long pieces of text online, so include lots of photos in your blog posts too.

Finally, an important thing to remember is to be safe online. Do not post any personal details like your address or your school on your blog.

### Step 2

Ask students to compare their answers with a partner. While they do this, copy the boxes onto the board. Then do a whole class check and elicit the answers.

## Answers

.....

### Content

- 3 Choose a name for your blog
- 4 Include lots of photos in your blog posts
- 6 Blog regularly
- 8 Blog about things you love
- 9 Don't post personal details on your blog

### Design

- 2 Choose a design theme
- 7 Choose attractive colours
- 10 Use a font size and colour that is easy to read

### Technical

- 1 Get hosted
- 5 Add social media and 'like' buttons

## Task 3

### Step 1



Organise students into groups of 4 or 5. Ask them to **Look at Activity 3** and read the rubric and instruction text. Explain that students are going to design their own blogs.

Ask them to discuss the questions and start planning their blog in their groups. Ask each group to nominate one person to make notes about their groups' ideas. Remind students to try and use the expressions for making and responding to suggestions, from page 7 of the Skills Book. Circulate around the classroom, offering guidance and support.

**Note:** You may want to let students choose their own groups for the project work, or you may want to select groups yourself.

If you select groups, think carefully about the level of the students in each group and their different abilities.

One option is to create groups with a mix of different levels, so that more able students can support less able students. Another option is to group students according to their level so that they can work at a level appropriate for them. However, the disadvantage of this option is that less able groups might struggle to complete the project successfully.

## Step 2

Once groups have discussed the questions in **Activity 3**, they can start working on their blog. Ask them to **Look at Activity 4** and read the rubric and instruction text. Explain that they can either design a blog homepage, a blog post or both. They can design their blog on paper, or if access to computers and the Internet is available they can build a real blog (see the note at the start of this lesson for more information). Remind students to consider the points from **Activity 2** as they design their blogs.

**Note:** You may want to allocate different roles to students in each group in order to ensure that everyone participates in the project. Students can also decide in the groups who will take each role.

Suggested roles for this project are:

**Team leader** – is responsible for organising and leading the group.

**Blog content writer** – is responsible for writing text/ content for the blog.

**Blog designer** – is responsible for creative aspects of the blog, e.g. the theme, the design, the layout, the colour scheme, etc.

**Blog photographer/ image sourcer** – is responsible for finding images for the blog. This could mean taking photos or finding suitable images, depending on the content of the blog.

If you decide to allocate project roles, make sure students have an opportunity to try different project roles through the semester.

## Homework

If students need any information or images for their blog, they should look for them for homework and bring them to the next lesson.



## Lesson 13

### Project

#### In this lesson, students will:

- give a summary of their blog concept
- design and build their blogs

#### Target language

- blog, blogger, blogging
- blog post
- content
- design
- homepage
- layout
- menu
- social media buttons
- Expressions for making suggestions, e.g. How about...?, What about...? Why don't we...?
- Expressions for responding to suggestions, e.g. that sounds great, you're right, I don't think so, I'm not sure about it, etc.

**Note:** For this unit, arrange to do the project classes in the Learning Resource Room, with an IT teacher if possible, so that students have access to computers, the Internet and support.

## Task 1

### Step 1

Ask each group to nominate a spokesperson. This can be their group leader or another member of the group. Ask the spokesperson to briefly describe their blog concept to the rest of the class. Allow other students to ask questions if they have any.

### Step 2

## C21<sup>st</sup> Collaboration

Ask students to continue working on their blogs for the rest of the lesson. While students work on their projects, spend time with each group during the lesson. Give them guidance with their project and any linguistic support they require. Make sure that groups are discussing their projects in English as much as possible.

### Step 3

At the end of the lesson, ask each group to give you a progress update. This will help you decide how best to use the third project lesson.

## Lesson 14

### Project

#### In this lesson, students will:

- complete their blogs
- present their blogs to the class

#### Target language

- blog, blogger, blogging
- blog post
- content
- design
- homepage
- layout
- menu
- social media buttons
- Expressions for making suggestions, e.g. How about...?, What about...? Why don't we...?
- Expressions for responding to suggestions, e.g. that sounds great, you're right, I don't think so, I'm not sure about it, etc.

**Note:** For this unit, arrange to do the project classes in the Learning Resource Room, with an IT teacher if possible, so that students have access to computers, the Internet and support.

### Task 1

#### Step 1

Explain that at the end of the lesson, each group will have two minutes to present their blog to the class. Ask each group to nominate two students who will be responsible for preparing and giving the mini-presentation. Tell these students to spend the lesson preparing their mini-presentation. Ask the other members in each group to continue working on their blog.

While students work on their projects, spend time with each group during the lesson. Give them guidance with their project and any linguistic support they require. Make sure that groups are discussing their projects in English as much as possible.

#### Step 2

**21<sup>st</sup>**

#### Oral communication

At the end of the lesson, allocate each group two minutes and ask them to present their blog to the rest of the class. Encourage other groups to ask questions about their blogs.

#### Step 3

Write the following questions onto the board:

- **Did you enjoy this project?**
- **How successful was your project?**
- **Are there any areas of your project that could be improved?**
- **How well did you work together as a team?**
- **How well did you communicate in English?**
- **Do you think that you made a good contribution to your group? Is there anything you could have done better?**
- **If you did this project again, what would you do differently?**

Explain that you would like students to reflect on their project in order to evaluate the work they produced, their efforts as team, their individual contribution to their team and their use of English. Ask them to discuss the questions with their groups.

Circulate around the classroom, offering guidance and support. When students have finished their discussions, ask volunteers to share their reflections with the class.

## Lesson 15

### Review

#### In this lesson, students will:

- review learning and key language from this unit
- reflect on their learning and progress
- set a learning goal for the next unit

**Note:** This lesson contains activities to consolidate learning from this unit. The review activities must be completed in class. However, you can either teach the lesson or you can allow students to work through the activities independently.

Teacher notes have been provided if you plan to teach the lesson. If you decide to let students work independently, check their understanding of each activity at the start of the lesson.

It is advised that you collect students' books at the end of the lesson, so that you can check their general achievement, and check their work and correct any written activities. It is also useful to monitor students' reflections in order to be aware of areas they feel they have been successful in and the areas they want to improve.

### Task 1

#### Step 1

Ask students to **Look at page 10 of the Skills Book** and to **Look at Activity 1** and read the rubric. Explain that they have to write a short definition for the term **new media**. The definition should be based on their understanding of the topic from this unit and must be written in their own words. Tell students to complete the task individually. Circulate around the classroom, offering guidance and support.

#### Step 2

Organise students into pairs and ask them to share their definition with their partner. Choose one or two volunteers to share their definitions with the class.

### Suggested answer

New media is a form of media that allows users to communicate and interact with each other. It includes social media, email and messaging services, blogs video games and online new sites.

### Task 2

#### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to write a sentence to describe what the chart shows. Give students time to write their sentences. Then elicit their ideas and write them on the board.

### Suggested answer

The chart shows the number of hours per week that teenagers spend doing different online activities.

#### Step 2

Ask students to **Look at Activity 3** and read the rubric and instruction text. Point to the sentences and explain that they are about the chart from **Activity 2**, but each sentence contains errors. Tell students that they have to identify and correct the errors. Point to the box on the right and explain that there are 2 factual errors (**F**), 3 spelling errors (**SP**), 2 punctuation errors (**P**) and 6 grammatical errors (**G**). Ask students to complete the activity individually.

#### Step 3

While students are doing the activity, write the sentences with errors on the board. Do a whole class check. Elicit the errors and choose students to correct them on the board.

### Answers

- 1 The ~~more~~ **most (G)** popular online **(SP)** activity for teenagers is ~~chatting to friends~~ **using social media (F)**. Girls spend 21 hours per week and boys spend 23 hours **(SP)** per week doing this. **(P)**
- 2 ⊖ Online **(P)** shopping is ~~the~~ **(G)** least popular online activity for boys. It is slightly ~~the~~ **(G)** more popular with girls.

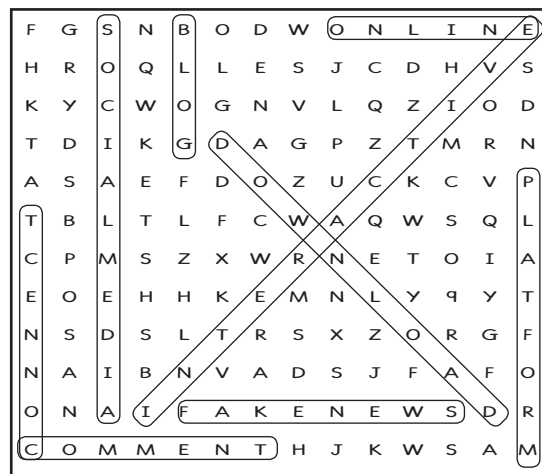
- 3 Watch videos online **Reading the news (F)** is not as **(G)** popular as reading the news watching **(G)** videos online.
- 4 The less **least (G)** popular online activity for both genders **(SP)** is online shopping.

### Task 3

#### Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to find key vocabulary from this unit in the word search. You may want to set a time limit for this activity or do it as a competition to see who can find all the words the fastest.

#### Answers



#### Optional Activity

You can extend this activity and check students' understanding of key vocabulary from this unit by reading each word in this activity and asking students to give you a definition, or to use the word in a sentence.

#### Step 2

Ask students to **Look at Activity 5** and read the rubric and instruction text. Check they understand that have to brainstorm verbs to create phrasal verbs with the words provided in the boxes.

Do a whole class check and elicit the phrasal verbs the students generated.

### Suggested answers

- 1 look up, turn up, keep up, give up, set up, hurry up
- 2 click on, turn on, switch on, get on, wait on
- 3 scroll through, look through, check through

### Task 4

#### Step 1

Ask students to **Look at Activity 6** and read the first part of the instruction text. Organise students into pairs. Explain that they have to reflect on their learning in this unit by discussing the key learning aims and how well they think they achieved the aim.

Read the key learning aims together and explain any points the students do not understand. Draw students' attention to the speech bubbles on the right side of the table. Explain that they have to use the phrases from the speech bubbles to reflect on the aims and then tick the appropriate column, **yes, partly** or **no** for each aim.

Tell students to complete the reflection activity in pairs. Circulate around the classroom, offering guidance and support.

#### Step 2

Ask students to read the second part of the instruction text. Explain that they have to write about:

- An activity they enjoyed and say why they enjoyed it
- An activity they found challenging and say why they found it challenging
- A personal learning goal they would like to set for the next unit

Explain that setting learning goals is a very important part of improving your English.

Ask students to complete the activity individually. If there is time at the end of the lesson, ask volunteers to share the activities they enjoyed and the activities they found challenging.



**Students will learn how to:**

- talk about climate change
- read and understand factual texts about climate change
- discuss cause and effect and make predictions about the future
- recognise and use cause and effect connectors
- form and use compound nouns
- identify and generate arguments for and against a topic
- present and support arguments in a debate
- use word stress to emphasise important words
- develop an idea in a paragraph using supporting sentences
- plan and write an opinion essay
- self and peer-edit written work
- design an environmental logo and slogan
- reflect on their learning

**Main language****Cause and effect, for example:**

- As a consequence, many polar animals are at risk.
- Global temperatures have resulted in more wildfires.

**Future simple tense for making predictions, for example:**

- There will be less Arctic ice in the future.
- Turtles will not be able to lay their eggs in the future.

**Language for debates, for example:**

- In our opinion, individuals are responsible for stopping global warming.
- I am sorry but I disagree.
- You are absolutely right.

**Vocabulary**

- Climate change: atmosphere, burn, climate, drought, emission, flood, fossil fuel, global warming, greenhouse gas, heat wave, ice cap, release, sea level, temperature, weather
- Vocabulary related to environmental issues: cause, eco-friendly, effect, extreme, habitat, impact, planet, policy, pollution, reduce, regulate, release, responsibility, reusable bottle, reusable bag, rise, risk, single-use, survive, threat
- Cause and effect connectors: as a result of, because of, consequently, due to, one consequence/ effect of, so, therefore
- Compound nouns: climate change, carbon dioxide, carbon footprint, fossil fuel, greenhouse effect, greenhouse gas, global warming, plastic pollution, plastic straw, plastic waste

- Phrasal verbs: end up in, fill up, find out, give away, look for, run out, switch off, throw away, turn down, turn off
- Design: design, image, materials, slogan

**Skills and strategies**

- Skim and scan factual texts for general and specific information
- Match paragraphs to subheadings
- Use context to infer the meaning of vocabulary
- Use prior knowledge to make predictions about reading texts
- Transfer information from a text to a table
- Discuss opinions about climate change
- Use cause and effect connectors to speak and write about effects of climate change
- Combine words to form compound nouns
- Listen to a debate for general and specific information
- Listen and identify arguments for and against a topic
- Reflect on their own habits and their impact on the environment
- Generate and present arguments in a debate
- Use expressions for presenting opinions, agreeing, disagreeing and summarising during a debate
- Use appropriate word stress to emphasise important points
- Analyse and understand the structure of an opinion essay
- Brainstorm and organise arguments to write an opinion essay
- Collaborate in a team to complete a project

**Activities**

- Read and match subheadings to paragraphs, read and complete sentences, read and tick, read and transfer information to a table
- Listen and identify true/false statements, listen and complete expressions, listen and identify important words
- Reorder words to make cause and effect sentences
- Guess compound nouns from pictures
- Find examples of compound nouns in a text
- Discuss different suggestions for reducing their carbon footprint
- Brainstorm arguments for and against a topic
- Participate in a debate
- Write a paragraph using prompts
- Write an opinion essay
- Design a reusable shopping bag

## Lesson 1

### Overview

#### In this lesson, students will:

- explore the topic of this unit
- activate their knowledge about words related to climate change
- listen to an interview to understand the difference between weather and climate
- read a short text about climate change and discuss questions about the topic

#### Target language

- climate change
- drought
- floods
- heat waves
- ice caps
- sea level
- temperatures
- threat
- weather

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 1<sup>st</sup> September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 1<sup>st</sup> of September 2019.**

### Background Information

#### What is climate change?

Climate change refers to a change in the planet's weather patterns or average temperatures over a period of time. Although the Earth's climate has changed a lot throughout history, for the last 11,000 years, it has been relatively stable with an average global temperature of 14°C. However since the 20<sup>th</sup> century, average global temperatures have risen significantly.

#### What causes climate change?

The current changes in the Earth's climate are most probably the result of human activity. Since the Industrial Revolution, levels of carbon dioxide in the atmosphere have risen by 40%. Carbon dioxide and other greenhouse gases, which are released from burning fossil fuels, trap heat in the atmosphere causing the planet to warm. Other human activities also contribute to the problem. For example, deforestation means there are fewer trees to absorb carbon dioxide and modern agriculture releases a lot of methane, another greenhouse gas, into the atmosphere.

#### What are the effects of climate change?

Climate change means that average global temperatures are rising. Oceans are also becoming warmer and more acidic as they absorb more carbon dioxide. Ice caps, glaciers and snow are melting. Melting ice has led to a rise in sea levels. We are also experiencing an increase in extreme weather events such as storms, floods, droughts and heat waves. Many species are at risk because their habitats are changing or being destroyed.

#### Source

<https://www.metoffice.gov.uk/climate-guide/climate-change>

<https://climate.nasa.gov/evidence/>

Useful resources for teachers

<https://climate.nasa.gov/resources/education/>

<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

<https://www.nationalgeographic.org/education/climate-change/>

## Task 1

### Step 1

Tell students to look through Unit 2 in the Classbook and the Skills Book. Ask them **What do you think this unit will be about?** Elicit the title of the unit **Climate Change.**

## Step 2

Tell students to **Look at Activity 1 on page 13 of the Classbook**. Point to the three pictures and ask students **What can you see?** Elicit a brief description of each picture. Then draw students' attention to the questions. Organise them into pairs and ask them to discuss the questions.

Do a whole class check and elicit feedback.

**Note:** At this stage, it does not matter if students are able to answer the questions completely or in detail. This aim of this activity is to activate students' knowledge about the topic. They will cover the issues shown in the pictures in more detail through the unit.

## Answers

- 1 Picture 1 shows dry land and dead trees.  
Picture 2 shows a city with bad air pollution.  
Picture 3 shows plastic pollution.
- 2 Picture 1 is probably the result of a drought.  
Picture 2 is the result too many cars and factories polluting the air.  
Picture 3 is the result of people dumping waste into the ocean.  
All of the pictures are related to global warming and climate change.
- 3 Students' own opinions.

## Task 2

### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the three definitions of climate and choose the correct one. Ask them to work with their partner and decide which definition is correct.

### Step 2

Tell students that they will listen to the beginning of an interview with an expert on climate change. Explain that they have to listen and check their answer.

Play **Listening 2.1**.

### Listening Transcript 2.1

**Nasra:** It's 9am, I'm Nasra and you're listening to Radio O. Today we have a very special guest all the way from England, Dr Richard.

**Richard:** Good morning, Nasra.

**Nasra:** Good morning, Dr Richard. Thank you for coming on the show. So Dr Richard, you are an expert on global warming.

**Richard:** Yes, that's correct. I mostly research climate and the effects of global warming.

**Nasra:** Could you explain for our listeners, the difference between climate and weather?

**Richard:** Of course. People often confuse weather and climate. Our weather changes every day. But when we talk about climate, we mean the average weather in a place over a long period of time.

**Nasra:** I see... and could you tell us a little about your research

Elicit the correct definition from students.

### Answer

- 3 Climate means the weather in one place over a period of time.

## Task 3

### Step 1

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the first part of the instruction text. Explain that students have to read the text about climate change and answer the questions. Students can answer the questions orally. Ask them to complete the activity in pairs.

Do a whole class check and elicit the answers.



## Answers

.....

- 1 Climate change refers to a change or an increase in average global temperatures.
- 2 Some effects of climate change include melting ice caps and rising sea levels, there are more droughts, floods, heat waves and other climate related disasters.
- 3 We may all be in danger if we do not take action.

## Step 2

Ask students to read the second part of the instruction text. Check that they understand that they have to discuss the meaning of the vocabulary in **bold** in the text. Explain that **these words are key words for this unit**.

Briefly elicit feedback to check that students understand the meaning of each word.

**climate change** - an increase in average global temperatures

**temperature** - the amount of heat in a place

**threat** - the possibility that something unpleasant or bad might happen

**ice cap** - thick layer of ice that permanently covers an area of land

**sea level** - the average height of the sea where it meets the land

**drought** - a long period of time when there is a little or no rain

**flood** - a large amount of water covering an area that is usually dry

**heat wave** - a period of time when the weather is hotter than usual

## Step 3

Ask students to **Look at Activity 4** and then read the rubric and instruction text. Check that students understand the meaning of the word **concerned**. Elicit that it means **to be worried about something**.

Organise students into groups and ask them to discuss the question. Point to the useful expressions in the speech bubbles and explain that they can use these in their answers.

Choose some confident students to share their answers with the class.

## Lesson 2

### Reading and Understanding

#### In this lesson, students will:

- interpret data from a chart
- scan a text to match subheadings to paragraphs
- read a text for specific information
- infer the meaning of words from their context
- discuss their opinions about climate change

#### Target language

- atmosphere
- extreme
- fossil fuels
- global warming
- greenhouse gases
- release
- responsibility

### Task 1

#### Step 1

Write the word **climate** on the board. Ask students **Can you describe Oman's climate?** Elicit their ideas, for example **Oman has a very hot and dry climate. Temperatures are very high in the summer. Rainfall is low, except in Dhofar during the Khareef season.**

#### Step 2

Tell students to **Look at Activity 1 on page 14 of the Classbook.** Point to the chart and ask **What kind of chart is this?** Elicit that it is **a column chart.** Ask some more questions about the chart, for example:

- **What is the title of this chart?**
- **What does the horizontal axis show?**
- **What does the vertical axis show?**

Ask a volunteer to read the rubric and instruction text. Organise students into pairs and ask them to discuss the questions. Do a whole class check and elicit the answers.

#### Answers

.....

- 1 The chart shows the average increase in average global temperatures from 1881 to 2010.
- 2 Students' own ideas.

### Task 2

#### Step 1

Ask students to **Look at Activity 2** and read the rubric. Read the title of the text, **Climate Change.** Review the meaning of climate change from Lesson 1 by asking **What does the term climate change mean?** Elicit that it means **a change or an increase in average global temperatures.**

Ask a volunteer to read the instruction text. Explain that students have to read the text on climate change and match paragraphs **1 -5** to their subheadings **a-e.** Ask students **When you do this activity, should you read the text in detail or scan each paragraph for general meaning?** Elicit that students have to **scan each paragraph for the general meaning rather than read the text in detail.**

#### Step 2

Tell students to write the numbers **1-5** into their exercise books and complete the activity individually. Circulate around the classroom, offering guidance and support. When students have completed the activity, ask them to compare their answers with a partner. Then do a whole class check and elicit the answers.

#### Answers

.....

- 1 **d** What is climate change?
- 2 **b** What causes climate change?
- 3 **e** What are the effects of climate change?
- 4 **c** How can we stop climate change?
- 5 **a** What is our responsibility?

### Step 3

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to read the text in **Activity 2** again and choose the correct options to complete sentences **1-5**. Ask students **For this activity, will you scan the text or will you need to read it in more detail?** Elicit that in order to complete this activity, they have to **read the text in detail**.

**Note:** In question three, students are asked to analyse a metaphor in the text. Draw their attention to the question and ask **Do you know what a metaphor is?** Elicit or establish that it is **an expression that describes something by comparing it to something else with similar characteristics**.

Tell students to write the numbers **1-5** into their exercise books and complete the activity. Do a whole class check and elicit the answers.

### Answers

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

### Task 3

#### Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to look at the words shown in **bold** in the text and use the context to work out their meaning. Draw students' attention to the **Learning Strategy**. Explain that the meaning of each word can be worked out from the information around the word.

Tell students that they have to try and complete the activity without using a dictionary.

Draw students' attention to the example **global warming** and the meaning **an increase in**

**temperatures on Earth**. Ask students to **Look at 'global warming' in the text**, and show them how the meaning is also given in the same sentence.

**Note:** Not all the meanings are given as directly. Sometimes students will have to read two or three sentences to infer what a word or phrase means. But this is a very important skill to develop.

### Step 2

Organise students into pairs and ask them to complete the activity. Remind them to make notes about the meaning of each word or phrase in their exercise books.

Do a whole class feedback and elicit the answers.

### Suggested answers

Word	Meaning
<b>global warming</b>	an increase in temperatures on Earth
<b>greenhouse gases</b>	gases such as carbon dioxide and methane that are created by burning fossil fuels and cause global warming
<b>fossil fuels</b>	coal, oil and gas
<b>atmosphere</b>	the mixture of gases around the Earth
<b>extreme</b>	very severe or bad
<b>release</b>	to allow a substance to flow out from somewhere

**Note:** The definitions are giving according to the meaning of the words in this context.

### Step 3 **C21<sup>st</sup>** Social responsibility

Organise students into groups. Ask them to **Look at Activity 5** and read the rubric and instruction text. Explain that they have to discuss the statement from the text in their groups and if they agree or disagree and why.

Circulate around the classroom, offering guidance and support. When students have finished, ask two or three groups to share the main points from their discussions with the class.

#### Homework

Ask students to do some research about climate change. Tell them to look at an online news site to find a report or a story about an issue related to climate change before the next lesson.

## Lesson 3

### Reading and Understanding

#### In this lesson, students will:

- make predictions about the content of reading texts
- read three texts general and specific information
- review the use of **will** for future predictions
- write sentences making future predictions using **will**

#### Target language

- will/ will not
- will have to + verb
- will not be able to +verb
- Vocabulary relate to climate change, e.g. atmosphere, climate change, global warming, greenhouse gases, ice caps, sea level, temperatures, threat

## Task 1

### Step 1

Ask students to tell you about the news report or story about climate change that they researched for their homework. Ask some questions, e.g. **What was the story or report about? What caused the issue? Who or what was affected by the issue?**

### Step 2

Tell students to **Look at Activity 1 on page 12 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Explain that students have to work with a partner look at the pictures and name each animal. Then they have to make some predictions about why each animal's future might be under threat.

Check students understand the meaning of **threat** (it was introduced in Lesson 1). Elicit or establish that it means **the possibility that something unpleasant or bad might happen**. Organise students into pairs and ask them to complete the activity.

Draw students' attention to the **Learning Strategy** and read it together.

**Note:** Making predictions is an important skill to activate students' prior knowledge about a topic. For this activity, it is not important if their predictions are completely correct or in-depth as long as they make some predictions.

Do a whole class check and elicit the animal names and students' predictions.

## Answers

- .....
- Animal 1 Polar bear
- Animal 2 Turtle
- Animal 3 Koala
- Predicted reason the animal is under threat – students' own ideas

## Task 2

### Step 1 21<sup>st</sup> Global awareness

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check students understand that they have to read the texts in **Activity 1** again and answer the questions. Explain that students should scan the texts quickly to find the answers to the questions. Ask students to complete the activity individually.

Do a whole class check and elicit the answers.

## Answers

- .....
- 1 at a rate of 9% per decade
  - 2 seals
  - 3 to lay their eggs
  - 4 in trees/ in woods
  - 5 other animals might attack them

## Step 2

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to read the texts in **Activity 1** again and tick the animal or animals that each statement describes. Make sure students understand that some of the statements describe more than one animal.

Explain that for this activity, students will need to read the texts in more detail. Ask them to complete the activity individually or in pairs.

Do a whole class check and elicit the answers.

## Answers

.....

According to the texts...		Polar bear	Turtle	Koala
1	The rising sea level is putting the future of this animal at risk.	✓	✓	
2	Greenhouse gases are affecting the diet of this animal.	✓		✓
3	Warmer temperatures affect the gender of this animal.		✓	
4	It is becoming more difficult for this animal to raise its young.	✓		
5	The habitat of this animal is at risk because of global warming.	✓	✓	✓

## Task 3

### Step 1

Ask students to **Look at Activity 4**. Point to the box titled '**Will** for future predictions'. Review the use of **will/ will not + infinitive** for making predictions about the future. Students should be familiar with this grammar from previous grades. Draw students' attention to the two useful phrases for making predictions about challenge situations in the future. Explain that these phrases have more complicated structures but at this point, students can learn them as a 'chunk' of language. Read the examples together and answer any questions students may have.

## Step 2 **21<sup>st</sup>** Critical thinking

Ask a volunteer to read the rubric and instruction text. Check students understand that they have to use the information in the reading texts to write predictions about the future of each animal using **will** and **will not**.

Read the examples together and then ask students to complete the activity individually. Circulate around the classroom, offering guidance and checking students' written work.

Alternatively, if you feel your students need more support with their writing, do this activity as a whole class. Elicit ideas from students and work together to construct sentences on the board.

## Step 3

Do a whole class check. Elicit sentences from volunteers.

### Suggested answers

It will be difficult for polar bears to hunt seals.

Polar bears won't be able to hunt seals.

Polar bears will have to live on land.

Nesting beaches will disappear.

Turtles won't be able to build their nests.

Turtles will have to lay their eggs somewhere else.

There will be more female turtles than male turtles.

Koalas won't be able to eat eucalyptus leaves.

Koalas will have to eat a different type of food.

The natural habitat of koalas will be destroyed.

## Lesson 4

### Grammar and Vocabulary

#### In this lesson, students will:

- identify causes and effects in texts
- recognise and use cause and effect connectors
- write sentences about causes and effects
- discuss the cause and effects of three different issues

#### Target language

- cause
- effect
- Connectors for cause and effect, e.g. consequently, therefore, so, one consequence of, as a result of, because of, due to, one effect of.
- Vocabulary relate to climate change, e.g. atmosphere, droughts, extreme, floods, global warming, fossil fuels, global warming, greenhouse gases, ice caps, lifestyle, release, responsibility, temperatures, threat.

## Task 1

### Step 1

Write the words **cause** and **effect** on the board. Ask students **Can you explain what these words mean.** Elicit that **cause** is **what makes something happen** and **effect** is **the result** or **what happens**.

### Step 2

Tell students to **Look at Activity 1 on page 16 of the Classbook** and read the rubric. Read the instruction text and explain that the table lists some causes and effects from the reading texts on page 11 of the Skills Book. However, some information is missing from the table. Explain that students have to read the texts on page 11 of the Skills Book again and complete the table with the missing causes and effects.

Do number 1 together as an example. Ask a volunteer to read the **effect** given in the table. Tell students to **Look at page 12 of the Skills Book** Then ask **Where in the text is this information given in?** Elicit **the first line in the text about polar bears.** Then ask **Can you see a cause for ice melting in this sentence?** Elicit or establish **global warming.**

Ask students to write the numbers **1-6** into their exercise books and to complete the activity individually. Then ask them to compare their answers with a partner. Do a whole class check and elicit the answers.

**Answers**  
.....

	Cause	Effect
1	<b>(1) Global warming</b>	Arctic sea ice melting at a rate of 9% per decade
2	Melting ice	<b>(2) Challenge for polar bears to survive/ numbers decreasing</b>
3	<b>(3) Rising sea levels</b>	Nesting beaches might disappear
4	<b>(4) Warmer temperatures</b>	Female eggs
5	Carbon dioxide affecting Eucalyptus leaves	<b>(5) Koalas have to look for alternative sources of food</b>
6	<b>(6) Increase in wildfires</b>	Koala's natural habitat is at risk

**Task 2**

**Step 1**

Ask students to **Look at the Grammar Focus box.** Read the information about cause and effect together. Explain that it is possible to give the **cause first and then the effect** or the **effect first and then the cause.** Read the examples together. Draw students' attention to the cause and effect connectors in the sentences.

**Step 2**

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check that students understand that they have to read the texts on page 12 of the Skills Book again, and underline the cause and effect connectors in each text.

Ask students to complete the activity individually or in pairs. Do a whole class check and elicit the answers from volunteers.

**Answers**  
.....

Experts believe that the Arctic sea ice is melting at a rate of 9% per decade due to global warming. **As a consequence,** many polar animals are at risk. For example, polar bears hunt, rest and raise their young on sea ice. Their main food source is seals, which they can only hunt on the ice. As the ice melts, it is harder for polar bears to survive and **consequently** their numbers are decreasing.

Sea turtles leave the ocean to lay their eggs on nesting beaches. However, **because** sea levels are rising, nesting beaches might disappear. **Therefore,** turtles will not be able to lay their eggs in the future. Furthermore, the temperature of a turtle's nest determines whether eggs are male or female. Warmer temperatures **result in** female eggs. In the future, there might be more female than male turtles **so** turtle populations will be under threat.

Koalas live in trees and eat eucalyptus leaves. However, **as a result of** increased levels of carbon dioxide in the atmosphere, Eucalyptus leaves contain less protein. **Therefore,** koalas have to look for alternative sources of food which puts them at risk of attack by other animals. Global warming has also **resulted in** more wildfires and **because** koalas live in woods, their habitat is at risk.

**Step 3**

Ask students to **Look at Activity 1 on page 14 of the Skills Book.** Ask a volunteer to read the rubric and instruction text. Explain that students have to read the sentences and circle the correct connector in each sentence.

**Note:** This activity is more challenging than it appears, so tell the students to read the sentences carefully.

Do a whole class check and elicit the answers.

### Answers

.....

- 1 The world will be hotter in the future **as a result of** global warming.
- 2 **One effect of** global warming is more extreme weather.
- 3 Sea levels will be higher **due to** the melting ice in the Arctic.
- 4 Sea animals are dying **because of** plastic pollution in the oceans.

### Step 4

Ask students to tell you, which sentences are future predictions. Elicit that **sentence 1** and **sentence 3** are predictions about the future because they contain the verb **will**.

## Task 3

### Step 1

Tell students to **Look at Activity 2** and read the rubric. Read the instruction text and explain that students have to sort the words and write the sentences **1-3** in the correct order. Then they have to write two more sentences using their own ideas.

Ask students to complete the activity individually. Circulate around the classroom, offering guidance and support.

### Step 2

Do a whole class check. Elicit the answers for items **1-3** and write them on the board. The effect in each sentence is shown in **bold**. Then ask volunteers to share their sentences with the class.

### Answers

.....

- 1 One result of greenhouse gases being released into the atmosphere **is an increase in global temperatures**.
- 2 **People are spending more time online** because of social media.

- 3 There are more cars on the roads. Consequently **traffic jams are getting worse**.
- 4 Students' own ideas
- 5 Students' own ideas

### Step 3

## C21<sup>st</sup> Critical thinking

Ask students to **Look at Activity 3** and read the rubric and instruction text. Draw students' attention to the three topics in the boxes. Explain that they have to discuss the causes and effects of these issues.

Ask a confident pair of students to read the examples in the speech bubbles. Ask students **Who talked about a cause and who talked about an effect**. Elicit that **Asma talked about a cause** and **Fatima talked about an effect**.

Organise students into pairs and ask them to complete the activity. Remind them to use the cause and effect connectors, and the future tense when appropriate. Circulate around the classroom, offering guidance and support.

Do a whole class check and ask students to share their ideas with the rest of the class.

### Optional Activity

Ask students to write one sentence about each of the topic into their exercise books. They can use ideas from their discussion.



## Lesson 5

### Grammar and Vocabulary

#### In this lesson, students will:

- analyse three ways that compound nouns are formed
- form and use compound nouns related to climate change
- play a game to guess compound nouns
- choose the correct compound nouns to complete a text
- recall previously learnt compound nouns

#### Target language

- Compound nouns, e.g. climate change, carbon dioxide, carbon footprint, fossil fuel, greenhouse effect, greenhouse gas, global warming, plastic pollution, plastic straw, plastic waste

## Task 1

### Step 1

Tell students to **Look at Activity 1 on page 17 of the Classbook**. Ask a volunteer to read the rubric and instruction text. Draw students' attention to the pictures. Explain that each picture is a clue for a **compound noun**, i.e. **a noun that is formed with more than one word**. They have to look at each picture and say what they see to guess the new nouns.

Ask students to **Look at number 1**. Point to the first picture and ask **What can you see?** Elicit **a foot**. Then point to the second picture and ask **What can you see?** Elicit **a ball**. Ask students **Can you guess the new word?** Elicit **football**.

### Step 2

Organise students into pairs and ask them to work together to guess the other words. When students have finished the activity, do a whole class check and elicit the answers. Write the answers on the board because you will need them in the next step.

## Answers

.....

- 1 football
- 2 ice cap
- 3 fireman
- 4 fossil fuel
- 5 tea-bag
- 6 greenhouse gas

**Note:** Make sure that you write the compound nouns as they are written above, i.e. as either one word, with a hyphen or two words. Do not erase the answers because you will need them in the next step.

### Step 3

Draw students' attention to the information about compound nouns. Read the information together. For the first type of compound noun, point to the compound nouns that you wrote on the board in from **Activity 1** and ask **Can you see any compound nouns where two words are joined?** Elicit **football** and **fireman**. For the second type of compound noun ask **Can you see any compound nouns that have a hyphen?** Elicit **tea-bag**. For the third type of compound noun ask **Can you see any compound nouns that are two separate words?** Elicit **ice cap**, **fossil fuel** and **greenhouse gas**.

### Step 4

Ask students to look at **Activity 2** and read the rubric and instruction text. Explain that they are going to play a game. Each student has to think of a compound noun they know and draw a simple picture for each of the words in the compound noun. Then they have to show their drawings to a partner and their partner has to guess the compound noun.

**Note:** You might want to do a quick brainstorm on the board of compound nouns that students know to give them some ideas for the game.

Organise students into pairs. Ask a confident pair of students to read the example in the speech bubbles. Then ask students to draw their pictures in their exercise books and then play the game. They can play two or three rounds.

### Optional Activity

Ask volunteers to draw their pictures on the board and ask the rest of the class to guess the compound noun.

## Task 2

### Step 1

Ask students to **Look at Activity 4 on page 15 of the Skills Book** and read the rubric. Read the instruction text and explain that they have to use the words in the box to complete the compound nouns. Explain that all of the compound nouns come from the unit so if there are any answers they do not know, they can look through the unit to find the words.

### Step 2

While students complete the activity, write the words on the board. Do a whole class check and elicit the compound nouns. Alternatively, ask volunteers to write the words on the board to complete the compound nouns.

### Answers

- 1 climate change
- 2 greenhouse gas/ greenhouse effect
- 3 carbon footprint/ carbon dioxide
- 4 global warming
- 5 fossil fuels
- 6 plastic waste/ plastic pollution/ plastic straw

### Step 3 **21<sup>st</sup>** Social responsibility

Ask students to **Look at Activity 5**. Draw their attention to the picture and elicit that it is a **footprint**. Ask students if they know what the term **carbon footprint** means. Elicit any ideas they have. Ask students to look at the information given in the carbon footprint infographic and read it together.

Write the following questions on the board.

- Who is the highest producer of greenhouse gases?
- Who do you think is responsible for reducing greenhouse gas production?

Organise students into pairs and ask them to discuss the questions. Do a whole class feedback and ask volunteers to share their ideas.

### Step 4

Read the instruction text and explain that students have to read the text about carbon footprints and complete the gaps using compound nouns from **Activity 4**.

Ask students to check their answers in pairs. Then tell them that you will play the text on a CD and they have to listen and check their answers.

Play **Listening 2.2**. Pause after each gap in the text to give students time to check their answers. The answers are given in **bold** in the listening transcript.

### Listening Transcript 2.2

Every person, house, business, organisation and country has a 'carbon footprint'. A carbon footprint is a way to measure how much **carbon dioxide** an activity releases into the atmosphere. Carbon dioxide is a **greenhouse gas** that causes global warming. It is produced when we burn **fossil fuels**. Activities such as watching television, using air conditioning or driving a car add to your carbon footprint. Measuring your carbon footprint is one way to understand how you contribute to **global warming**. We can reduce our **carbon footprint** by turning off lights and air conditioning units when we are not in a room, buying local food and reducing our waste.

### Task 3

Ask students to **Look at Activity 6** and read the rubric and instruction text. Explain that students have to brainstorm other compound nouns that they know to complete the table. This activity can be done as a competition. Organise students into groups and set a time limit.

While students are listing the compound nouns they know, copy the table onto the board. When the time is complete, ask each group to tell you how many compound nouns they thought of. Add them to the table on the board. Do not include any incorrect answers. The group with the most compound nouns is the winner.

## Lesson 6

### Listening and Speaking

#### In this lesson, students will:

- listen to a debate for general and specific information
- identify arguments for and against a statement
- listen and complete expressions
- practise emphasising important words when presenting an argument

#### Target language

- consumer
- debate
- eco-friendly
- emission
- policy
- regulate
- responsibility
- Expressions for debates, e.g. We believe that..., In our opinion..., I see your point, That's a good point, That's true, You are absolutely right, I'm sorry but I disagree, You are right to some extent, but..., I understand, but..., To sum up, ...

### Task 1

Ask students to **Look at page Activity 1 on page 18 of the Classbook** and read the rubric and instruction text. Point to the words and explain that there are two possible definitions for each word. Students have to read each definition, **a** and **b**, and choose the correct one.

Tell students to copy the words **1-6** into their exercise books and complete the activity in pairs. Encourage students to write the words and their definitions so that they have a record of the new vocabulary.

**Note:** These words will appear in the debate that students will listen to in the following activities.

Do a whole class check and elicit the answers.

## Answers

.....

- 1 **policy** – **a** a set of ideas, officially agreed by a group, business or government
- 2 **emission** – **a** the act of releasing gas, heat or light
- 3 **responsibility** – **b** something that is your job or duty to deal with
- 4 **to regulate** – **a** to control something
- 5 **consumer** – **b** a person who buys goods or services for their own use
- 6 **eco-friendly** – **b** something that has been designed not to damage the environment

## Task 2

### Step 1

Write the word **debate** on the board. Check students understand that a debate means **an argument about a topic, usually in a formal way**. Ask students if they ever taken part in a debate before. Encourage them to share their experiences.

### Step 2

Tell students to **Look at Activity 2** and ask a volunteer to read the rubric and instruction text. Explain that students have to listen to a teacher introducing the debate and identify the topic of the debate.

Give students time to read the three possible topics. Then play **Listening 2.3**.

### Listening Transcript 2.3

**Teacher:** Okay class, today we will be having a debate. Many people think that governments should do more to stop global warming. So the topic of the debate is 'Governments are responsible for stopping global warming'. Team 1 will be arguing for this statement and Team 2 will be arguing against this statement.

Play the **Listening 2.3** again if students need to hear it a second time. Then elicit the topic of the debate.

## Answer

.....

- 2 Governments are responsible for stopping global warming.

### Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they will listen to the debate and they have to decide whether each statement is an argument for **(F)** or an argument against **(A)** the topic of the debate.

Read the statements together. Ask students to write the numbers **1-6** into their exercise books and write an **F** for arguments **for** the topic, and an **A** for arguments **against** the topic. Play **Listening 2.4** straight through. Play it a second time if necessary.

### Listening Transcript 2.4

**Speaker 1:** We believe that governments are responsible for stopping global warming. Governments can make new laws and policies to regulate greenhouse gas emissions. If our governments do not do this, businesses and the public will not change their habits.

**Speaker 2:** I am sorry but I disagree. In our opinion individuals are responsible for stopping global warming. We all have to take responsibility and change our habits to reduce greenhouse gases. We can't rely on governments alone.

**Speaker 3:** I see your point. But if governments do not make changes, it is unlikely that people will change their habits. For example, we know that single use plastics are bad, but people still use them. This will only change if governments ban single-use plastics.

## Listening Transcript 2.4 continued

**Speaker 4:** You are right to some extent. But we believe that governments have a responsibility to educate people so that they realise how serious the situation is. There is research to show that many people are not aware how serious global warming is.

**Speaker 1:** That is a good point, but what about businesses? Industries are responsible for approximately 29% of greenhouse gas emissions. This could be reduced if governments take action.

**Speaker 2:** That's true. But if consumers only use eco-friendly companies, businesses will change and become more eco-friendly.

**Speaker 3:** You are absolutely right. However, eco-friendly options are often more expensive. Many people cannot afford them.

**Speaker 4:** I understand, but money is not as important as saving the planet. We have to make better choices.

**Teacher:** Okay. There were some great points from both sides. Let's finish up. Can each team please summarise their arguments.

**Speaker 1:** To sum up, we believe that governments are responsible for stopping global warming. The other team made some very good points, and we agree with many of them. However, we do not believe people will change their lifestyles unless governments change laws and policies.

**Speaker 2:** In our opinion, individuals not governments are responsible for stopping global warming. Governments are not doing enough to solve the problem so individual people must take action.

## Step 4

Ask students to compare their answers with a partner. Then do a whole class check.

## Answers

.....  
1 F    2 F    3 A  
4 F    5 A    6 A

## Task 3

### Step 1

Ask students to **Look at Activity 1 on page 16 of the Skills Book** and read the rubric and instruction text. Point to the **Useful Language box** and explain that these expressions can be used in debates.

Draw students' attention to the missing words. Explain that they have to listen to extracts from the debate and complete the expressions. Before playing **Listening 2.5**, ask students to look at the expressions and predict what the missing words might be. They can do this individually or in pairs.

### Step 2

Play **Listening 2.5** and ask students to complete the activity.

## Listening Transcript 2.5

We **believe** that governments are responsible for solving climate change.

In our **opinion**, individuals are responsible for solving climate change.

I see your **point**.

That's a good point.

That's true.

You are absolutely **right**.

I'm sorry but I **disagree**.

I **understand**, but ...

To sum up, ...

Do a whole class check and elicit the answers from volunteers.

### Answers

.....

- 1 believe
- 2 opinion
- 3 point
- 4 right
- 5 disagree
- 6 understand

### Step 3

Ask students to **Look at Activity 2**. Draw their attention to the information box about word stress for important information. Read the information together. Explain that **we often stress words to highlight their importance, especially if we are trying to persuade someone that we are correct.**

Play **Listening 2.6**, the example from the debate. Ask students to pay attention to how the word **governments** is emphasised. Explain that this word is emphasised because the speaker is arguing that governments are responsible for stopping global warming, so the word 'governments' is important.

#### Listening Transcript 2.6

We believe that **governments** are responsible for stopping global warming.

### Step 4

Tell students to read the first part of the instruction text. Explain that they have to listen to the extracts from the debate and underline the word that is emphasised in each sentence.

**Note:** You may want to ask students to make predictions before listening to the extracts.

Play **Listening 2.7** and ask students to complete the activity.

#### Listening Transcript 2.7

1. In our opinion, **individuals** are responsible for stopping global warming.
2. I understand, but money is **not** as important as saving the planet.
3. However, we do not believe people will change their lifestyles **unless** governments change laws and policies.
4. We **know** that single-use plastics are bad, but people still use them.

While students are listening, copy the sentences onto the board. Then do a whole class check and elicit the answers. The answers are given in **bold** in the listening transcript.

### Step 5

Ask students to read the second part of the instruction text. Explain that they have to practise reading the sentences and emphasising the words they underlined. Do a quick practice as a whole class. Read one or two sentences and model how to emphasise the words. Then organise students into pairs and ask them to practise reading the sentences together. Circulate around the classroom, offering guidance and support.

#### Homework

Explain that in the next lesson, students will participate in a debate. The topic for the debate is - *It is easy to live a more eco-friendly lifestyle.*

Tell students to do some research about this topic to prepare for the debate. They should think of arguments for and against this topic and look for evidence to support their arguments.

## Lesson 7

### Listening and Speaking

#### In this lesson, students will:

- discuss which ways of reducing their carbon footprint are most suitable for their family
- review phrasal verbs
- brainstorm arguments for and against a debate topic
- develop arguments for a debate
- participate in a debate

#### Target language

- Phrasal verbs: turn off, turn down, fill up, switch off, give away, look for and find out.
- Expressions for debates, e.g. We believe that..., In our opinion..., I see your point, That's a good point, That's true, You are absolutely right, I'm sorry but I disagree, You are right to some extent, but..., I understand, but..., To sum up, ...

**Note:** In this lesson, students participate in a debate. More information about having debates in the classroom is available at the following link:

<https://busyteacher.org/7245-conducting-class-debate-essential-tips.html>

### Task 1

#### Step 1 Social responsibility

Ask students to **Look at Activity 4 on page 19 of the Classbook** and read the rubric and instruction text. Explain that students have to look at the possible ways of reducing their carbon footprint and discuss which options are most suitable for them and their family.

Ask students to look at the pictures and texts briefly and check if there are any options they do not understand. Then organise students into groups and ask to complete the activity. Circulate around the classroom, offering guidance and support.

### Step 2

Ask some volunteers to share their answers with the rest of the class and give reasons for their answers.

#### Optional Activity

The texts on this page contain some phrasal verbs which students studied in Unit 1. Ask students what they remember about phrasal verbs from Unit 1. Elicit that **they have more than one part** and **their meaning is not always literal**. Then ask students to write down all the phrasal verbs they can find in the text. Elicit the phrasal verbs and ask students to explain their meanings. Phrasal verbs found in the texts are *turn off*, *turn down*, *fill up*, *switch off*, *give away*, *look for* and *find out*.

This can also be done as a homework task.

### Task 2

#### Step 1

Tell students to **Look at Activity 3 on page 17 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Explain that students are going to participate in a debate. The topic of the debate is **It is easy to live a more eco-friendly lifestyle**.

To prepare for the debate, students have to brainstorm ideas for and against this statement.

Draw two columns on the board. Write **arguments for** at the top of the first column and **arguments against** at the top of the second column. Elicit some ideas from students and write them on the board. They should have done some research on this topic for homework.

## Step 2 Collaboration

Divide students into two teams, one team that will argue for the topic and one team that will argue against the topic. Explain that each team needs to think about the main arguments they will make and think of evidence and examples to support these arguments.

They also have to nominate the **first speaker** and the **final speaker** for their team. The first speaker will introduce their main argument and start the debate. The final speaker will summarise the debate and say why their argument was the strongest. The other students in the team will be the speakers in the debate.

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that, in their teams, they have to brainstorm their arguments and make some notes about them to prepare for the debate. They can use the ideas from **Activity 3** to help them.

Ask students to prepare their arguments. Circulate the classroom offering guidance and support.

## Task 3 Oral communication

### Step 1

When students have had enough time to prepare for the debate ask them to **Look at Activity 5**. Read about the structure of the debate together and check that students understand how it will work.

Explain that when it is their turn to speak, each speaker has to respond the point made by the opposing team and then present their own point. Draw students' attention to the **Useful Language box** on page 16, remind them that they should try to use the expressions in the debate and try to emphasise or stress important words when they speak. It is important that students do not just read their argument from a piece of paper. When participating in a debate, they have to listen and respond to other speakers and adjust their argument accordingly.

### Step 2

Set up the classroom for the debate. The best way to do this is to clear a space and organise the

chairs into two rows so that the teams can sit facing each other.

Ask the first speaker for Team 1 to introduce their argument. Then ask the first speaker from Team 2 to respond to the point from Team 1 and then to introduce Team 2's main argument. Then allow the other speakers from each team to participate in the debate. About two or three minutes before the end of the debate, ask the final speaker for each team to summarise the debate and say why their team's argument was the strongest.

### Step 3

Give each team feedback on the debate. Comment on the following:

- the language they used
- their pronunciation
- how clearly they spoke
- the arguments they presented

Based on your feedback, decide which team won the debate.

**Note:** If you have sufficient time, you may want to allocate a whole lesson for the debate so that students have more time to do the debate and you have more time to give them feedback.

### Optional Activity

As students are doing the debate, make a note of any common errors you hear. After the debate, write the errors on the board and students how they can be corrected. Correct the sentences together on the board.



## Lesson 8

### Writing

#### In this lesson, students will:

- discuss facts related to plastic pollution in the ocean
- read and analyse an opinion essay
- match paragraphs to their function
- identify examples of phrasal verbs, compound nouns, cause and effect sentences in the essay
- write a list of ways to reduce plastic pollution in Oman

#### Target language

- convenience
- end up in
- ocean
- plastic pollution
- reusable bottle
- throw away

### Task 1

#### Step 1 Global awareness

Ask students some questions about plastic pollution, for example:

- What happens to plastic after you throw it away?
- Do you think plastic pollution is a problem in Oman?
- What can be done to reduce plastic pollution?

#### Step 2

Ask students to **Look at Activity 1 on page 20 of the Classbook** and read the rubric and instruction text. Check they understand that they have to read the facts and discuss them with a partner.

Organise students into pairs and ask them to complete the activity. Briefly elicit feedback and ask students what they think about the facts.

### Task 2

#### Step 1

Draw students' attention to the opinion essay on page 21 and read the title together. Point to the picture and ask **What does the picture show?** Elicit **plastic waste in the ocean**. Then ask **How does this picture make you feel?**

#### Step 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the opinion essay and answer the questions. Ask them to write the numbers **1-4** into their exercise books and complete the activity individually.

Do a whole class check and elicit the answers.

#### Answers

- 1 Plastic is lightweight so it can easily be blown or washed into the ocean
- 2 Packaging, cups, straws and bottles
- 3 Because we may be eating plastic when we eat fish that have eaten plastic
- 4 Paragraph 1

### Task 3

#### Step 1

Ask students to tell you what they know about the structure of an opinion essay. Elicit any ideas they have. Then tell them to **Look at Activity 3** and read the rubric and instruction text. Check they understand they have to read the essay again and match each paragraph **1-4** to its function **a-d**. Remind them to do the activity in their exercise books. Ask them to complete it individually or in pairs.

While students are doing the activity, write Paragraph 1 to Paragraph 4 on the board. Do a whole class check and elicit the answers. For

each paragraph, ask students to explain why they choose the answer.

### Answers

.....

Paragraph 1 – d

Paragraph 2 – a

Paragraph 3 – b

Paragraph 4 – c

### Step 2

Tell students to **Look at Activity 4** and read the rubric. Explain that this activity reviews some language items that students have been studying recently. Ask a volunteer to read the instruction text and the items that students have to find in the essay.

Organise students into pairs and ask them to complete the task. You may want to set a time limit and have a competition to see which pair can find the items the fastest.

### Step 3

Do a whole class check and elicit the answers from volunteers

### Answers

.....

**Phrasal verbs** end up in, throw away

**Compound nouns** plastic pollution, plastic waste, plastic bottle

#### Cause and effects

Plastic waste is lightweight (cause) – it gets blown or washed into the ocean (effect)

Animals get tangled in or eat plastic (cause)  
-animals die (effect)

People eat fish that have eaten plastic (cause) –  
people eat plastic (effect)

Choosing reusable bottles (cause) – throw away  
less plastic bottles (effect)

## Task 4

### Step 1 Problem solving

Ask students to **Look at Activity 5**. Point to the picture and ask **Where do you think this picture was taken? Have you seen pollution like this in any natural areas in your region?** Read the rubric and instruction text. Explain that they have to think of an example of plastic pollution that they have seen in Oman and think of three possible solutions to stop this kind of pollution.

Elicit some examples of plastic pollution that students have seen in their local area.

### Step 2

Ask students to complete the activity individually in their exercise books. While students are writing, walk around and give feedback on their work. Highlight good examples of writing and any errors or mistakes that students need to correct.

## Lesson 9

### Writing

#### In this lesson, students will:

- review features of paragraphs
- analyse the structure of a paragraph
- write a paragraph using prompts
- plan an opinion essay

#### Target language

- Language related to plastic pollution, e.g. ocean, plastic, reusable, etc.
- Vocabulary related to climate change, e.g. atmosphere, droughts, extreme, floods, global warming, fossil fuels, global warming, greenhouse gases, ice caps, lifestyle, release, responsibility, temperatures, threat.

### Task 1

#### Step 1

Ask students **What can you remember about writing a good paragraph?** Elicit any ideas that students have. They should be aware that **paragraphs should focus on one main idea, a paragraph should start with a topic sentence, the other sentences in the paragraph should develop and support the main idea.**

#### Step 2 Critical thinking

Ask students to **Look at Activity 1 on page 18 of the Skills Book.** Point to the box about **good paragraphs.** Read the information together and answer any questions students may have.

Then ask a volunteer to read the rubric and instruction text. Explain that students have to read Paragraph 3 from the opinion essay and answer the questions. Make sure students understand that they have to answer the questions using their own words. They should not simply copy the relevant sentences from the text.

Organise students into pairs and ask them to complete the activity. Do a whole class check and elicit the answers from volunteers.

### Answers

- .....
- 1 Reducing the amount of plastic we use will result in less plastic in the ocean.
  - 2 Using reusable bottles instead of plastic bottles.
  - 3 The author explains an action we can take to use less plastic which connects the example to the topic sentence.
  - 4 'For example' and 'However'
  - 5 The final sentence in Paragraph 2 uses the phrase 'address this problem' and the first sentence in Paragraph 3 uses the phrase 'solve this problem', the repetition of 'problem' helps create cohesion in the paragraphs.

### Task 2

#### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Ask a volunteer to read the topic sentence. Then explain that students have to complete the paragraph using the prompts in the box on the right.

Ask students to complete the task individually. Circulate around the classroom, offering guidance and checking students' written work.

**Note:** If you feel that students need more support writing paragraphs, do this activity as a whole class. For each part of the paragraph, ask students to suggest ideas. Help them develop their ideas and work together to write the paragraph on the board.

#### Suggested answer

.....

We can reduce our carbon footprints by making small changes to our daily habits. For example, if we turn off lights, air conditioners and other electronic devices when we are not using them, we will save electricity and burn fewer fossil fuels. Similarly,

walking or taking public transport instead of driving also reduces the amount of greenhouse gases we produce. Small actions like these, every day, will help reduce our carbon footprints.

## Step 2

Ask students to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text. Explain that students have to decide whether they agree or disagree with the statement and why. Organise them into pairs and ask them to discuss their ideas together.

Elicit feedback. Ask volunteers to share their ideas with the class.

## Step 3

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that students have to plan their opinion essay using the **Writing Plan** provided on page 45 of the Skills Book.

### Homework

If students have not completed their essay plan, ask them to complete it for homework and bring it to the next lesson.

## Lesson 10

### Writing

#### In this lesson, students will:

- write two or three topic sentences for their essay
- write the first draft of their essay
- self-edit their writing using a writing checklist

#### Target language

- Vocabulary related to climate change, e.g. atmosphere, droughts, extreme, floods, global warming, fossil fuels, global warming, greenhouse gases, ice caps, lifestyle, release, responsibility, temperatures, threat.
- Cause and effect connectors

### Task 1

Ask students to get out their essay plans that they wrote in the previous lesson or for homework. Then ask them to **Look at Activity 5 on page 19 of the Skills Book** and to read the rubric.

Read the first part of the instruction text and explain that students have to write a topic sentence for each body paragraph in their essay (they can have two or three body paragraphs).

Remind students that the topic sentence should focus on the main idea for the paragraph. Ask them to complete the activity individually. Circulate around the classroom, offering guidance and support.

#### Optional Activity

Ask volunteers to write their topic sentences on the board. Then ask the rest of the class if they think it is a good topic sentence or if they have any suggestions to improve each sentence.

## Task 2

### Step 1

C21<sup>st</sup>

Written communication

Ask students to read the second part of the instruction text. Explain that students will have the rest of the lesson to work on the first draft of their essay.

Draw students' attention to the **Learning Strategy**. Before they start writing, review the essay structure and useful language in the **Writing Reference** on pages 56-57 of the Skills Book. A model is also provided in the Writing Reference. Then ask students to write their first draft.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

### Step 2

About five minutes before the end of the lesson, ask students to stop writing and to **Look at Activity 6** and read the rubric and instruction text. Ask students to use the **Writing Checklist** to self-edit their first draft. Draw students' attention to the **First draft** column. Ask them to evaluate their work by writing a tick for items they feel that they have successfully achieved, and a cross for items that they want to work on when they write their second draft.

#### Homework

If students have not completed the first draft of their essay, ask them to complete it for homework and bring it to the next lesson.

## Lesson 11

### Writing

#### In this lesson, students will:

- give a partner peer feedback on their writing
- write a second draft of their essay
- self-edit their work using a checklist

#### Target language

- Vocabulary related to climate change, e.g. atmosphere, droughts, extreme, floods, global warming, fossil fuels, global warming, greenhouse gases, ice caps, lifestyle, release, responsibility, temperatures, threat.
- Cause and effect connectors

## Task 1

### Step 1

C21<sup>st</sup>

Collaboration

Ask students to **Look at Activity 7 on page 19 of the Skills Book** and read the first part of the instruction text. Organise students into pairs. Ask them to exchange the first draft of their essay with their partner. Explain that they have to read their partner's essay and give them feedback.

### Step 2

Tell students to read the second part of the instruction text and explain that they have the rest of the lesson to write the second draft of their essay. Remind them to consider their partner's feedback and the points from the **Writing Checklist** they need to focus on.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

### Step 3

When students have completed their second draft, ask them to check their work again using the **Writing Checklist** in **Activity 6**. They have to self-edit their work using the column titled **Second draft**.

At the end of the lesson, collect the final drafts of the essays. If students have not completed their essays, ask them to finish it for homework and submit it in the next lesson.

When you mark students' work, provide feedback on areas to focus on in their writing in the next unit.

#### Homework

If students have not completed the second draft of their essay, ask them to complete it for homework and bring it to the next lesson.

**Note:** For the next lesson, prepare some reusable shopping bags to bring to the class.

## Lesson 12

### Project

#### In this lesson, students will:

- evaluate the design of four reusable shopping bags
- listen to an explanation about how to design a reusable shopping bag
- brainstorm their own ideas for a reusable shopping bag in teams

#### Target language

- design
- image
- material
- reusable shopping bag
- slogan

**Note:** If possible, prepare one or several reusable shopping bags to bring to the lesson.

## Task 1

### Step 1

If you have prepared reusable shopping bags, show them to the students and ask some questions. For example:

- **Do you know what this is called?**
- **Do you ever use these for your shopping?**
- **What are the benefits of using reusable shopping bags instead of plastic bags?**

If you have not prepared any reusable shopping bags to show students, you can still ask them some questions about them.

### Step 2

Tell students to **Look at Activity 1 on page 22 of the Classbook**. Draw students' attention to the sample shopping bags and ask **What do you notice about**

**these reusable bags?** Elicit that **they all have an environmental message on them.**

Ask a volunteer to read the rubric and instruction text. Organise students into groups and ask them to discuss the questions. Circulate around the classroom, offering guidance and support.

### Step 3

Elicit some feedback from the groups about which bag they like the most and why. Then ask them to share their answers to questions 2 and 3.

### Answers

- 1 Students' own opinions.
- 2 Bag 1 is about living a greener lifestyle.  
Bag 2 is about reducing your carbon footprint.  
Bag 3 is about saving electricity.  
Bag 4 is about plastic pollution in the ocean.
- 3 The words in the slogans on Bag 1 and Bag 3 rhyme- **green/clean** and **bright/light**.

### Step 4

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check that they understand that they will listen to the designer of one of the bags explaining the design of his bag. As they listen, they have to choose the correct option to complete each sentence.

Give students time to read the sentences and options. Then play **Listening 2.8**.

### Listening Transcript 2.8

Hi I'm Rashid. I'm going to tell you about the design of my reusable shopping bag. When you design a bag like this, there are several things you should think about. Firstly, the slogan or message should be short, simple and direct. My slogan is just one short sentence 'Let's go green and keep the planet clean'. My slogan also rhymes, this makes it memorable. But it is not essential.

### Listening Transcript 2.8 continued

Secondly, you should think about your image. The image should be easy to understand and reflect your message. Thirdly, the colour of your bag should connect to your message. I chose a green because it is associated with living an eco-friendly lifestyle. Finally, you should make your bag from a material that is strong and environmentally friendly.

Ask students to compare their answers in pairs. Then do a whole class check.

### Answers

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

### Optional Activity

Ask students what they thought was the most important thing that Rashid mentioned in relation to designing a reusable bag. Then ask if they agree with Rashid's ideas or if they would approach designing a reusable bag differently.

## Task 2

### Step 1



Organise students into groups of three. Ask them to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to brainstorm ideas for their reusable shopping bags in order to answer the questions in **Activity 3**.

**Note:** You may want to let students choose their own groups for the project work, or you may want to select groups yourself.

If you select groups, think carefully about the level of the students in each group and their different abilities.

One option is to create groups with a mix of different levels, so that more able students can support less able students. Another option is to group students according to their level so that they can work at a level appropriate for them. However, the disadvantage of this option is that less able groups might struggle to complete the project successfully.

## Step 2

Give students the rest of the lesson to think of ideas. Circulate around the classroom, offering guidance and support.

## Lesson 13

### Project

#### In this lesson, students will:

- work in teams to finalise the design of their reusable bag
- produce an illustration of their bag and a written explanation of the bag design

#### Target language

- design
- image
- material
- reusable shopping bag
- slogan

## Task 1

### Step 1

Pair each group of students with another group. Ask them to spend two or three minutes explaining the design of their reusable shopping bag to each other.

### Step 2



Ask students to **Look at Activity 4 on page 23 of the Classbook**. Explain that each group has to produce some kind of visual representation of their reusable shopping bag and a written explanation about the design.

Ask students to look at the sample project together and read the written explanation. Draw students' attention to the **Learning Strategy**. Read the information together. Explain that students can choose the format for their illustration and written explanation. Read the different suggestions together.

### Step 3

Tell students that they have the rest of the lesson to work on their project. They will also have half of the next lesson to finish their design. Remind students to



write a draft version of their explanation and check it for errors, before producing the final version.

**Note:** You may want to allocate different roles to students in each group in order to ensure that everyone participates in the project. Alternatively, students can also decide who will take each role in their groups.

Suggested roles for this project are:

**Team leader** – is responsible for organising and leading the group.

**Writer** – is responsible for the written aspects of the project, particularly the written explanation.

**Designer** – is responsible for creative aspects of the bag design, particularly the bag design and illustration.

If you decide to allocate project roles, make sure students have an opportunity to try different project roles through the semester.

Circulate around the classroom, offering guidance and support. If possible, give feedback and corrections on students' written explanations.

## Lesson 14

### Project

#### In this lesson, students will:

- finish their project
- vote for the best bag design

#### Target language

- design
- image
- material
- reusable shopping bag
- slogan

### Task 1

#### Step 1

Tell students that they have to finish their project work. Allocate approximately half of the lesson for this. Explain that each team needs to have their design and explanation ready to display.

#### Step 2 **21<sup>st</sup>** Critical thinking

When students have completed their work, ask each team to display their bag designs on the wall of the classroom or on their table. Ask students to **Look at Activity 5 on page 23 of the Classbook.** Ask a volunteer to read the rubric and instruction text. Check students understand that, as a team, they have to look at each design and rate it by giving it a score for the overall design, the image, the slogan, the choice of colour, the choice of material and the explanation.

**Five** is the **highest score** and **one** is the **lowest score**. When they have rated the design they should add up the total score for the design.

Ask one person from each team to copy the table from **Activity 5** into their exercise books. Then ask the teams to walk around the classroom and evaluate each design.

### Step 3

Write the team names on the board. Ask each team to tell you the total score they gave each design. Make a note of the scores. Then add up the scores to see which team was voted as having the best design.

### Step 4

Write the following questions onto the board:

- **Did you enjoy this project?**
- **How successful was your project?**
- **Are there any areas of your project that could be improved?**
- **How well did you work together as a team?**
- **How well did you communicate in English?**
- **Do you think that you made a good contribution to your group? Is there anything you could have done better?**
- **If you did this project again, what would you do differently?**

Explain that you would like students to reflect on their project in order to evaluate the work they produced, their efforts as team, their individual contribution to their team and their use of English. Ask them to discuss the questions with their groups.

Circulate around the classroom, offering guidance and support. When students have finished their discussions, ask volunteers to share their reflections with the class.

## Lesson 15

### Review

#### In this lesson, students will:

- review learning and key language from this unit
- reflect on their learning and progress
- set a learning goal for the next unit

**Note:** This lesson contains activities to consolidate learning from this unit. The review activities must be completed in class. However, you can either teach the lesson or you can allow students to work through the activities independently.

Teacher notes have been provided if you plan to teach the lesson. If you decide to let students work independently, check their understanding of each activity at the start of the lesson.

It is advised that you collect students' books at the end of the lesson, so that you can check their general achievement, and check their work and correct any written activities. It is also useful to monitor students' reflections in order to be aware of areas they feel they have been successful in and the areas they want to improve.

## Task 1

### Step 1

Ask students to **Look at page 20 of the Skills Book** and to **Look at Activity 1** and read the rubric. Explain that they have to write a short definition for the term **climate change**. The definition should be based on their understanding of the topic from this unit and must be written in their own words. Tell students to complete the task individually. Circulate around the classroom, offering guidance and support.

## Step 2

Organise students into pairs and ask them to share their definition with their partner. Choose one or two volunteers to share their definitions with the class.

## Task 2

### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to use the prompts to write three cause and effect sentences. Remind them to use the cause and effect connectors.

Give students time to write their sentences. Then elicit their ideas and write them on the board.

### Suggested answers

- 1 One effect of global warming is more extreme weather.
- 2 Students get good grades because they study hard.
- 3 As a result of new media, we have better ways to communicate.

### Step 2

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that each sentence has two errors. Students have to read the sentences and identify and correct the errors. They can do this individually or in pairs.

While students are doing the activity, write the sentences with errors on the board. Do a whole class check. Elicit the errors and choose students to correct them on the board.

- 1 In the future, we will to live in higher places because **of** there will be more floods.
- 2 Greenhouse **gases effects** are released when we burn fossil **fuels**.
- 3 One consequence **of** dropping litter is that plastic ends **up** in the ocean.
- 4 In the future, many animals will **not** be able to survive due **to** global warming.

- 5 If we do not ~~to~~ stop climate change, we **will** face many challenges in the future.

## Task 3

### Step 1

Ask students to tell you what they remember about compound nouns. Elicit that **compound nouns are formed of more than one word and may be written as one word, with a hyphen or as two words.**

Tell students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to complete the compound nouns **1-4**, and then list two additional compound nouns that they have learnt in this unit.

Ask students to complete the activity individually. Then do a whole class check and elicit the answers.

### Answer

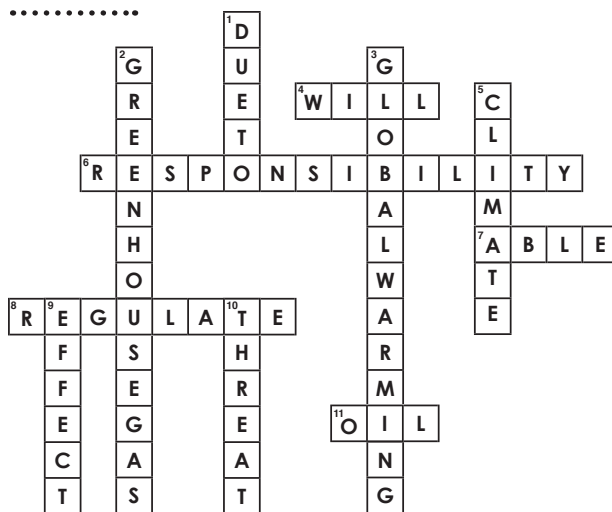
- 1 carbon **footprint**
- 2 **greenhouse** gas
- 3 **heat** wave
- 4 sea **level**
- 5 Students' own answers
- 6 Students' own answers

### Step 2

Ask students to **Look at Activity 5** and read the rubric. Read the instruction text and explain that students have to use the clues to work out the words that complete the crossword puzzle. Organise students into pairs and ask them to complete the activity. Tell them to write their answers in pencil, in case they make a mistake.

Do a whole class check and elicit the answer for each clue. Write the words on the board so that students can check their spellings.

## Answers



Explain that setting learning goals is a very important part of improving your English.

Ask students to complete the activity individually. If there is time at the end of the lesson, ask volunteers to share the activities they enjoyed and the activities they found challenging.

## Task 4

### Step 1

Ask students to **Look at Activity 6** and read the first part of the instruction text. Organise students into pairs. Explain that they have to reflect on their learning in this unit by discussing the key learning aims and how well they think they achieved the aim.

Read the key learning aims together and explain any points the students do not understand. Draw students' attention to the speech bubbles on the right side of the table. Explain that they have to use the phrases from the speech bubbles to reflect on the aims and then tick the appropriate column, **yes**, **partly** or **no** for each aim.

Tell students to complete the reflection activity in pairs. Circulate around the classroom, offering guidance and support.

### Step 2

Ask students to read the second part of the instruction text. Explain that they have to write about:

- An activity they enjoyed and say why they enjoyed it
- An activity they found challenging and say why they found it challenging
- A personal learning goal they would like to set for the next unit



**Students will learn how to:**

- talk about different sources of energy
- read and understand formal and informal emails, factual texts and an infographic
- evaluate the accuracy of information in a text
- recognise and use conjunctions for adding information, contrasting ideas and adding cause or reason
- form adjectives by adding suffixes to words
- listen to and understand a phone call, a presentation and voice notes
- identify opinions in a listening text
- use appropriate language to discuss the advantages and disadvantages of different inventions
- pronounce nouns and verbs with the correct syllable stress
- differentiate formal and informal language for emails
- plan and write a formal request email
- self and peer-edit written work
- give a presentation
- reflect on their learning

**Main language****Talking about advantages and disadvantages, for example:**

- The main benefit of solar energy is that it is renewable.
- The biggest disadvantage of solar energy is that it is quite expensive to buy and install solar panels.

**The verb 'would' for polite requests, for example:**

- We would like to request a visit.
- We would also like to take some photographs for our report.

**Formal language for emails, for example:**

- Dear Mr Brown / To whom it may concern
- I am writing to request some information about wind power.
- Kind regards/ Yours sincerely

**Giving presentations, for example:**

- Welcome to our presentation about our renewable energy invention.
- Our invention has two purposes. Firstly, it is a protective cover for your phone. Secondly, it can be used to charge your phone battery.
- The main advantage of our invention is that you can charge your phone anywhere and you do not need a phone charger.

**Vocabulary**

- Renewable energy: biofuel, geothermal energy, hydropower, kinetic energy, solar power, wind power
- Non-renewable energy: coal, gas, oil, nuclear power
- Vocabulary related to energy: capacity, convert, electricity, energy, generate, hydro-electric dam, invention, megawatt, non-renewable energy, oilfield, power, power plant, produce, renewable energy, run out, solar panels, source, sunlight, supply, sustainable, turbine

- Conjunctions: also, because, but, however, in addition, moreover, on the other hand, therefore
- Adjectives: beautiful, central, colourful, creative, dangerous, effective, environmental, essential, expensive, enormous, famous, massive, peaceful, powerful, productive, renewable, stressful, sustainable, universal, useful, various
- Words that are used as nouns and verbs: convert, decrease, impact, increase, present, produce, progress, record, research
- Emails: closing, greeting, request

**Skills and strategies**

- Skim and scan emails and factual texts for general and specific information
- Apply information from a non-linear text to answer questions
- Use information and numerical data in texts to make inferences and answer questions
- Listen to a phone call, a presentation and voice notes for general and specific information
- Use conjunctions to add similar information, contrast ideas and explain causes or reasons
- Form adjectives by adding suffixes to words
- Categorise adjectives according to their suffixes
- Apply knowledge and creative thinking skills to solve problems
- Use appropriate expressions to talk about advantages and disadvantages
- Evaluate ideas for using renewable energy in Oman
- Use syllable stress to differentiate words used for both nouns and verbs
- Analyse the structure and key features of a formal request email
- Use the modal verb 'would' to make polite requests
- Apply learning to plan and write a request email
- Develop presentation skills
- Collaborate in a team to complete a project

**Activities**

- Read and answer questions, read and match projects to descriptions, read and transfer information, read and complete facts
- Write a short answer to a question
- Listen and answer questions, listen and identify true/false statements, listen and complete sentences, listen and identify opinions, listen and sequence presentation slides
- Join sentences using conjunctions
- Add suffixes to words to form adjectives
- Use adjectives to complete sentences and write sentences
- Use slides to make predictions about a presentation
- Learn about a renewable energy project in Oman
- Categorise advantages and disadvantages of solar power
- Evaluate invention ideas
- Practise pronouncing words that are both verbs and nouns
- Rewrite sentences from an email to make them more formal
- Write a polite request email
- Design an invention that uses renewable energy
- Give a presentation

## Lesson 1

### Overview

#### In this lesson, students will:

- explore the topic of this unit
- activate their knowledge about words related to different sources of energy
- listen to a conversation and decide if statements are true or false
- discuss the differences between renewable and non-renewable energy

#### Target language

- biofuel
- geothermal energy
- hydropower
- non-renewable energy
- renewable energy
- run out
- solar power
- wind power

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 1<sup>st</sup> of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 1<sup>st</sup> of September 2019.**

### Background Information

Every time we turn on the lights, charge our phones or drive our cars, we are using energy. Most of this energy is generated by burning fossil fuels. This creates greenhouse gases which causes global warming. In addition to being harmful to the environment, fossil fuels are also non-renewable. This means that they are limited and will run out at some point in the future.

For these reasons, there is a need to develop more sustainable sources of energy. Renewable energy sources are both environmentally friendly and unlimited. There are several main types of renewable energy sources that are currently being used.

**Solar power** is generated using solar panels to convert sunlight into electricity or to heat water.

**Wind power** is generated using large turbines. The wind turns the turbine to produce electricity. Wind farms contain large numbers of turbines for generating electricity.

**Hydropower** is generated using fast moving water in rivers or from waves and tides in the ocean. The moving water turns turbines which generate electricity.

**Geothermal power** is generated using natural heat and steam in the ground to turn turbines which generate electricity.

**Biofuel** is a type of fuel that is made from living things or their waste. It can be burned to generate electricity or used to power vehicles.

The renewable energy sector is one of the fastest growing in terms of jobs. Governments and organisations are investing a lot of money to develop renewable energy projects.

#### Useful resources

[https://www.nationalgeographic.org/topics/renewable-energy/?q=&page=1&per\\_page=25](https://www.nationalgeographic.org/topics/renewable-energy/?q=&page=1&per_page=25)

<https://www.therenewableenergycentre.co.uk/educational-resources/>

<https://www.bbc.com/bitesize/guides/zh7hvcw/revision/1>

[https://energyeducation.ca/encyclopedia/Renewable\\_and\\_sustainable\\_energy](https://energyeducation.ca/encyclopedia/Renewable_and_sustainable_energy)

## Task 1

### Step 1

Tell students to look through Unit 3 in the Classbook and the Skills Book. Ask them **What do you think this unit will be about?** Elicit the title of the unit **Renewable Energy**.

### Step 2

Write the words **renewable energy** and **non-renewable energy** on the board. Organise students into pairs and ask them to discuss the meaning of these words.

Elicit feedback. Check that students understand what each term means.

**Renewable energy** means energy that is produced using a source that will not run out.

**Non-renewable energy** means energy that is produced using a finite source which will eventually run out.

### Step 3

Tell students to **Look at Activity 1 on page 25 of the Classbook**. Point to the pictures and ask **What can you see?** Briefly elicit descriptions from students. Then ask a volunteer to read the rubric and instruction text. Explain that students have to sort the different sources of energy into renewable and non-renewable energy sources.

Copy the table below onto the board.

Renewable energy sources	Non-renewable energy sources

Ask students to copy the table into their exercise books and categorise the energy sources. They can do this individually or in pairs.

Do a whole class check and elicit the answers. Write the answers into the table on the board.

## Answers

Renewable energy sources	Non-renewable energy sources
wind	oil
the sun	coal
geothermal heat	nuclear power
biomass	natural gas
water	

## Task 2

### Step 1

Ask students to **Look at Activity 2** and read the rubric. Read the first part of the instruction text and explain that students will listen to a phone conversation between a student who is writing a blog post about renewable energy and his aunt who is a professor. They have to decide which statements are true (**T**) and which statements are false (**F**). Ask volunteers to read the statements aloud. Then give students some time to predict which statements are true and which are false.

Ask students to write the numbers **1-6** into their exercise books. Play **Listening 3.1** straight through.

### Listening Transcript 3.1

**Ben:** Hi Aunt Jess. How are you?

**Jess:** I'm good, thanks Ben. How are you?

**Ben:** I'm good, thanks. I was just calling because I'm writing an article for the school blog about renewable energy. My mum reminded me that you teach a course about this at the university. So I was wondering if I could ask you some questions.

**Jess:** Of course you can.

**Ben:** Great! Thank you. So my first question is, what is the difference between renewable and non-renewable energy?



### Listening Transcript 3.1 Continued

**Jess:** Non-renewable energy sources come from burning fossil fuels, such as coal, oil and gas. These sources of energy will eventually run out.

**Ben:** You mean they are limited?

**Jess:** Yes, that's right. But renewable energy is generated from sources that naturally renew themselves so they won't run out.

**Ben:** I see. Can you give me some examples of renewable energy?

**Jess:** Sure, we can generate renewable energy using solar power from the sun, wind power, water or hydropower. We can also use geothermal energy, which means heat from the ground. Finally we can use biomass to make fuel.

**Ben:** What do you mean by biomass?

**Jess:** Biomass means organic materials, mainly plants. We use it to create biofuel which can be burned to create electricity or it can be used to power vehicles.

**Ben:** Okay. And my final question is -why is renewable energy important?

**Jess:** Well, while it is true that renewable energy is more expensive than non-renewable energy sources, the main advantage of renewable energy is that it's environmentally friendly so it helps reduce global warming.

**Ben:** That's great. Thank you for your help.

**Jess:** No problem. I look forward to reading your blog post.

Do a whole class check and elicit the answers.

### Answers

.....

1 F

2 T

3 T

4 F

5 F

6 T

### Step 2

Ask students to read the second part of the instruction text. Check they understand that they have to discuss the meaning of the vocabulary in **bold** in the statements. Explain that **these words are key words for this unit**. Circulate around the classroom, offering guidance and support.

Briefly elicit feedback to check that students understand the meaning of each word.

**renewable energy** – energy that is produced using a source that will not run out, e.g. the sun, wind, water, etc.

**non-renewable energy** – energy that is produced using a finite source which will eventually run out, e.g. coal, oil, gas, etc.

**run out** – to use or finish something so that there is none left

**solar power** – electricity produced using energy from the sun

**wind power** – electricity produced using energy from the wind

**hydropower** – electricity produced using energy from water, either flowing water in a river or from waves and tides in the ocean

**geothermal power** – electricity produced using natural heat and steam in the ground

**biofuel** – fuel that is made from living things or their waste

**Note:** 'hydro' is a prefix, that means connected with or using the power of water, for example hydropower, hydroelectric, etc.

'geo' is a prefix that means related to the earth, for example geography, geographical, geo location, etc.

'bio' is a prefix that means connected with life and living things, e.g. biology, biodiversity, etc.

### Step 3

Draw students' attention to the words **renewable energy, non-renewable energy, solar power, wind power, hydropower** and **geothermal power** and ask **What kind of words are these?** Elicit **compound nouns** (students should be aware of compound nouns from Unit 2). Ask students **What do you remember about compound nouns?** Elicit that **a compound noun is a noun that is made up of two or more words and can be written as one word, with a hyphen or as two words.** Elicit some other compound nouns that students remember.

Then draw their attention to verb **run out** and ask **What kind of word is this?** Elicit that **it is a phrasal verb** (students should be aware of phrasal verbs from Unit 1). Then ask **What do you remember about phrasal verbs?** Elicit that **they have more than one part and that their meaning is not always literal.** Elicit some other phrasal verbs that students remember.

### Step 4 Social responsibility

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that students have to discuss the questions with a partner. Organise students into pairs and ask them to discuss the questions. Circulate around the classroom, offering guidance and support.

Choose some confident students to share their answers with the class.

## Lesson 2

### Reading and Understanding

#### In this lesson, students will:

- identify the purpose of an email
- read two emails and an infographic for specific information
- use vocabulary from the reading texts to complete facts
- evaluate the accuracy of information in a text
- generate alternative solutions to a problem

#### Target language

- convert
- electricity
- generate
- invention
- (to) power
- renewable sources
- solar power
- turbine

## Task 1

### Step 1

Write the words **renewable energy** and **non-renewable energy** on the board. Ask students **Can you give me some examples of each type of energy?** Elicit their ideas, for example:

- **Solar power, wind power, hydropower, geothermal power and biofuel are types of renewable energy.**
- **Coal, oil, gas and nuclear power are types of non-renewable energy.**

### Step 2

Tell students to **Look at Activity 1 on page 26 of the Classbook.** Draw students' attention to the two emails. Practise reading the email addresses together. Then ask **What is the subject of the first email.** Elicit **A request for help.**

Ask students to read the rubric and instruction text. Explain that students have to read the emails and answer the questions. Remind them to focus on scanning the emails quickly to find the answers. Do a whole class check and elicit the answers.

## Answers

.....

- 1 The purpose of Luke's email is to ask Bill for help with a project.
- 2 Bill attached some information about different types of renewable energy sources.

## Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the emails again and answer the questions. Remind students that for this activity, they have to read the texts in more detail to find the answers to the questions.

Ask students to write the numbers **1-6** into their exercise books and complete the activity individually. Tell them to write their answers as complete sentences.

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

## Answers

.....

- 1 Luke has to design an invention that is powered by renewable energy.
- 2 The shopping trolley is always too heavy to push.
- 3 Luke wants to design an automatic shopping trolley.
- 4 Luke emails Bill because he knows a lot about renewable energy.
- 5 He thinks it is a great idea.
- 6 Information about different types of renewable energy.

## Task 2

### Step 1

Ask students to **Look at Activity 3** and read the rubric. Draw their attention to the text and read the title **Renewable Energy Facts** together. Then point to the words in boxes next to the text. Ask some volunteers to read the words. Show students how the words in the boxes are from the texts on page 26. They are shown in **bold** in the texts.

Ask a volunteer to read the instruction text and explain that students have to complete the facts using the words in the boxes. Check they understand that there are two extra words.

Tell students to write the numbers **1-6** into their exercise books and complete the activity individually or in pairs.

### Step 2

Do a whole class check and elicit the answers. When students give an answer, ask them to explain what the word means. If there are any words that they do not know, explain the meaning to them.

## Answer

.....

- 1 renewable sources
- 2 generate
- 3 turbines
- 4 solar panels
- 5 electricity
- 6 to power

## Task 3

### Step 1 Critical thinking

Tell students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Explain that the questions are the questions that Bill asks in his email to Luke. Ask the students **Why do you think Bill asks these questions in his email?** Elicit or establish that **Bill has noticed some potential problems with Luke's idea and is asking questions to help Luke think about how he can improve his idea.**

Draw students' attention to the **Learning Strategy** and read it together.

**Note:** The aim of this activity is to engage students in critical thinking and problem solving. They have to evaluate Luke's idea using their knowledge of renewable energy. Then they have to think of an alternative solution to power the trolley. It is important to allocate enough time for the activity and encourage students to discuss the questions in detail.

## Step 2

Organise students into pairs and ask them to discuss the questions. Circulate around the classroom, offering guidance and support.

## Step 3

Elicit feedback. Ask each pair to share their ideas for at least one question. Ask some follow up questions to encourage students to consider their answers in more detail. Guidance on how to do this has been provided under each question.

## Answers

1 Solar panels normally require natural sunlight to generate electricity. But there are some solar panels can convert artificial light from electric lights into electricity. But only very small amounts of electricity would be produced using this method so it would not produce enough energy to power an automatic trolley. In addition, it is not efficient way to generate power because more electricity would be required to power the artificial lights than could be produced from them.

■ **Ask students whether they think it might be possible to generate enough energy from artificial lights to power an automatic trolley in the future.**

2 The lights in a shopping mall are not currently a source of renewable energy because they are powered using electricity and therefore burn fossil fuels.

■ **Ask students how they think shopping malls might be powered in the future.**

3 Students' own ideas.

■ **Encourage students to evaluate each other's ideas as they share their answers.**

## Homework

Ask students to do some research about renewable energy. Tell them to find an example of a project that generates power/ electricity from a renewable source. Ask them to make some notes about the project focusing on what kind of renewable energy it uses, how it generates power, where it is located and any other interesting details. Ask them to be ready to share their research in the next lesson.

## Lesson 3

### Reading and Understanding

#### In this lesson, students will:

- scan four texts to match renewable energy projects to their descriptions
- read and transfer information from texts into a table
- unscramble letters to form words
- discuss the renewable energy projects
- write about a renewable energy project

#### Target language

- capacity
- electricity
- generate
- geothermal power
- hydroelectric dam
- megawatt (MW)
- power plant
- produce
- solar power
- wind farm

### Task 1

#### Step 1

Organise students into pairs. Ask them to tell their partner about the renewable energy project they researched for their homework. Circulate around the classroom, offering guidance and support.

Elicit feedback. Ask volunteers to tell the class about the project they researched.

#### Step 2

Tell students to **Look at Activity 1 on page 22 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to match the pictures **1-4** to the types of power plants below.

Do a whole class check and elicit the answers.

#### Answers

- 1 a solar power plant
- 2 a wind farm
- 3 a geothermal power plant
- 4 a hydroelectric dam

#### Step 3

Ask students some questions about the pictures to review the vocabulary they have encountered in Lesson 1 and 2. For example:

- Picture 1- point to the solar panels and ask **What are these called?** Elicit **solar panels**.
- Picture 2 – point to the turbines and ask **What are these called?** Elicit **turbines / wind turbines**.
- Picture 3 – ask students **What does ‘geo’ mean?** Elicit **a prefix used to describe something related to the Earth**.
- Picture 4 - ask students **What does hydro mean?** Elicit **a prefix used to describe something related to using the power of water**. Then ask **What do you think hydroelectric means?** Elicit or establish **producing electricity using the force of fast moving water**.

### Task 2

#### Step 1 Global awareness

Ask students to **Look at Activity 2** and read the rubric. Read the instruction text and explain that students have to read the information leaflet and match the project names to descriptions **1-4**. Ask students **For this activity will you scan the texts quickly or read them in detail?** Elicit that **they have to scan the texts quickly**. Ask students to complete the activity individually.

Do a whole class check and elicit the answers.

## Answers

- 1 Andasol Solar Power Plant
- 2 Ipaitu Dam
- 3 Walney Extension
- 4 The Geysers

**Note:** Number 1 and 2 are fairly easy because the project names contain the type of renewable energy source. Number 3 and 4 are more challenging, but can be worked out by process of elimination.

## Step 2

Draw students' attention to the abbreviation **MW** in the texts. Ask them **Do you know what MW is short for?** Elicit or establish **megawatts**. Then ask **Do you know what a megawatt is?** Elicit or establish that **it is a unit for measuring electricity**.

## Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that students have to read the texts again and find the information about each project to complete the table. Look at the table together and read the column headings and the examples. Then ask students to complete the activity individually.

While students are doing the activity, copy the table onto the board. Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers. Write them into the table on the board or ask students to write them on the board.

## Answers

Name	Type of renewable energy	Location	Total capacity (MW)	Who does the project provide power to
Andasol Solar Power	solar power	Andalusia/ Spain	150	450,000 residents in Spain
Walney Extension	wind power	Irish Sea	659	more than 590,000 homes
Ipaitu Dam	hydropower	Brazil/ Paraguay	14,000	of 78% Paraguay's energy needs
The Geysers	geothermal power	California/ USA	835	the whole of San Francisco

**Note:** Do not erase the table from the board because you will use it in Task 3, Step 1.

## Step 4

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to complete the sentences by unscrambling the letters to form words. All of the words appear in the texts in **Activity 2**.

Ask students to complete the activity in pairs. Then do a whole class check and elicit the answers.

## Answers

- 1 plant
- 2 produce
- 3 generate
- 4 megawatt

## Task 3

### Step 1 **21<sup>st</sup>** Critical thinking

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that students have to discuss the questions about the renewable energy projects in groups, using the information from the table in **Activity 3** to help them. Read the questions together. Then organise students in the groups and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

**Note:** The purpose of these questions is to encourage students to use the information in the texts and their own knowledge to engage higher order and critical thinking skills. It does not matter if they are not able to answer all of the questions.

Do whole class check and elicit answers from volunteers.

### Answers

.....

- 1 The Ipaitu Dam has the greatest capacity.
- 2 It is not possible to say which project provides electricity to the most people because different information is given for each project, so it cannot be compared.
- 3 The wind farm is located in the sea because the wind is probably stronger there. Furthermore, people often object to wind farms being built on land because they interrupt natural views. But at sea this is not a problem.
- 4 The disadvantages of building large dams are that large areas of land often have to be flooded which means people lose their homes and historic places and artifacts may be lost.
- 5 Natural heat in the ground produces steam which is used to move turbines to generate electricity.

### Step 2

Tell students to **Look at Activity 6**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to choose one question from **Activity 5** and write two or three sentences about their answer. They should use their ideas from their discussion to help them. While students are writing, walk around and give feedback on their work.

## Lesson 4

## Grammar and Vocabulary

## In this lesson, students will:

- listen to information about eco-friendly football stadiums for general information
- recognise and use conjunctions
- connect sentences using conjunctions
- use conjunctions to add information to a statement in a discussion

## Target language

- energy
- football stadium
- generate
- greenest
- kinetic
- renewable energy
- solar panels
- Conjunctions for contrast, reasons and adding information, e.g. however, but, on the other hand, because, so, also, in addition, moreover, etc.

## Task 1

## Step 1

Write the words **football** and **green** on the board. Ask students **What do you think the connection between these two words might be?** Organise students into pairs and ask them to discuss their ideas.

Elicit feedback and ask students to share their ideas. Then explain that in this lesson they will be learning about some of the greenest football stadiums in the world. These football stadiums use renewable energy and eco-friendly practices.

## Step 2

Tell students to **Look at Activity 1 on page 28 of the Classbook.** Ask a volunteer to read the rubric and instruction text. Check students understand that they have to listen to the information about the football stadiums and match the names of the stadiums to their descriptions.

Draw students' attention to the box with the title **Stadiums.** Read the names of the stadiums together. Then point to the text. Read the title **The Greenest Football Stadiums in the World** and ask students to read the descriptions silently. Tell students to write the numbers **1-4** into their exercise books. Check they understand that they will not hear the descriptions in the same order as they appear in the text.

Play **Listening 3.2.**

## Listening Transcript 3.2

Football pitches are usually made of grass and designed to play football on. However at the **Morro da Mineira** Stadium, there are 200 kinetic tiles under the pitch. These tiles turn the players' movements into energy to power the stadium lights.

**Amsterdam ArenA** is one of the most eco-friendly stadiums in the world. There are 4,200 solar panels on its roof and the stadium is cooled using water from a nearby lake. In addition, its seats are 100% renewable as they are made from sugarcane instead of plastic.

**Estádio Mineirão** generates its own electricity because the roof of the stadium is covered in solar panels. The stadium also supplies electricity to 1,000 homes per year.

The **Aviva Stadium** only uses renewable energy so it has reduced its carbon footprint by 20,000 tonnes. That is the same as flying an airplane around the Earth 500 times.

## Step 3

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.



## Answers

- 1 Estadio Mineirão
- 2 Aviva Stadium
- 3 Amsterdam Arena
- 4 Morro da Mineira

Check students understand the meaning of **kinetic**. Elicit or establish that it means **involving or producing movement**. Explain that kinetic energy is generated by converting movement from a person, object or system into electricity.

### Optional Activity

Ask students some follow up questions about the text, for example:

- What do you think about these green football stadiums?
- Are you surprised to learn how eco-friendly these stadiums are?
- Which stadium are you most interested in and why?
- Have you heard about any other stadiums that use renewable energy?

## Task 2

### Step 1

Ask students to **Look at the Grammar Focus box**. Read the information about conjunctions together. Explain that there are different types of conjunctions. In this unit, students will study conjunctions that are used **to add information, to contrast two different ideas** and **to give reasons/ cause and results**. Read the examples together and draw students' attention to the information given in the notes below the examples.

Organise students into pairs. Ask them to look at the text in **Activity 1** again to identify conjunctions and their purpose.

Briefly elicit feedback.

## Answers

**Text 1** – also (add information)

**Text 2** – so (give a result)

**Text 3** – In addition (add information)

**Text 4** – However (contrast two ideas)

### Step 2

Ask students to **Look at Activity 1 on page 24 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to read the sentences and choose the correct conjunction to complete each sentence. Draw students' attention to the **Learning Strategy**. Read it together and explain that focusing on the meaning of each clause will help students select the correct conjunctions. Ask students to complete the activity individually.

Do a whole class check and elicit the answers.

## Answers

- 1 However    2 also    3 Therefore
- 2 Moreover    5 because

### Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that for each item they have to connect the sentences using a conjunction. Check that students understand that depending on the conjunction, some of the sentences can be joined to make one sentence. Tell students to refer to the **Grammar Focus box** to help them decide how to use the conjunctions and connect the sentences. The type of conjunction is given in brackets next to the sentences.

Do the first pair of sentences together as an example. Tell students to look at number 1 and ask **What type of conjunction do we have to use to connect these sentences? Elicit a conjunction to give a reason.** Then ask **Which conjunction can we use to give a reason? Elicit because.** Finally ask students how they would connect the two sentences, for example **I will just eat a salad for lunch because I am not very hungry.**

Ask students to complete the activity individually. Circulate around the classroom, offering guidance and support.

## Step 4

Do a whole class check and elicit the answers. You may want to ask students to write their sentences on the board instead of eliciting them orally.

### Answers

- .....
- 1 I will just eat a salad for lunch **because** I am not very hungry.
  - 2 My room is very small **but** it is comfortable.
  - 3 I like playing football. I **also** like playing tennis.
  - 4 I am travelling to Europe in the summer **so** I bought a new suitcase.
  - 5 Muscat is the capital of Oman. It is **also** the biggest city. / Muscat is the capital of Oman. **In addition** it is the largest city in the country.

## Task 3

### Step 1



Ask students to **Look at Activity 3** and read the rubric. Read the instruction text and explain that students have to read each statement and then use a conjunction to add a reason, a contrasting statement or more information. Draw students' attention to the example and read the statement **Solar power has a lot of potential** together. Choose three confident students to read the speech bubbles. Then ask students **Who gave a reason?** Elicit the student's name. Do the same for **contrasting two ideas** and **adding information**.

Organise students into groups of three and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

### Step 2

Allocate each group one statement and ask them to share their ideas with the class.

## Lesson 5

## Grammar and Vocabulary

### In this lesson, students will:

- play a game
- match root words and suffixes to form adjectives
- sort adjectives according to their suffixes
- write sentences containing target adjective

### Target language

- electricity
- generate
- renewable energy
- sustainable
- adjectives ending in the suffixes:
  - +able, e.g. renewable, sustainable, suitable, etc.
  - +ful, e.g. beautiful, colourful, peaceful, powerful, stressful, useful, etc.
  - +ous, e.g. dangerous, enormous, famous, various etc.
  - +ive, e.g. creative, effective, expensive, massive, productive, etc.
  - +al, e.g. central, environmental, universal, etc.

## Task 1

### Step 1

Organise students into small groups. Ask them to brainstorm any adjectives they have encountered in Unit 3 that they can remember. But **do not** let them look in their books. Set a time limit and ask them to write down as many adjectives as they can think of.

Ask each group to tell you the adjectives they thought of and write them on the board. The adjectives that students encountered in Lessons 1 – 4 include:

renewable, non-renewable, cheaper, better, important, automatic, heavy, difficult, small, great, easier, suitable, natural, organic, eco-friendly, potential, bad, violent, positive, good, largest, greenest, massive, enormous, powerful, hungry, comfortable, useful.

**Note:** It is not expected that students will remember all of these adjectives. The aim of this activity is to activate their knowledge about adjectives and to review vocabulary that they have encountered in the first lessons of this unit.

## Step 2

Ask students to **Look at Activity 2 on page 29 of the Classbook**. Read the rubric and instruction text. Organise students into groups of four or five. Explain that you will give them a noun and each group will have one minute to think of as many adjectives that describe the noun as possible. Tell each team to nominate one person to write a list of their adjectives.

Give students a noun and start the game. After one minute stop the game and check their answers. The team with the highest number of suitable adjectives is the winner. Play two or three rounds of the game.

## Task 2

### Step 1

Tell students to **Look at Activity 3**. Read the rubric and instruction text and ask students **Have you heard of be'ah before? Do you know what the company does?**

### Background Information

be'ah is an Omani organisation that works to develop the waste management sector to create economically and environmentally sustainable services in Oman. Its aim is to conserve the environment of Oman for future generations. More information can be found here:

<https://www.beah.om/About-Us/be-ah>

Check students understand that they have to read the text and identify the adjectives in the text. Ask them to write the adjectives into their exercise books.

Ask some questions to check that students understand the text, for example:

- **What is Rahma's job?**
- **What skills are important for her job?**
- **Does she enjoy her job?**

Then do a whole class check and elicit the adjectives.

### Answers

.....  
My name is Rahma and I work as a **Sustainable Development Executive** at Be'ah. Be'ah is an **environmental** service company that works to provide waste management in Oman. My job involves analysing data, doing research and communicating with management. I work in a team so it is **essential** to be able to work with others. My work is very **creative** and I enjoy doing something **useful** to improve the environment in my country.

### Step 2

Draw students' attention to the information in the box about forming adjectives. Read the information together. Students have learned about suffixes in previous grades so they should be aware of them. Ask students **What is a suffix?** Elicit that **it is a letter or group of letters that are added to the end of a word to make a new word**. Look at the different suffixes and example adjectives together. Then read the spelling rules.

### Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Draw their attention to the suffix and the example adjective in each box. Ask them to write the numbers **1-4** into their exercise books and copy the suffixes and adjectives.

Then tell them to read the texts on page 21 of the Skills Book again in order to find an adjective for each suffix and write them into their exercise books. Finally ask them to think of one more adjective for each suffix and write them into their exercise books.

Ask students to complete the activity individually. Do a whole class check and elicit the answers.

### Answers

.....

1 powerful

Suggested adjectives: **colourful (example)**, useful, helpful, wonderful and successful.

2 natural

Suggested adjectives: **central (example)**, environmental, international, national, political, professional, technological and traditional.

3 enormous

Suggested adjectives: **dangerous (example)**, adventurous, generous and nervous.

4 massive

Suggested adjectives: **productive (example)**, active, attractive, descriptive, effective and expensive.

## Task 3

### Step 1

Tell students to **Look at Activity 4 on page 25 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Check that students understand they have to form adjectives by matching the words in the box on the left to their suffixes in the box on the right. Then they have to use the adjectives to complete sentences **1-5**.

Ask students to complete the task individually. Remind them to refer to the spelling rules when they write their adjectives. Do a whole class check and elicit the answers.

### Answers

.....

1 renewable

2 harmful

3 expensive

4 tidal

5 continuous

### Step 2

Ask students to **Look at Activity 5** and read the rubric and the first part of the instruction text. Explain that students have to match the adjectives **1-6** to their meanings **a-f**.

Ask students to complete the activity individually or in pairs. Do a whole class check and elicit the answers.

### Answers

.....

1 f

2 d

3 a

4 b

5 c

6 e

### Step 3

Tell students to read the second part of the instruction text. Check they understand that they have to choose three adjectives from the activity and write a sentence using each adjective. Ask students to complete the activity individually. Circulate around the classroom and give students feedback on their writing. Ask some volunteers to share their sentences with the class.

## Lesson 6

### Listening and Speaking

#### In this lesson, students will:

- make predictions about the content of a presentation
- listen to a presentation for general and specific information
- learn about a renewable energy project in Oman
- categorise advantages and disadvantages of solar power
- evaluate ideas for using renewable energy in Oman

#### Target language

- advantage
- disadvantage
- mirror
- natural gas
- presentation
- solar panel
- steam
- Expressions for talking about advantages and disadvantages, e.g. The greatest advantage of (solar energy) is..., Another advantage is ..., One disadvantage is ... etc.

### Task 1

#### Step 1

Ask students to **Look at Activity 1 on page 30 of the Classbook**. Point to the presentation slides and ask **What are these?** Elicit that **they are slides from a presentation**. Read the rubric and instruction text. Explain that students are going to listen to a presentation about a renewable energy project in Oman. Before they listen, they have to look at the slides from the presentation and make some predictions about what the presentation will be about.

Organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support. Do a whole class check and elicit feedback.

#### Step 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to listen to the introduction of the presentation and complete the table with the missing information. Ask students to copy the table into their exercise books.

Play Listening 3.3 straight through

#### Listening Transcript 3.3

**Presenter:** Good morning, everyone. Today I'm going to tell you about a very large renewable energy project happening right here, in Oman. The Mir'aah project is one of the largest solar energy plants in the world. It was started in 2015 and it is located at the Amal Oilfield, in the Dhofar region.

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

#### Answers

.....

<b>Project name</b>	<b>(1)</b> Mir'aah
<b>Location</b>	<b>(2)</b> Amal oilfield
<b>Year the project started</b>	<b>(3)</b> 2015
<b>Type of energy</b>	<b>(4)</b> solar power

#### Step 3

Ask students to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text. Explain that they have to listen to the presentation and choose the correct option, **a** or **b**, to complete each sentence. Tell students to write the numbers **1-5** into their exercise books. Give them some time to read the sentences. Then play **Listening 3.4** and ask them to complete the activity.

### Listening Transcript 3.4

**Presenter:** Good morning, everyone. Today I'm going to tell you about a very large renewable energy project happening right here, in Oman. The Mir'aah project is one of the largest solar energy plants in the world. It was started in 2015 and it is located at the Amal Oilfield, in the Dhofar region.

Let me start by explaining the Mir'aah project. We use solar energy to generate steam. This steam is then used to heat oil that is in the ground. The steam makes the oil thinner which means it is easier for us to take it out of the ground.

Next, I would like to explain how we use solar energy to generate steam. The Mir'aah project uses huge, curved mirrors to convert energy from sunlight. The mirrors are 60 metres wide and more than 7 metres high. There is a water pipe in front of each mirror. The heat from the sunlight, that the mirrors reflect, boils the water in the pipe and creates the steam to heat the oil.

Finally, let me explain the advantages of using steam to extract oil. The first advantage is that it is low-cost and reliable. In addition, it is sustainable and eco-friendly. We used to use natural gas to heat the steam but the disadvantage of this is that it was not environmentally-friendly. Another advantage is that the gas we save on the oilfield can be used to provide electricity to more than 200,000 people in Oman. Furthermore using steam means that will reduce our carbon footprint by 300,000 tonnes a year.

Do a whole class check and elicit the answers.

### Answers

.....

- 1 the world
- 2 large mirrors
- 3 oil
- 4 environmentally friendly
- 5 300,000

### Optional Activity

Ask students some questions about the Mir'aah project, for example:

- Have you heard of the Mir'aah project before?
- What do you think about the project?
- Do you think it would be interesting to visit the Mir'aah site?

## Task 2

### Step 1

Write the words **advantage** and **disadvantage** on the board. Ask students to explain the meanings of these words.

**advantage** – something that makes someone or something better or more likely to succeed than others

**disadvantage** – something that causes difficulty

### Step 2

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they are going to listen to the final part of the presentation, when the audience asks questions to the presenter. They have to listen and sort statements **1-6** into advantages and disadvantages.

Read the statements together. Then ask students to copy the table into their exercise books. Play **Listening 3.5** straight through. Repeat it a second time if necessary

### Listening Transcript 3.5

**Presenter:** Thank you for listening. If anyone has any questions, I will be happy to answer them now.

**Audience member:** Hi, thank you for your presentation it was very interesting. I have a question about solar energy. What do you think about installing solar panels on houses in Oman to generate electricity?

**Presenter:** That's a very interesting question. Solar energy has many advantages, especially in a sunny country like Oman. As I mentioned before, the main benefit of solar energy is that it is renewable. The biggest disadvantage of solar energy at the moment is that it is quite expensive to buy and install solar panels. However, as technology develops it will become cheaper and if you install solar panels, you will definitely save money on your electricity bill in the long term. Another advantage is that solar panels do not need much maintenance. But they do need a lot of space which can be a disadvantage. The only other disadvantage of solar energy is that it does not work on cloudy days. But that is not really a problem in Oman. Okay, any other questions....

Ask students to compare their answers with a partner. While they are doing this, copy the table onto the board. Do a whole class check and elicit the answers

### Answers

.....

Advantages	Disadvantages
1 Solar energy does not produce greenhouse gases.	2 Solar panels are expensive to install.
3 Over time, solar panels will save money on electricity bills.	4 Solar panels require a lot of space.
6 Solar panels do not require much maintenance.	5 Solar panels do not generate electricity on cloudy days.

### Optional Activity

Ask students if they can think of any more advantages or disadvantages of using solar panels to generate electricity for homes in Oman.

## Task 3

### Step 1 **C21<sup>st</sup>** Critical thinking

Ask students to **Look at Activity 5** and read the rubric. Point to each picture. Elicit what the picture shows and then read the text in the box under the picture. Read the instruction text and explain that students have to work in groups and discuss the advantages and disadvantages of each idea.

Draw their attention to the **Useful Language box**. Read the expressions for talking about advantages and disadvantages together.

Organise students into groups of three or four and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

**Note:** If you feel your students need additional support with this activity. Do one idea together as an example. Elicit the advantages and disadvantages from students. Then help them form full sentences using the expressions from the box.

### Step 2 **C21<sup>st</sup>** Oral communication

Tell students that each group has to choose one idea and present the advantages and disadvantages of that idea to the rest of the class. Explain that every member of the group has to speak. Give groups some time to prepare. Then ask each group to share their ideas with the class.

## Suggested answers

### 1 Advantages

- It is an environmentally-friendly way to power lights in schools.
- It would help students learn more about renewable energy.
- In areas of Oman that have a lot of wind it would work effectively.
- It would save schools money.

#### Disadvantages

- The wind turbine might have to be quite large.
- Buying and installing a wind turbine might be expensive.
- If there was a day without wind, the school would not be able to power its lights.
- If the school is near a lot of houses, residents might complain about the turbine.

### 2 Advantages

- It is an environmentally-friendly way to generate electricity.
- Oman has a very long coastline so there is plenty of space to install turbines.

#### Disadvantages

- Not all areas will be suitable to generate tidal energy.
- The turbines might harm marine life.
- The turbines might affect areas where fishermen usually fish.
- It is difficult to transport tidal energy from where it is produced to where it is required.

### 3 Advantages

- It would be fun for students to generate their own electricity.
- It would help students learn about renewable energy.
- Students would also get exercise while riding their bikes.

#### Disadvantages

- In the summer it is too hot to ride a bike in Oman.
- Some areas, especially in bigger cities, are not suitable for students to ride bikes.

**Note:** If you have sufficient time, you may want to extend this activity into a more formal presentation task. Give students more time to prepare and allocate a lesson for the presentations.



## Lesson 7

### Listening and Speaking

#### In this lesson, students will:

- listen for general and specific information
- identify opinions in listening texts
- practise pronouncing nouns and verbs with the correct syllable stress
- evaluate an idea for a new invention

#### Target language

- advantage
- competition
- disadvantage
- invention
- renewable energy
- text messages
- voice notes
- Words which are used as nouns and verbs, e.g. convert, decrease, impact, increase, present, produce, progress, record, research
- Expressions for talking about advantages and disadvantages, e.g. The greatest advantage of (solar energy) is..., Another advantage is ..., One disadvantage is ... etc.

## Task 1

### Step 1

Ask students some questions about the theme of the lesson, for example:

- **Have you seen any competitions in Oman where students design eco-friendly inventions?**
- **What kind of inventions did the students create?**
- **Have you ever taken part in a competition like this?**

### Step 2

Tell students to **Look at Activity 1 on page 26 of the Skills Book**. Draw their attention to the flyer and ask **What is the flyer advertising?** Elicit that **it is advertising a competition for students to design an invention that is powered by renewable energy**.

Ask a volunteer to read the rubric and instruction text. Explain that students will listen to three Omani students talking about their ideas for the competition. They have to listen and complete the table with information about the invention, the type of energy and what the invention will be used for.

Play **Listening 3.6**. Pause after each speaker to give students time to complete the table.

#### Listening Transcript 3.6

**Raya:** Hi, I'm Raya. My idea for an invention is a solar-powered lunch box and backpack for students. The backpack will have a solar panel to generate electricity and there will be a cable inside the backpack to plug in and charge the lunch box. The lunch box will have a hot side to keep food warm and a cold side to keep drinks cold.

**Hamed:** Hello, my name is Hamed. I want to invent a t-shirt that can convert heat from your body into energy. We can use the electricity the t-shirt produces to charge our electronic devices.

**Aliya:** Hi, my name is Aliya. My idea is a kinetic playground for schools. The playground area will have special kinetic tiles, so that when students walk, run or play on it they will create energy. The energy can be used to power the school.

Ask students to compare their ideas with a partner. Then do a whole class check and elicit the answers.

## Answers

.....

Name	Invention	Type of energy	Use
Raya	lunch box / backpack	solar power	keep food hot and drink cold
Hamed	t-shirt	body heat	charge electronic devices
Aliya	kinetic playground	kinetic energy / movement	provide power for schools

### Optional Activity

Ask students some questions about the student's ideas, for example:

- Which idea do you like the most?
- Do you think these ideas would work?
- Which invention would be useful in your life?

## Step 3

Ask students to **Look at Activity 2** and read the rubric. Draw students' attention to the picture and ask **What is this?** Elicit that **it is a group chat on a mobile phone**. Then ask **What is the name of the group?** Elicit **Competition Team**. Ask **How many people are in the group?** Elicit **four**. Finally ask **What kind of messages are they sending?** Elicit **text messages** and **voice notes**.

Ask a volunteer to read the rubric and instruction text. Tell students to read the text messages quickly and answer the questions. Elicit the answers.

## Answers

.....

- 1 A phone case that can charge phones using renewable energy.
- 2 Solar power

## Step 4

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that students are going to listen to the voice notes from Ali's friends. They have to listen to Ali's friends' opinions about the invention idea and answer the questions.

Read the questions together and then play **Listening 3.7**.

### Listening Transcript 3.7

**Simon:** Hi Ali. Wow - that's a great idea! I like it because it solves a problem that many people have. And it's environmentally-friendly. So I think it has a lot of potential. You know we could also use the same idea for a laptop case. What do you think?

**Phil:** Hello Ali, hmm... I'm not really sure about this idea. Will it actually work? What happens if I can't leave my phone outside to charge? Or what if I want to charge my phone at night? I think we need to consider these problems.

**Viktor:** Hey Ali, I like your idea, but I think that Phil made some good points too. Maybe we can meet and talk about the idea in more detail. Then we can decide if this will be our invention for the competition.

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

## Answers

.....

- 1 Simon likes the idea because it solves a problem that many people have.
- 2 It might be difficult to leave the phone case outside or charge the phone case at night.
- 3 Viktor suggests that they meet to discuss the ideas.
- 4 Simon (he suggests creating a solar-powered laptop case)

Ask students what they think about Ali's idea.

## Task 2

### Step 1

Explain that students are going to do a pronunciation activity. Write the word **answer** on the board. Ask students **Is this word a noun or a verb?** Elicit their ideas and ask them to give an example sentence using the word. Establish that **the word 'answer' is a noun and a verb.** Write the following question and answer on the board:

**Can you answer the question?**

**Sorry, I don't know the answer.**

Point to the question and ask, **Is the word 'answer' a noun or a verb here?** Elicit **a verb.** Point the answer and ask **Is the word 'answer' a noun or a verb here?** Elicit **a noun.** Then ask **How can you tell when it is a noun and when it is a verb?**

Elicit students' ideas. Then ask them to **Look at Activity 4** and read the rubric. Draw their attention to the information box about syllable stress. Read the information together. Explain that when we use a two syllable word as both noun and a verb, we use pronunciation to distinguish between nouns and verbs.

Draw students' attention to the noun **present** and explain that **if the word is a noun, the first syllable is stressed.** Say the word and ask students to repeat it. Then say the word **present** as a verb, stressing the second syllable. Ask students **Can you hear a difference?** Explain that **if the word is a verb, the second syllable is stressed.** Say the word **present** as a noun and then a verb two or three times so students can hear the difference. Then ask them to practise pronouncing it.

### Step 2

Ask a volunteer to read the first part of the instruction text. Play **Listening 3.8** and ask students to listen to the sentences.

#### Listening Transcript 3.8

- 1 I have to do some **re**search for my project. I would like to **re**search hydropower.
- 2 I made no **pro**gress with my homework. My English has **pro**gressed a lot.
- 3 I have a **re**cord of your school attendance. I need to **re**cord the results of the test.

Organise students into pairs and ask them to practise reading the sentences with their partner. Circulate around the classroom, offering guidance and support. Choose some confident pairs of students to read the sentences aloud. Check that their syllable stress is correct.

### Step 3

Read the second part of the instruction text and explain that students will listen to some more words that can be used as both nouns and verbs. They have to listen to the syllable stress and write the letter **n** if the word is a **noun** and the letter **v** if the word is a **verb** into the box next to each word.

Play **Listening 3.9.** Each word is repeated twice.

#### Listening Transcript 3.9

<b>de</b> crease	//	<b>de</b> crease
<b>im</b> pac <u>t</u>	//	<b>im</b> pac <u>t</u>
re <u>pea</u> t	//	re <u>pea</u> t
con <u>ve</u> rt	//	con <u>ve</u> rt
<b>in</b> crease	//	<b>in</b> crease
pro <u>du</u> ce	//	pro <u>du</u> ce

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

#### Answers

.....

decrease	n
impact	n
repeat	v
convert	v
increase	n
produce	v

## Task 3

### Step 1 **C21<sup>st</sup>** Critical thinking

Organise students into groups of three or four. Ask them to **Look at Activity 5** and read the rubric and instruction text. Explain that they have to discuss the questions about Ali's design and make some notes about their answers. Remind them to use the expressions for talking about advantages and disadvantages from the **Useful Language box** on page 31 of the Classbook.

**Note:** This activity also helps prepare students for the project in which students will design their own invention.

### Step 2

Elicit feedback. Read each question and ask the groups to share their ideas with the rest of the class.

### Suggested answers

- 1 Possible advantages include:
  - there is plenty of sunlight in Oman
  - people could charge their phones for free
  - if your phone battery died you could sit outside to charge it
  - people would not need to carry their phone charger around with them
- 2 Possible disadvantages include:
  - it is probably not a good idea to leave your phone unattended outside
  - people might need two phone cases so that when one is charging they can use the other one
  - it would not be possible to charge the phone case at night
  - it might be more expensive than a regular phone case
- 3 Students' own ideas. But it might be possible to charge the phone case using kinesthetic energy i.e. from the movement of the phone.
- 4 Students' own ideas.

## Lesson 8

### Writing

#### In this lesson, students will:

- read a formal email for general and specific information
- analyse the structure of a formal email
- match extracts from an email to their purposes
- sort words to write sentences
- revise previously learnt language items

#### Target language

- The verb 'would' for polite requests
- Email greetings, e.g. Dear ...,
- Polite opening sentences for emails, e.g. I hope that you are very well.
- Polite closing, e.g. Kind regards, Yours Sincerely,
- Conjunctions, e.g. Therefore, In addition, because, also, etc.

## Task 1

### Step 1

Ask students some questions about writing emails, for example:

- **How often do you send emails?**
- **Who do you usually write emails to?**
- **Do you send emails from a computer or from a phone?**
- **How do you begin your emails?**
- **How do you end your emails?**

### Step 2

Tell students to **Look at Activity 1 on page 32 of the Classbook**. Read the rubric and instructions text. Tell the students that the email was written by an Omani student called Mazin. Explain that students have to read the email quickly to identify its purpose. Ask students to complete the activity individually. Do a whole class check and elicit the answer.

## Answer

.....

- 2 to make a request

## Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to read the email again and answer the questions. Tell them to write the numbers **1-4** into their exercise books and complete the activity individually.

Do a whole class check and elicit the answers.

## Answers

.....

- 1 Engineering
- 2 They want to do some research for their report on a sustainable project in Oman.
- 3 They want to learn about how the plant operates and the benefits of using steam instead of gas to extract oil, they want to speak to an engineer and take some photos.
- 4 At the start of the next month.

## Task 2

### Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to read the email again and discuss the questions about the structure of the email. Organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers from volunteers.

## Answers

.....

- 1 Mazin introduces himself in the first paragraph.
- 2 Mazin provides details about what he is studying (engineering- third year), where he studies (the Science and Technology College) and the assignment/ project he is working on (a report about a sustainable project in Oman).

- 3 Mazin states his request in the second paragraph.
- 4 Therefore, in addition, because, also
- 5 This email is more formal than the emails on page 26 of the Classbook.

## Step 2

Ask students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Explain that they have to match the extracts from the email **1-5** with their functions **a-e**. Tell students to write the numbers **1-5** into their exercise books and complete the activity individually. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

## Answers

.....

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

## Step 3

Ask students to look paragraph that begins 'My team would like to write a report...' and ask **Which verb is used the most in this paragraph?** Elicit **would**. Explain that in English, we use the verb **would** for situations when we want to be more formal or polite. Saying **I would like** is less direct than saying **I want** so it sounds more polite.

**Note:** It is important to understand conventions of politeness in English as they are often different to conventions of politeness in Arabic and other languages. Using the correct conventions will help students communicate more effectively when speaking or writing in English.

### Optional Activity

Ask students to work in pairs to brainstorm other situations when a person might have to write a formal email. Elicit their ideas.

Possible situations include applying for a job, making a complaint, sending a formal invitation, for business purposes, etc.

## Task 3

### Step 1

Ask students to **Look at Activity 5** and read the rubric and instruction text. Check they understand that they have to order the words to write sentences. Ask students to write the numbers **1-4** into their exercise books and complete the activity individually.

Circulate around the classroom, offering support and giving feedback on students' work. Do a whole class check and elicit the answers.

### Answers

- 1 I am writing to ask if you would be able to help me with my project.
- 2 We would like to invite you to the Science Fair at our school next Monday.
- 3 I am writing to ask whether it would be possible to visit your company.
- 4 We are looking for a presenter for an Earth Day event at our college. Would you be available to give a presentation?

### Step 2

Tell students to **Look at Activity 6** and read the rubric. Explain that this activity reviews some language items that students have been studying recently. Ask a volunteer to read the instruction text and the items that students have to find in the email.

Draw students' attention to the **Learning Strategy** and read it together. Explain that it is important to regularly review and revise new language so that they are able to recall and use it. Organise students into pairs and ask them to complete the activity. Remind them to write their answers in their exercise books. You may want to set a time limit and have a competition to see which pair can find the items the fastest.

### Step 3

Do a whole class check and elicit the answers from volunteers.

### Answers

.....

**Conjunctions to give a reason** because, therefore

**Conjunctions to add information** in addition, also

**Compound nouns** renewable energy, third-year student

**Examples of adjectives with different suffixes**

–able, sustainable, renewable

–al, environmental

–ful, helpful

### Optional Activity

Ask students to write a reply to the email. Alternatively, this can be done as a homework task.

## Lesson 9

### Writing

#### In this lesson, students will:

- categorise formal and informal language for emails
- rewrite informal sentences to make them more formal
- brainstorm information to include in a request email
- plan a request email

#### Target language

- closing
- greeting
- email
- polite
- request
- Informal language for emails, e.g. Hi there, Hello, Can you help me with my project? Take care, Thanks, etc.
- Formal language for emails, e.g. Dear..., I am writing to request..., I would like to..., Yours sincerely, etc.

### Task 1

#### Step 1

Ask students to tell you what they remember about writing formal emails from the previous lesson. Elicit their ideas and write them on the board.

#### Step 2

Tell students to **Look at Activity 1 on page 28 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Explain that students have to sort the expressions and phrases **into informal language for emails** and **formal language for emails**. Ask them to complete the activity individually. While students are doing the activity, copy the table onto the board.

Ask students to compare their answers with a partner. Do a whole class check and elicit the answers.

#### Answers

	Informal emails	Formal emails
<b>Greeting</b>	Hi there! Hello	Dear ..., To whom it may concern,
<b>Request</b>	Can you help with...? I need some help.	I am writing to request ... I would like to ...
<b>Closing</b>	Take care. Thanks.	Kind regards, Yours sincerely,

#### Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that students have to rewrite the sentences to make them more formal. Read the sentences together. For each sentence, ask students for ideas about how they could make it more formal. Remind them that we often use **would/ would like** instead of **want** in more formal writing.

Draw students' attention to the **Learning Strategy** and read it together. Explain that when we write, we often use more formal language than when we speak. Ask students to complete the activity individually. Circulate around the classroom and give students support with and feedback about their writing.

#### Step 4

Organise students into pairs. Ask them to share their sentences with their partner. Then do a whole class check and elicit the answers from volunteers. Write them on the board. If there are any errors in the sentences, work together to correct them.

**Note:** It is useful to collaboratively check and correct sentences with students because this is a form of feedback for all students.

### Suggested Answers

- 1 Dear Mr Roberts
- 2 I am writing to request some information about wind power.
- 3 Would you be able to help me? / Would you be able to send some information?
- 4 I would also like to arrange a visit to your wind farm.
- 5 Kind regards

**Note:** If you feel your students need more support with their writing, you can do this activity together as a whole class.

## Task 2

### Step 1

Ask students to **Look at Activity 3** and read the rubric. Read the instruction text and explain that students are going to write a request email to an engineer the Mir'aah project. In the email, they have to ask if an engineer could visit their school to give a presentation about solar power.

Draw students' attention to the table and read the title of each column. Explain that students have to brainstorm their ideas about what kind of information they will need to include in their email. Tell students that they can look at Mazin's email on page 32 of the Classbook and as guide.

Organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

### Step 2

Copy the table onto the board. Ask volunteers to share their ideas and write them on the board.

### Step 3

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that students have to plan their email using the **Writing Plan** provided on page 46 of the Skills Book.

Tell students that they have the rest of the lesson to work on their plan. Circulate around the classroom, offering guidance and support.

### Homework

If students have not completed their email plan, ask them to complete it for homework and bring it to the next lesson.



## Lesson 10

### Writing

#### In this lesson, students will:

- give a partner feedback on their writing plan
- write the first draft of their request email
- self-edit their email using a writing checklist.

#### Target language

- closing
- greeting
- email
- polite
- request
- Formal language for emails, e.g. Dear..., I am writing to request..., I would like to..., Yours sincerely, etc.

## Task 1

### Step 1

Organise students into pairs. Ask them to show their writing plan to their partner and explain what they plan to write. Ask students to take turns giving feedback and suggestions to their partners. Give students about 5 minutes to do this.

**Note:** While students are discussing their plans, you may want to use this time to check the plans of, and provide guidance to any students you feel may need extra support.

### Step 2

Ask students to make any necessary amendments to their writing plan to incorporate the feedback from their partner.

## Task 2

### Step 1 **C21<sup>st</sup>** Written communication

Ask students to **Look at Activity 5 on page 29 of the Skills Book** and read the rubric and instruction text. Explain that students will have the rest of the lesson to work on the first draft of their email.

Draw students' attention to the **Learning Strategy**. Before they start writing, review the email structure and useful language in the **Writing Reference** on pages 58-59 of the Skills Book. A model is also provided in the **Writing Reference**. Then ask students to write their first draft.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

### Step 2

About five minutes before the end of the lesson, ask students to stop writing and to **Look at Activity 6** and read the rubric and instruction text. Ask students to use the **Writing Checklist** to self-edit their first draft. Draw students' attention to the **First draft** column in the checklist. Explain that they have to evaluate their work by writing a tick for items they feel that they have successfully achieved, and a cross for items that they want to work on when they write their second draft.

#### Homework

If students have not completed the first draft of their email, ask them to complete it for homework and bring it to the next lesson.

## Lesson 11

### Writing

#### In this lesson, students will:

- give a partner peer feedback on their writing
- write a second draft of their email
- self-edit their work using a checklist

#### Target language

- closing
- greeting
- email
- polite
- request
- Formal language for emails, e.g. Dear..., I am writing to request..., I would like to..., Yours sincerely, etc.

### Task 1

#### Step 1 Collaboration

Ask students to **Look at Activity 7 on page 28 of the Skills Book** and read the first part of the instruction text. Organise students into pairs. Ask them to exchange the first draft of their email with their partner. Explain that they have to read their partner's email and give them feedback.

#### Step 2

Tell students to read the second part of the instruction text and explain that they have the rest of the lesson to write the second draft of their essay. Remind them to consider their partner's feedback and the points from the **Writing Checklist** they need to focus on.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

#### Step 3

When students have completed their second draft, ask them to check their work again using the **Writing Checklist** in **Activity 6**. They have to self-edit their work using the column titled **Second draft**.

At the end of the lesson, collect the final drafts of the emails. If students have not completed their email, ask them to finish it for homework and submit it in the next lesson.

When you mark students' work, provide feedback on areas to focus on in their writing in the next unit.

#### Homework

If students have not completed the second draft of their email, ask them to complete it for homework and bring it to the next lesson.

## Lesson 12

### Project

#### In this lesson, students will:

- match extracts from a presentation to slides
- work in groups to develop an idea for an invention that is powered by renewable energy

#### Target language

- advantages
- disadvantages
- invention
- presentation
- renewable energy
- Language for presentations, e.g. Good morning, everyone, Welcome to our presentation about..., Our invention is called..., Our invention has two purposes, The main advantage of our invention is..., Thank you for listening, etc.

### Task 1

#### Step 1

Tell students to think back to Lesson 7 and ask **Can you remember what renewable energy invention Ali and his friends designed?** Elicit **a solar-powered phone case**.

#### Step 2

Tell students to **Look at Activity 1 on page 34 of the Classbook**. Draw their attention to the slides and ask **What are these?** Elicit **that they are slides a presentation about Ali's invention**.

Read the rubric and instruction text. Explain that Ali and his team are giving a presentation about their solar-powered phone case. Check students understand that they have to read the presentation and match the slides **a-g** to the presentation extracts **1-7**.

Do the first one together as an example. Ask a volunteer to read number 1. Then ask **Which slide matches this part of the presentation?** Elicit **Slide d**. Ask students to write the numbers **1-7** into their exercise books and complete the activity individually or in pairs.

Do a whole class check and elicit the answers.

#### Answers

.....

1 d

2 a

3 f

4 e

5 b

6 g

7 c

### Task 2

#### Step 1 **21<sup>st</sup>** Problem solving

Tell students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Explain that students have to design an invention powered by renewable energy and give a presentation about their invention to the class.

Organise students into groups of four. Read the questions together. Explain that students have to work in their groups to brainstorm their ideas for an invention. They should use the questions to guide their discussion.

**Note:** You may want to let students choose their own groups for the project work, or you may want to select groups yourself.

If you select groups, think carefully about the level of the students in each group and their different abilities.

One option is to create groups with a mix of different levels, so that more able students can support less able students. Another option is to group students according to their level so that they can work at a level appropriate for them. However, the disadvantage of this option is that less able groups might struggle to complete the project successfully.

Ask each group to nominate one person to take notes about the group's ideas. Tell students that they have the rest of the lesson to brainstorm their ideas for their invention. Circulate around the classroom, offering guidance and support. Encourage students to speak in English as much as possible.

## Step 2

Approximately five minutes before the end of the lesson, ask each group to share their idea for their invention with the rest of the class.

### Homework

Tell students that in the next lesson they will be preparing posters or slides for their presentations. If they need to do any research for their invention or find any images, they should do it for homework and bring them to the next lesson.

**Note:** If you want students to create slides for their presentations, arrange to do the next lesson in the Learning Resource Centre with an IT teacher if possible so that students have access to computers, the Internet and support.

You will also need to prepare large pieces of poster paper and materials for making posters for those groups who want to create a poster.

## Lesson 13

### Project

#### In this lesson, students will:

- finalise their invention designs
- prepare a presentation about their invention
- create a set of slides or a poster to use in their presentation

#### Target language

- advantages
- disadvantages
- invention
- presentation
- renewable energy
- Language for presentations, e.g. Good morning, everyone, Welcome to our presentation about..., Our invention is called..., Our invention has two purposes, The main advantage of our invention is..., Thank you for listening, etc.

**Note:** Arrange to hold this lesson in the Learning Resource Centre, with an IT teacher if possible, so that students have access to computers, the Internet and support.

## Task 1

### Step 1

### 21<sup>st</sup> Collaboration

Ask students to **Look at Activity 3 on page 35 of the Classbook** and read the rubric. Read the first part of the instruction text and explain that students have to work in their groups to prepare **either** PowerPoint slides for their presentation **or** a presentation poster. Point to the pictures and ask students to look at the example of each option.

**Note:** In order to do PowerPoint presentations, you will need access to a projector or a smart board. If this is not possible, ask all students to create a poster for their presentation.

## Step 2

Direct students' attention to the second part of the instruction text and read it together. Explain that each group will give a short, three to four minute presentation about their invention. Every member in the group has to participate in the presentation.

Ask students to look at the presentation in **Activity 1** again. Draw their attention to the language in **bold**. Read the phrases and sentences together and explain that these are useful phrases that they can use in their own presentations. Then read the information in the box about **Tips for Giving Presentations**. Go through the tips, modeling them and checking students' understanding of each tip.

## Step 3

Ask the groups to decide whether they will give a presentation using slides or a presentation using a poster. Then explain that they have this lesson to prepare their presentation.

**Note:** You may want to allocate different roles to students in each group in order to ensure that everyone participates in the project. Alternatively, students can also decide who will take each role in their groups.

Suggested roles for this project are:

**Team leader** – is responsible for organising and leading the group.

**Presentation planner** – is responsible for planning the structure of the presentation and deciding what information each team member will present.

**Writer** – is responsible for creating the written information on the slides or the poster.

**Designer** – is responsible for creating or sourcing the images for, and designing the layout of the slides or poster.

If you decide to allocate project roles, make sure students have an opportunity to try different project roles through the semester.

Circulate around the classroom, offering guidance and support. At the end of the lesson, explain that students should be ready to give their presentation in the next lesson. If students are preparing their presentations on computers, make sure they save their work.

### Homework

If students have not finished their presentations, slides or posters, ask them to finish preparing them for homework.

**Note:** Remember to organise a projector or a room with a smart board for the next lesson, if you have students who need to display slides for their presentations.

## Lesson 14

## Project

## In this lesson, students will:

- give a presentation about their invention
- listen to presentations from other groups
- give feedback and ask questions about other group's inventions

## Target language

- advantages
- disadvantages
- invention
- presentation
- renewable energy
- Language for presentations, e.g. Good morning, everyone, Welcome to our presentation about..., Our invention is called..., Our invention has two purposes, The main advantage of our invention is..., Thank you for listening, etc.

**Note:** If you have groups who will be giving presentations using slides, set up a projector or the smart board before the lesson so that they can display their slides.

## Task 1

## Step 1

Explain that students will have approximately 10 minutes to practise their presentations. Ask them to **Look at Activity 3 on page 35 of the Classbook**. Tell students to focus on the **Tips for Giving Presentations** as they practise their presentations. Remind students that their presentations should be no longer than four minutes.

Circulate around the classroom, offering guidance and support.

Step 2 **21<sup>st</sup>** Oral communication

Organise the classroom and seating for the presentations. Ask each group to give their presentation. After each presentation, ask the rest of the class to give feedback on the invention and ask questions about it. Then give each group feedback about their idea, their presentation skills and their language. Time the presentations to make sure groups do not go over their allocated time.

## Optional Activity

As students are giving their presentations, make a note of any common errors you hear. After the presentations, write the errors on the board and students how they can be corrected. Correct the sentences together on the board.

## Step 3

Write the following questions onto the board:

- Did you enjoy this project?
- How successful was your project?
- Are there any areas of your project that could be improved?
- How well did you work together as a team?
- How well did you communicate in English?
- Do you think that you made a good contribution to your group? Is there anything you could have done better?
- If you did this project again, what would you do differently?

Explain that you would like students to reflect on their project in order to evaluate the work they produced, their efforts as team, their individual contribution to their team and their use of English. Ask them to discuss the questions with their groups.

Circulate around the classroom, offering guidance and support. When students have finished their discussions, ask volunteers to share their reflections with the class.

## Lesson 15

### Review

#### In this lesson, students will:

- review learning and key language from this unit
- reflect on their learning and progress
- set a learning goal for the next unit

**Note:** This lesson contains activities to consolidate learning from this unit. The review activities must be completed in class. However, you can either teach the lesson or you can allow students to work through the activities independently.

Teacher notes have been provided if you plan to teach the lesson. If you decide to let students work independently, check their understanding of each activity at the start of the lesson.

It is advised that you collect students' books at the end of the lesson, so that you can check their general achievement, and check their work and correct any written activities. It is also useful to monitor students' reflections in order to be aware of areas they feel they have been successful in and the areas they want to improve.

### Task 1

#### Step 1

Ask students to **Look at page 30 of the Skills Book** and to **Look at Activity 1** and read the rubric. Explain that they have to write a short definition for the term **renewable energy**. The definition should be based on their understanding of the topic from this unit and must be written in their own words. Tell students to complete the task individually. Circulate around the classroom, offering guidance and support.

#### Step 2

Organise students into pairs and ask them to share their definition with their partner. Choose one or two volunteers to share their definitions with the class.

### Task 2

#### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to join the two sentences using the correct conjunction from the two options in brackets.

Give students time to rewrite the sentences. Then elicit their ideas and write them on the board.

#### Answers

- .....
- 1 Coal and natural gas are called non-renewable energy sources **because** they are limited and take a long time to form.
  - 2 I have read a lot of research on the topic, **but** I am still not sure about the purpose of my project.
  - 3 My father bought solar energy lights to install on our farm. He **also** bought solar panels.

#### Step 2

Tell students to **Look at Activity 3** and read the rubric. Read the instruction text and explain that students have to sort the words according to which renewable energy they are related to. Check they understand that they have to write each word in the correct column in the table. Explain that some words might fit into more than one column.

Circulate around the classroom, offering guidance and support.

Copy the table onto the board. Do a whole class check and elicit the answers. Write the answers into the table on the board.

## Answers

Wind power	Solar power	Hydro-power	Geo-thermal power
turbine	sun	turbine	steam
farm	panel	water	natural heat
	steam	dam	turbine
	mirror	waves	
		river	

**Note:** The words turbine and steam can go into more than one column.

## Step 3

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that a student has written an email to invite a professor to attend an event at their school. But the email is too informal. Explain that they have to read the email and make suggestions about how to make the email more formal. Draw their attention to the example. Show them how the word **Hi** has been changed to **Dear**. Then ask **What verb is usually used in more formal emails?** Elicit **would**.

Ask students to complete the activity individually or in pairs. While students are doing the activity, copy the email onto the board. Do a whole class check. Elicit students' suggestions about how to make the email more formal. Make their suggested changes to the email on the board.

**Note:** This activity does not have right or wrong answers. But students should be able to identify language that is too informal and make suggestions about how to make it more formal.

## Suggested answer

Hi **Dear** Mr Roberts,

How are you? **I hope that you are very well.**

I am a Grade 10 student at Azaiba Basic Education School. We are having an Environmental Awareness Day at our school. We ~~want~~ **would like** to invite you to our event. In addition, we ~~want~~ **would like** to

ask if you ~~can~~ **would be able to/ could** give a short speech at the event.

Thanks! **Kind regards**

Aziza.

## Task 3

### Step 1

Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and instruction text. Explain that students have to look at the words in the box and add a suffix to each word to create an adjective. Then they have to use the adjectives to complete the sentences.

Ask students **What suffixes did we learn in this unit?** Elicit **-able, -ous, -al, -ive and -ful**. Write them on the board. Then ask students **What spelling rules do we have to remember when adding suffixes to adjectives?** Elicit that **when a word ends in the letter 'e' we remove the 'e' and when a word ends in the letter 'y' we change the 'y' for 'i'**. Ask students to complete the activity individually. Circulate around the classroom, offering guidance and support.

### Step 2

Do a whole class check. First elicit the adjectives from students and write them on the board. Then ask volunteers to read each sentence aloud with the correct adjective to complete it.

## Answers

- 1 stressful
- 2 renewable
- 3 beautiful
- 4 expensive
- 5 harmful
- 6 dangerous
- 7 famous



## Task 4

### Step 1

Ask students to **Look at Activity 6** and read the first part of the instruction text. Organise students into pairs. Explain that they have to reflect on their learning in this unit by discussing the key learning aims and how well they think they achieved the aim.

Read the key learning aims together and explain any points the students do not understand. Draw students' attention to the speech bubbles on the right side of the table. Explain that they have to use the phrases from the speech bubbles to reflect on the aims and then tick the appropriate column, **yes, partly** or **no** for each aim.

Tell students to complete the reflection activity in pairs. Circulate the classroom, offering guidance and support.

### Step 2

Ask students to read the second part of the instruction text. Explain that they have to write about:

- **An activity they enjoyed and say why they enjoyed it**
- **An activity they found challenging and say why they found it challenging**
- **A personal learning goal they would like to set for the next unit**

Explain that setting learning goals is a very important part of improving your English.

Ask students to complete the activity individually. If there is time at the end of the lesson, ask volunteers to share the activities they enjoyed and the activities they found challenging.

**Students will learn how to:**

- talk about ancient and modern civilisations
- read understand historical narratives, factual texts and quotes
- sequence a text using dates and time references
- identify evidence in a text
- talk and write about the history of Oman
- form and use the past passive tense
- identify and use adverbs of degree
- listen to and understand factual texts and descriptions
- paraphrase information using their own words
- vary their responses in discussions
- understand and reflect on their role in the global community
- pronounce foreign words that are used in English
- plan and write a biography
- self and peer-edit written work
- evaluate the reliability of different sources of information
- produce an information leaflet
- reflect on their learning

**Main Language****Past passive tense, for example:**

- Frankincense was traded in ancient times.
- Cuneiform writing was invented by the Sumerians.

**Varying your response, for example:**

- I'm sorry, I can't really agree with you on that.
- I am not sure about that.

**Language for writing biographies, for example:**

- Ahmed Ibn Majid was a famous Omani sailor and navigator.
- His most important achievement was the books he wrote to record his knowledge of sailing.

**Vocabulary**

- Civilisations: agriculture, ancient, archaeologist, citizen, commodity, community, culture, economy, education, empire, inhabit, leader, merchant, modern, religion, society, trade, united, war
- Ancient civilisations: cuneiform writing, Egyptian, Greek, hieroglyphics, Islamic, Mayan, pyramid, Roman, Sumerian
- Global citizenship: cooperation, equality, global citizen, global citizenship, global community, global issues, human rights, promote peace, reduce poverty, respect, treat people equally, value
- Archaeology: archaeological site, archaeologist, discover, evidence, history, reliable
- Biographies: achievement, chronological, famous, well-known
- Adverbs of degree: absolutely, certainly, definitely, fairly, quite, really, very

- Synonyms: live/inhabit, trader/merchant, expertise/skill, evidence/proof, prosperous/wealthy, commodity/ product
- Foreign words that are used in English: algorithm, apostrophe, boutique, enthusiasm, entrepreneur, ghoul, guitar, lingua franca, renaissance, thesaurus

**Skills and Strategies**

- Skim and scan descriptions, factual texts, a biography and notes for general and specific information
- Use time references to sequence a text
- Write subheadings to summarise information in a paragraph
- Use pictures to predict the content of paragraphs in order to locate information more efficiently
- Identify evidence to support statements in a text
- Use the context of a text to match words with their synonyms
- Use the past passive tense in speaking and writing to describe past events
- Use adverbs of degree to express ideas more strongly
- Listen to descriptions for general and specific information
- Use their own words to paraphrase quotes
- Generate ideas to make the world a better place and present them in three articles
- Identify qualities of global citizens and use it to reflect on their own role in the global community
- Analyse the structure and key features of a biography
- Use notes to write sentences about a well-known Omani
- Identify and use appropriate tenses and expressions for writing biographies
- Apply learning to research, plan and write a biography
- Evaluate the reliability of different sources of information
- Develop research skills
- Collaborate in a team to complete a project

**Activities**

- Read and answer questions, read and sequence a text, read and write subheadings for paragraphs, read and infer the meaning of vocabulary
- Do a role play
- Look up the past participles of irregular verbs and use them in the past passive tense
- Identify and categorise adverbs of degree
- Listen and complete facts, listen and label a map, listen and identify the speaker
- Paraphrase and summarise information using their own words
- Discuss leadership, human rights, global citizenship and the responsibilities of different communities
- Write three articles to protect human rights
- Pronounce foreign words that are used in English
- Write a biography
- Research an archaeological site in Oman
- Produce an informative leaflet

## Lesson 1

### Overview

#### In this lesson, students will:

- explore the topic of this unit
- activate their knowledge about words related to civilisation
- listen and complete facts about ancient civilisations
- discuss questions about ancient civilisations

#### Target language

- archaeologist
- ancient
- citizen
- civilisation
- culture
- leader
- religion
- united
- ancient civilisations e.g. Egyptian, Greek, Majan, Mayan, Roman, Sumerian

**Note:** At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 1<sup>st</sup> of September.** Get students to repeat it after you and write it on the board, for example, **Sunday, 1<sup>st</sup> of September 2019.**

### Background Information

This unit focuses on **civilisation**, moving from ancient civilisations to more contemporary ideas of global citizenship. In this unit, civilisation is defined as 'the culture and way of life of a society or country at a particular period in time'. The ancient civilisations in this unit include: the Ancient Egyptians, the Ancient Greeks, Ancient Majan civilisation, the Ancient Mayans, the Romans and the Sumarians.

#### Ancient Egyptian civilisation

**Dates:** 3000BC – 30BC

**Location:** Egypt around the Nile Valley

**Leader:** Pharaoh

**Known for:** Hieroglyphics, the pyramids

**Reason for end of civilisation:** Multiple reasons - failing empire, conflicts and invasions, eventually absorbed into Roman Empire.

#### Ancient Greek civilisation

**Dates:** 800BC – 146BC

**Location:** Greece

**Leader:** No main leader

**Known for:** Philosophy, architecture

**Reason for end of civilisation:** Conquered by the Romans.

#### Ancient Kingdom of Majan

**Dates:** 2300BC -550BC (approximately)

**Location:** Location is not known for certain but it is believed it was located in Oman and the UAE.

**Leader:** King

**Known for:** Copper and shipbuilding

**Reason for end of civilisation:** Not known.

#### Ancient Mayan civilisation

**Dates:** 950 – 1539AD

**Location:** Mexico and Central America

**Leader:** Regional kings and governments

**Known for:** Astronomy, calendar making, maths, writing

**Reason for end of civilisation:** Not known.

#### Romans

**Dates:** 753BC – 6AD

**Location:** Europe, North Africa and West Asia

**Leader:** Emperor

**Known for:** Architecture, gladiators, military expertise

**Reason for end of civilisation:** Multiple reasons - difficult to manage empire, reduction in military, invasions.

**Sumerians****Dates:** 4500BC – 1900BC**Location:** Mesopotamia (Modern Iraq and Kuwait)**Leader:** King**Known for:** First real civilisation, cuneiform writing, inventions (irrigation, the wheel)**Reason for end of civilisation:** Series of invasions and then it eventually came under Babylonian rule.Sources: <https://www.nationalgeographic.org/education/>  
<https://www.britannica.com>

- Do you know who built the buildings shown in the pictures?

Elicit the names/types of the buildings in the pictures.

**Picture 1** Pyramid (Egyptian)**Picture 2** Ziggurat**Picture 3** Amphitheatre**Picture 4** Parthenon**Picture 5** Bat Tomb**Picture 6** Pyramid (Mayan)

**Note:** It does not matter if students do not know the names of the buildings at this point. The aim of this step is to activate their vocabulary on this topic.

## Task 1

### Step 1

Tell students to look through Unit 4 in the Classbook and the Skills Book. Ask them **What do you think this unit will be about?** Elicit the title of the unit **Civilisation**.

### Step 2

Write the following question on the board, **What does the word civilisation mean to you?** Organise students into pairs. Ask them to discuss the question with their partner. Elicit feedback. Check that students understand the meaning of the word **civilisation**.

**Civilisation means the culture and way of life of a society of country at a particular period in time.**

### Step 3

Tell students to **Look at Activity 1 on page 37 of the Classbook**. Draw their attention to pictures **1-6**. Ask students to describe the pictures with their partners. Then ask some questions about the pictures, for example

- What can you see in the pictures?
- Were these buildings built today or in the past?
- Do you know which country these buildings are located in?

### Step 4

Draw students' attention to the words in the box next to the pictures and ask **What do you think these words are?** Elicit or establish that they are **the names of ancient civilisations**. Explain that students have to match the pictures to the names of the civilisations.

Ask students to write the numbers **1-6** into their exercise books and complete the activity in pairs. Then play **Listening 4.1** and ask students to check their answers.

## Listening Transcript 4.1

Picture 1 shows an ancient Egyptian pyramid.

Picture 2 shows the Ziggurat which was built by the Sumerians.

Picture 3 shows the Colosseum, a Roman Amphitheatre.

Picture 4 shows the Parthenon which was built by the ancient Greeks.

Picture 5 shows a Bat Tomb which was built in the Majan period.

Picture 6 shows a pyramid from Tikal which was built by the Mayans.

## Answers

- 1 Egyptian
- 2 Sumerian
- 3 Roman
- 4 Greek
- 5 Majan
- 6 Mayan

## Task 2

### Step 1

Ask students to **Look at Activity 2** and read the rubric. Read the first part of the instruction text and explain that students have to read the facts about the civilisations from **Activity 1** and discuss which civilisation they think each fact is about.

Circulate around the classroom, offering guidance and support.

### Step 2

Do a whole class check and elicit students' ideas.

## Answers

- 1 Roman
- 2 Majan
- 3 Sumerian
- 4 Greek
- 5 Mayan
- 6 Egyptian

### Step 3

Ask students to read the second part of the instruction text. Check they understand that they have to discuss meaning of the vocabulary in **bold** in the facts. Explain that **these words are key words for this unit**. Circulate around the classroom, offering guidance and support.

Briefly elicit feedback to check that students understand the meaning of each word.

**ancient** – of or from a very long time ago.

**archaeologist** – a person who studies buildings, graves, tools and other objects of people who lived in the past.

**citizen** – a person who is a member of a particular city or country.

**civilisation** – the culture and way of life of a society of country at a particular period in time.

**culture** – the way of life, especially the general customs and beliefs of a particular group of people at a particular time.

**discover** – to find information, a place, or an object, especially for the first time.

**leader** – a person in control of a group, country or situation.

**united** – joined together as a group.

## Step 4 **C21<sup>st</sup>** Cultural awareness

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that students have to discuss the questions with a partner. Organise students into pairs and ask them to discuss the questions. Circulate around the classroom, offering guidance and support.

Choose some confident students to share their answers with the class.

### Suggested answers

- 1 Students' own answers. (See the **Background Information box** for more details about each civilisation.)
- 2 We study ancient civilisations to learn about our past, to reflect on how we live now and to help us prepare for the future.

### Homework

Ask students to choose a civilisation to research. It can be a civilisation from this lesson or another civilisation that they are interested in. Ask them to bring their research findings to the next lesson and be prepared to share what they found with a partner.

## Lesson 2

### Reading and Understanding

#### In this lesson, students will:

- label a map
- read four texts for general and specific information
- use vocabulary from the text to complete definitions
- do a role play

#### Target language

- ancient
- agriculture
- civilisation
- economy
- empire
- monument
- society
- trade

## Task 1

### Step 1

Organise students into pairs. Ask them to tell their partner about the ancient civilisation they researched for their homework. Circulate around the classroom, offering guidance and support.

Elicit feedback. Ask volunteers to tell the class about the civilisation they researched and any interesting facts or information that they found.

### Step 2

Tell students to **Look at Activity 1 on page 38 of the Classbook**. Ask a volunteer to read the rubric. Point to the map and ask **What does this map show?** Elicit **the six ancient civilisations from the Overview lesson**. Then ask **What information does the map give about each civilisation?** Elicit the **name, location** and **dates** of each civilisation.

Ask students to look at the larger version of the map on page 43 of the Skills Book. Draw students' attention to the missing information for each

civilisation. Read the instruction text and explain that students have to listen and complete the missing information from the map. Then play **Listening 4.2**.

### Listening Transcript 4.2

- 1 The Roman Empire covered Europe, North Africa and West Asia between 753 BC and 6 AD.
- 2 Ancient Greek civilisation was located in Greece between 800BC and 146BC.
- 3 Ancient Sumerian civilisation was located in Mesopotamia between 4500 BC and 1900 BC.
- 4 The ancient Kingdom of Majan was located on the Omani peninsular from around 2300BC to 550BC.
- 5 Ancient Egyptian civilisation was located in Egypt between 3000 BC and 30 BC.
- 6 Ancient Mayan civilisation was located in Southern Mexico and Central America from 950 AD to 1539 AD.

### Answers

- 1 Roman
- 2 146 BC
- 3 Sumerian
- 4 Majan
- 5 30 BC
- 6 950 AD

## Task 2

### Step 1

Ask students to **Look at Activity 2**. Point to the pictures and ask students to describe the four people, for example **What do they look like? What are their clothes like? How old do you think they are?** Read the title of the text **Voices from the Past**.

Ask students to explain what they think the title means. Elicit or establish that **the four teenagers in the pictures are talking about their lives in the past**.

### Step 2

Ask a volunteer to read the rubric and instruction text. Explain that students have to read the texts and use the information from the map in **Activity 1** to identify which civilisation each teenager is from.

Ask students **What kind of clues might help you identify the civilisations?** Elicit **the dates in the texts, the names of famous places or buildings in the texts and the appearance of the teenagers in the pictures**. Ask students to write the numbers **1-4** into their exercise books and complete the activity in pairs.

Do a whole class check and elicit the answers.

### Answers

- 1 Ancient Rome
- 2 Ancient Majan
- 3 Ancient Sumer
- 4 Ancient Egypt

**Note:** The texts in these activities are about ancient civilisations. However, parts of the texts are in the present tense because the speakers are describing their civilisations as if they are still alive.

### Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that students have to read the texts from **Activity 2** again and answer the questions. Tell students to write the numbers **1-5** into their exercise books and complete the activity individually.

Circulate around the classroom, offering guidance and support. Do a whole class check and elicit the answers from volunteers. Spend a little more time discussing students' ideas for question 6.

**Answers**

- .....
- 1 accountant, architect (text 3), trader (text 2)
  - 2 Livia (The Colosseum), Iskur (The Great Ziggurat)
  - 3 Cuneiform and Hieroglyphics
  - 4 Iskur (2100 BC)
  - 5 Students' own opinions

**Step 4**

Ask students to **Look at Activity 4** and read the rubric and instruction text. Check they understand that they have to use the words in **bold** from the reading texts to complete the definitions.

**Note:** As this is a vocabulary activity, it is recommended that students copy and complete the full sentences in their exercise books to help them remember the words and their definitions.

Direct students' attention to the **Learning Strategy** and read it together. Tell students to write the numbers **1-6** into their exercise book and complete the activity individually.

Do a whole class check and elicit the answers from volunteers.

**Answers**

- .....
- 1 trade
  - 2 society
  - 3 agriculture
  - 4 empire
  - 5 economy
  - 6 monument

**Optional Activity**

You can further check students understanding of the vocabulary in this activity by giving the students some questions containing this vocabulary to discuss in pairs. For example,

- **What kind of products does Oman trade today?**
- **What are important values in Omani society?**
- **Is there much agriculture in the area where you live?**
- **What do you know about the history of the Omani empire?**
- **Which industries are important for the Omani economy?**
- **What famous Omani monuments can you think of?**

**Task 3****Step 1**  **Creativity**

**Note:** The role play cards in this activity are for Egyptian, Roman, Sumerian and Chinese civilisations. Chinese civilisation has not been covered in this unit, so if you do not want to use this role play card, remove it and do the activity with groups of three students instead of four students.

Organise students into groups of four and explain that they are going to do a role play. Tell them to **Look at Activity 5** and read the rubric and instruction text. Ask them to read the instructions in their groups. Give each group four role play cards. Ask each student in the group to take one card and explain that they should not show their card to anyone else.

Check students understand that they have to imagine they are a teenager from the ancient civilisation on their role play card. They should take turns to talk about the civilisation using their own



words and facts from the cards but they **should not** mention the name of the civilisation. The other members of their group have to guess which civilisation they are talking about.

Give students time to read the information on their role play cards and then ask them to complete the activity in their groups. Circulate around the classroom, offering guidance and support.

## Step 2

Elicit feedback. Ask volunteers to talk about their civilisation and ask the rest of the class to guess which civilisation they are from.

### Optional Activity

Ask students to write a short paragraph about being a teenager in an ancient civilisation.

**Note:** This activity can also be set as a homework task.

## Lesson 3

### Reading and Understanding

#### In this lesson, students will:

- read about the history of Oman
- sequence a text
- write subheadings to summarise the main ideas of paragraphs
- identify in information in statements is true, false or is not given
- match words from a text with their synonyms
- identify evidence in a text and evaluate its reliability

#### Target language

- civilisation
- commodity
- evidence
- expertise
- history
- inhabited
- merchant
- proof
- prosperous
- reliable
- skills
- trade/ trader
- wealthy

## Task 1

### Step 1

On the board write **The most important events in Oman's history**. Organise students into groups of three or four and ask them to discuss the statement.

Elicit feedback. Ask students to tell you what they think the most important events in Oman's history are.

## Step 2

Ask students to **Look at Activity 1 on page 32 of the Skills Book** and read the rubric and instruction text. Draw students' attention to the title of the text. Explain that the text is about the history of Oman, but the paragraphs are not in the correct order. Students have to read the text and order the paragraphs.

Before students start the activity, organise them into pairs and ask them to look at the pictures and predict what each paragraph might be about. Draw students' attention to the **Learning Strategy** and explain that making predictions using the pictures will help students predict the content of a text and activate their previous knowledge about the topic.

Ask **What information in the text will help you sequence the paragraphs?** Elicit or establish **dates**. Then ask students to complete the activity individually.

## Step 3

Do a whole class check and elicit the answers.

### Answers

.....

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

**Note:** The research for the text in this lesson came from a number of sources, including:

<https://timesofoman.com/article/100895>

<https://omantourism.gov.om>

<https://www.mhc.gov.om>

**Oman Encyclopaedia** (الموسوعة العمانية)

## Task 2

### Step 1

Ask students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Explain that for each paragraph, students have to write a subheading that summarises the main idea of the paragraph.

Do the first paragraph together as an example. Ask students **What is this paragraph about?** Elicit that it is **an introduction to Oman's history and describes evidence about the very early history of the region**. Ask student **How can we summarise these ideas into a subheading?** Elicit their ideas and write them on the board. Some suggestions include:

- The early history of the region /Oman
- Prehistoric Oman

Ask students to complete the activity individually or in pairs. Circulate around the classroom, offering guidance and support.

**Note:** If you feel that students need more support with this activity, continue doing it as a whole class.

### Step 2

Do a whole class check and elicit students' answers. For each paragraph, ask two or three students to share their subheadings as they may have different ideas or disagree with some suggestions.

### Suggested answers

.....

1 The early history of Oman/ the region

or Prehistoric Oman

2 The Ancient Kingdom of Majan

or Ancient Majan

3 The arrival of Islam

or The start of Islam

- 4 The Omani Empire
- or Oman and Africa
- 5 Modern Oman
- or The Renaissance of Oman

**Note:** These answers are just a guide. If students have other suggestions, they can also be accepted if they summarise the paragraphs accurately.

### Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check they understand that they have to read the text in **Activity 1** again and decide whether the information in statements **1-5** is **true (T)**, **false (F)** or **not given (NG)**.

Before starting the task, read the first statement and ask student **In which paragraph do you think you will find the information to check this statement.** Elicit **paragraph c.** Explain that **making predictions like this helps make reading and locating information more efficient.** Go through the other statements and ask students to predict where they will find the information. Then ask them to complete the task individually.

### Step 4

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers. For any false answers, ask students to correct the statement.

### Answers

- .....
- 1 T
  - 2 F- the Sumerians mentioned Majan as a source of copper.
  - 3 T
  - 4 T
  - 5 NG – the text gives the year but not the specific date

### Step 5

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check students understand the meaning of **synonym**. Elicit that **synonyms are different words with the same meaning**. Check students understand that they have to match the words in **bold** in the text in **Activity 1** to the words in the box with the same meaning. Then ask them to complete the activity individually.

Do a whole class check and elicit the answers.

- 1 inhabit- live
- 2 evidence - proof
- 3 expertise - skill
- 4 commodity – product
- 5 merchant - trader
- 6 prosperous – wealthy

### Task 3

#### Step 1 Critical thinking

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that for each statement, they have to look for evidence in the text that supports the statement.

Ask a volunteer to read the example in the speech bubble. Then organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

### Step 2

Elicit feedback. Discuss each item as a class and ask students to tell you what evidence in the text supports the statements.

### Answers

.....

Fossils in rocks at the top of mountains are the evidence that tells us Oman was once covered by the ocean.

The evidence in the text that Oman has been inhabited for more than 100,000 years is the tools that were discovered by the Dhofar Archaeological Project estimated to be 106,000 years old.

The evidence in the text that Al Baleed was a port city is the pottery that was coloured with chemicals that cannot be found in Oman. This suggested they were brought to Oman from another place, probably by boat.

The evidence in the text that ancient Majan traded with other ancient civilisations is the mention of Magan in Sumerian records.

The first piece evidence in the text that Islam came to Oman within the Prophet Mohammed's (PBUH) lifetime is the Hadith in which he mentions the people of Oman. The second piece of evidence is the mosque that was built Mazin Bin Ghadhubah who was alive at the same time as the Prophet (PBUH) and met him.

The evidence in the text that Oman traded goods from Africa with China is the information about Chinese trade records for ivory.

## Lesson 4

### Grammar and Vocabulary

#### In this lesson, students will:

- listen and match questions and answers
- recognise and use the past passive tense
- form the past participle for irregular verbs
- complete texts using the past passive tense
- write a paragraph about an archaeological site in Oman using the past passive tense

#### Target language

- Past active tense, e.g. People traded frankincense in ancient times.
- Past passive tense, e.g. Frankincense was traded in ancient times.
- Past participles of regular verbs, e.g. destroyed, discovered, traded, invented, used, etc.
- Past participles of irregular verbs, e.g. born, built, found, given, kept, known, made, sold, taken, taught, etc.

## Task 1

### Step 1

Tell students to **Look at Activity 1 on page 40 of the Classbook**. Ask a volunteer to read the rubric and first part of the instruction text. Check students understand that they have to listen and match the six questions they hear on the CD to the six answers that are given in the Classbook.

Read the answers together. Organise students into pairs and ask them to make some predictions about the possible question for each answer.

### Step 2

Briefly elicit feedback. Then ask students to write the numbers **1-6** into their exercise books. Explain that they have to write the letters **a-f** next to the numbers **1-6** to match the questions and answers.

Play **Listening 4.3** straight through.

### Listening Transcript 4.3

- 1 When was the Great Wall of China built?
- 2 Which form of writing did the Sumarians invent?
- 3 What happened when Mount Vesuvius erupted?
- 4 Where was the Omani physician Ibn Al Dhahabi born?
- 5 Why did the ancient Egyptians build pyramids?
- 6 What exciting discovery was made in 1992 in the empty quarter of Oman?

### Answers

.....

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

### Step 3

Read the second part of the instruction text and ask students what they noticed about the verbs in the answers. Elicit or establish that **the verbs are in the past passive**.

## Task 2

### Step 1

Ask students to **Look at the Grammar Focus box**. Read the information about the past passive tense together. Explain that:

- We use the passive tense when we want

**to say what happens to the subject, to emphasise the subject in a sentence or when who or what causes the action is unknown or unimportant.**

- The past passive tense is formed using **was / were + past participle**.
- If we want to say who or what causes an action we use **by**.
- The past participle is usually formed by adding **-ed** to the end of a verb. However, past participles of irregular verbs are not formed in this way, so it is important that students learn them.

### Step 2

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to look at the text on page 32 of the Skills Book again and underline examples of the past passive tense in the text. Tell students to complete the activity individually. Circulate around the classroom, offering guidance and support.

Ask students to compare their answers with a partner. Then do a whole class check and elicit the answers.

### Answers

.....

was covered

was shipped

was (once) known

was (first) mentioned

was traded

**Note:** Some students might underline 'were famous' in the text. This is not a passive tense because famous is an adjective not a verb.

### Step 3

Tell students to **Look at Activity 1 on page 34 of the Skills Book** and read the rubric. Read the instruction text and explain that students have to write the past participle for each verb in the spaces next to the verbs.

Do the first verb **build** together as an example. Elicit that the past participle of **build** is **built**. If students are not sure of the answer, refer them back to text 1 in **Activity 1** on page 38 of the Classbook to find the answer. Do one or two more together and then ask students to complete the activity individually or in pairs.

**Note:** If available, give students dictionaries to help students do this activity. If students need more support with this activity do it together as a whole class.

Do a whole class check and elicit the answers.

- 1 built
- 2 found
- 3 given
- 4 kept
- 5 known
- 6 made
- 7 sold
- 8 taken
- 9 taught

### Step 4

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that the passive tense is often used in news reports. Ask volunteers to read the titles of the two news reports. Explain that they have to read the reports and complete the gaps **1-6** using verbs from **Activity 1** in the past passive tense. Remind students to look at the subject of the sentence carefully to help them decide whether to use **was** or **were** when they complete the gaps. Ask students to complete the activity individually.

Do whole class check. Elicit the answers and write them on the board.

- 1 were taught
- 2 were sold
- 3 was given
- 4 was found
- 5 was taken
- 6 was given

## Task 3

### Step 1

Ask students to **Look at Activity 3**. Draw their attention to the information about Bahla Fort in the box on the right. Ask students **What do you know about Bahla Fort?** Elicit anything they know. Then ask volunteers to read the facts about Bahla Fort. After you have read the sentences, ask students **Are these sentences active or passive?** Elicit **active**.

Read the instruction text and explain that students have to talk about Bahla Fort with a partner but they have to use the passive tense instead of the active tense. Write the first fact on the board and ask students **If we change this from active to passive, what will be the new subject of the sentence?** Elicit that **Bahla Fort** will become the subject of the sentence and write it on the board. Then ask **How will we form the verb?** Elicit **was built** and write it on the board. Then ask **Who built the fort?** Elicit **Omanis** and then ask **Which word do we need to use to say who built the fort?** Elicit **by** and write **by Omanis** on the board.

### Step 2

Organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit sentences about the fort from volunteers. Correct any errors students have in their sentences.

### Step 3

Explain that students have to write a short paragraph about Bahla Fort in the past passive tense using the facts from the box and ideas from their discussions. Ask students to complete the

activity individually. Circulate around the classroom, give students support with, and feedback on their writing.

### Suggested answer

Bahla Fort was built by Omanis between the 12<sup>th</sup> and the 15<sup>th</sup> century. Bricks made out of mud and straw were used to build the fort. In 1987, Bahla Fort was given World Heritage Site status by UNESCO and it was restored by the Ministry of Heritage and Culture. Bahla Fort was reopened by the Ministry of Heritage and Culture in 2012.

### Homework

If students have not completed their paragraphs about Bahla Fort, ask them to finish the activity for homework.

## Lesson 5

### Grammar and Vocabulary

#### In this lesson, students will:

- categorise opinions for and against a debate topic
- identify and use adverbs of degree
- order adverbs of degree according to strength of the adverb
- revise the second conditional
- use adverbs of degree to discuss hypothetical situations

#### Target language

- civilisations
- inventions
- society
- adverbs of degree, e.g. absolutely, certainly, definitely, fairly, quite, really, very, etc.
- The second conditional, e.g. What would happen if a society had now laws?

## Task 1

### Step 1

Ask students some warm up questions about important inventions from ancient civilisations, for example:

- Do you know any important inventions that were invented by ancient civilisations?
- Who invented paper / clocks / concrete? Etc.
- Do you know any important inventions that were invented by Arabs?
- What do you think is the most important invention in the world? Why?

## Step 2

Ask students to **Look at Activity 3 on page 41 of the Classbook**. Ask a volunteer to read the rubric and instruction text. Then ask **What is the topic of the debate?** Elicit **Inventions are more important than people in a civilisation**. Ask students **What do you think about the debate topic? Would you argue for or against this topic? Why?**

## Step 3

Organise students into pairs. Explain that students have to read the opinions and decide whether each opinion in **for** or **against** the topic. Tell them to write the numbers **1-7** into their exercise books and discuss each opinion with their partner. Check they understand they have to write **F** for opinions **for** the topic, and **A** for arguments **against** the topic. Circulate around the classroom offering guidance and support.

Do a whole class check and elicit the answers from volunteers.

## Answers

.....

- 1 F
- 2 A
- 3 F
- 4 F
- 5 F
- 6 F
- 7 A

## Task 2

### Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Check they understand that they have to discuss the questions about the opinions in **Activity 3**. Ask them to complete the activity with their partners.

Elicit feedback and discuss the answers together.

## Answers

.....

- 1 Opinion 2, 3, 4, 6 and 7
- 2 Opinion 1 and 5
- 3 The words such as **absolutely** or **very** which modify the verbs or adjectives

Direct students' attention to the information box about adverbs of degree and read the information and examples together.

**Note:** This lesson focuses on adverbs of degree. But there are many different types of adverbs, for example adverbs of time, place, manner, frequency, probability.

Some adverbs of degree can also be used as adverbs of probability, for example **certainly** and **definitely**. So it is important to be aware of this when giving examples to students.

Other adverbs of degree include **completely**, **greatly**, **hardly**, **highly**, **somewhat**, **totally**, etc.

## Step 2

Ask students to **Look at Activity 5** and read the rubric and instruction text. Check they understand that they have to read the opinions from **Activity 3** again, identify the adverb of degree in each opinion and make a list of the adverbs in their exercise books.

Do a whole class check and elicit feedback.

## Answers

.....

- 1 quite
- 2 absolutely
- 3 very
- 4 definitely
- 5 fairly
- 6 certainly
- 7 really



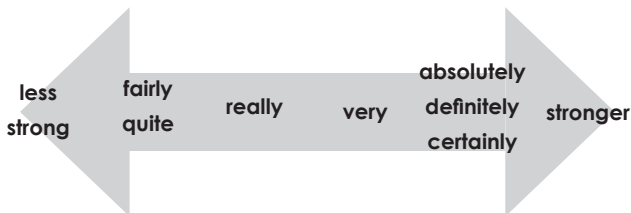
### Step 3

Tell students to **Look at Activity 4 on page 35 of the Skills Book** and the rubric. Ask a volunteer to read the first part of the instruction text. Explain that students have to complete the diagram with the adverbs of degree from the box to show which adverbs are stronger and which are less strong. Show students how the first adverb **absolutely** has been added to the diagram.

Ask students to complete the activity individually or in pairs. While they are doing the activity, copy the diagram onto the board. Do a whole class check. Ask volunteers to write the answers into the diagram on the board.

#### Answers

.....



### Step 4 **21<sup>st</sup>** Critical thinking

Ask students to read the second part of the instruction text. Check they understand that they have to look at the opinions in **Activity 3** on page 41 of the Classbook and complete the sentences about adverbs of degree. They can complete this activity individually or in pairs.

Copy the sentences onto the board. Elicit the answers to complete the sentences and write them on the board.

#### Answers

.....

We usually put adverbs of degree **before** an adjective.

We usually put adverbs of degree **before** a verb.

If a verb has an auxiliary verb, e.g. be, have, can, would, we usually put the adverb **between** the auxiliary verb and the main verb.

### Task 3

#### Step 1

Ask students to **Look at Activity 5** and read the rubric and instruction text. Check they understand that they have to read the questions and answers and then circle the correct adverb in each answer. Ask them to complete the activity in pairs.

Do a whole class check and elicit the answers.

#### Answers

.....

- 1 If a society had no laws, it would be **very** dangerous.
- 2 I would **really** like to build a snowman if it snowed tomorrow.
- 3 If there was a war, it would be **absolutely** terrible.
- 4 If there were no cars, the air would **certainly** be cleaner.
- 5 I would **definitely** give a lot of money to charity if I won one million Rials.

#### Step 2

Ask students **What tense are these questions and answers written in?** Elicit or establish **the second conditional**. Then ask **Can you explain how to form the second conditional?** Elicit their ideas.

**Note:** Activities 5 and 6 review the second conditional. Students should be familiar with the second conditional from previous grades. But if they cannot remember how to form it, go through the explanation below.

We use the second conditional to talk about:

- **A hypothetical event or situation in the future.**
- **Something in the present which is impossible because it is not true.**

To form the second conditional we use:

**If + past simple..., would + infinitive**  
or  
**would + infinitive ... if + past simple**

### Step 3

Ask students to **Look at Activity 6** and read the rubric and instruction text. Check they understand that they have to work in pairs to ask and answer the questions from **Activity 5** using some of the adverbs of degree in their answers. Remind them to answer in the second conditional. Circulate around the classroom, offering guidance and support.

Elicit feedback. Ask pairs of students to perform a question and answer. Alternatively, ask a question and choose different students to answer it.

## Lesson 6

### Listening and Speaking

#### In this lesson, students will:

- revise adjectives
- discuss quotes from famous world leaders
- listen for specific information
- orally rephrase information in their own words
- write three rules to make the world a better place

#### Target language

- civilisation
- cooperation
- education
- environment
- equality
- leader
- revenge
- rules
- universal
- war

**Note:** This lesson moves towards modern civilisation focusing on leaders and the international organisation, the UN. More information about the United Nations can be found at <http://www.un.org/en/>

## Task 1

### Step 1

**Note:** This step is designed to be a warm up for the lesson, but it is also an opportunity to review adjectives as students think of qualities of a leader.

On the board, write the word **leader**. Then ask students **What qualities should a leader have?** Organise them into pairs and ask them to brainstorm ideas.

Elicit feedback from students and write their ideas on the board. Then ask **Can you think of any leaders with these qualities?** Elicit their ideas.

## Step 2

Explain to students that in this lesson, they are going to study some modern leaders and an international organisation. Tell students to **Look at Activity 1 on page 42 of the Classbook.** Draw their attention to the pictures of leaders and ask **Do you recognise any of these people?** Elicit any names they know and then ask **What do you know about these people? What do they all have in common?** Elicit anything students know about the people in the pictures and establish that **they are / were all leaders of some kind.**

### Background Information

**Sultan Qaboos** (born 1940) is the leader of Oman and longest serving Arab leader.

**Jennette Rankin** (1880 – 1973) was an American politician and women's rights activist. She was the first woman to be elected to Congress.

**Martin Luther King** (1929 – 1968) was an American activist, and the most visible spokesperson and leader in the civil rights movement that fought against racism.

**Mahatma Ghandi** (1869 – 1948) was an Indian activist and the leader of the Indian Independence movement.

**The Cree People** are one of the largest groups of First Nation (indigenous) people in Canada.

**Malala Yousafzai** (born 1997) is a Pakistani activist for female education and the youngest person to win the Nobel Prize.

## Step 3 Global awareness

Tell students to read the rubric and the first part of the instruction text for **Activity 1.** Explain that they have to discuss the meaning of each quote with a partner. Draw their attention to the speech bubbles which contain language they can use. Organise them into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

## Step 4

Ask students to read the second part of the instruction text. Check they understand that they have to match each quote to a word from the box. Read the words together and explain any words that students do not understand. Then ask them to write the numbers **1-6** into their exercise books and complete the activity in pairs.

Do a whole class check and elicit the answers to part one and part two of the activity. For each quote, ask a student to explain what they think the quote means in their own words and then to tell you which word from the box matches the quote.

### Answers (part 2)

- .....
- 1 cooperation
  - 2 war
  - 3 the environment
  - 4 revenge
  - 5 equality
  - 6 education

## Task 2

### Step 1

Draw students' attention to the United Nations emblem in the information box in **Activity 2.** Ask students **Have you seen this emblem before? Where?** Then ask **What do you know about the United Nations?** Discuss the question together and then ask students to read the information in the box.

### Step 2

Ask a volunteer to read the rubric and instruction text. Explain that students will listen to some information about the UN and for each item they have to choose the correct option to complete the sentence. Give students some time to read the sentences and options. Then play **Listening 4.4.** Repeat the listening if necessary.

### Listening Transcript 4.4

The United Nations is an international organisation that works to maintain peace and to address 21st century issues. The organisation was formed in 1945. On the 25th of April, representatives from fifty different countries met for a conference in San Francisco. On the 26th of June, they signed the UN Charter and on the 24th of October the United Nations officially started operating. There are currently one hundred and ninety-three member states in the UN and the organisation has six official languages - Arabic, Chinese, English, French, Russian and Spanish. The Secretary General leads the organisation which is made up of six different parts including the General Assembly, the UN Secretariat and the International Court of Justice. The UN also has many different partner programmes and funds, such as UNICEF, UNESCO and the World Bank. The unofficial name of the UN and its partner organisations is the UN family. Data from 2017 shows that the UN helped more than 65.3 million refugees, provided food to 80 million people in 80 countries, and provided vaccinations to 45% of the world's children which saves 3 million lives per year.

Ask students to compare their answers with a partner. Then do a whole class check.

### Answers

- .....
- 1 b) 26th June
  - 2 a) 6
  - 3 b) Secretary General
  - 4 a) The UN Family
  - 5 c) 80

### Step 3

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check they understand that they have to listen to the information about the Universal Declaration of Human Rights and complete the text with the missing words.

Read the title of the text and ask students **What does declaration mean?** Elicit or establish that it means **an official or public statement about something, usually written**. Give students some time to read the text and make some predictions about what kind of information they need to listen for. Then play **Listening 4.5**.

### Listening Transcript 4.5

On the 10<sup>th</sup> of December, **1945** the Universal Declaration of Human Rights was **published** by the United Nations. The document lists universal human rights which should apply equally to everyone, everywhere, at all times. The document contains **30** articles. It has been translated into over **500** languages. International **Human Rights** Day is held on the 10<sup>th</sup> of December every year to celebrate the anniversary of the document.

**Note:** If your students need more support with listening activities or find this kind of task challenging, pause the CD after each sentence to give them more time to write their answers.

Do whole class check and elicit the answers from volunteers.

### Answers

- .....
- 1 1945
  - 2 published
  - 3 30
  - 4 500
  - 5 Human Rights

## Task 3

### Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Draw their attention to the picture and explain that it shows six articles from the Universal Declaration of Human Rights. Explain

that students have to try and explain what each article means using their own words.

Ask two confident students to read the example the speech bubbles. Then ask students to complete the activity in pairs. Circulate around the classroom, offering guidance and support.

Elicit feedback and write any useful vocabulary on the board.

## Step 2 **21<sup>st</sup>** Social responsibility

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that they have to work in groups and write three more articles for universal human rights, which they think would make the world a better place.

Organise students into groups of four and ask them to complete the activity. They should write their articles in their exercise books. Alternatively, you can give each group a piece of poster paper to write their articles on. Circulate around the classroom, offering guidance and support.

## Step 3

Ask each group to share their articles with the rest of the class. There are two options for doing this:

**Option 1** – ask each group to present their articles to the class

**Option 2** – ask the students in each group to number themselves from **1-4**. Then ask all the number 1 students to sit together, all the number 2 students to sit together, etc. Then ask students to share their group's article with the students in the new group.

**Note:** Option 2 is slightly more complicated to set up, but it will give individual students more talking time than presenting in front of the class.

### Optional Activity

Ask each group to submit one article and write them on the board. Then ask students to vote on the articles to choose three new articles as a class. The vote can be done as a show of hands.

### Homework

Ask students to look at Activity 2 on page 35 of the Skills Book. Draw their attention to the six words and phrases in bold. Explain that for their homework, they have to look at the words and phrases and write a definition of their meanings.

## Lesson 7

## Listening and Speaking

## In this lesson, students will:

- learn about global citizenship
- listen for general and specific information
- discuss the meaning of words and phrases related to being a global citizen
- reflect on their own role as a global citizen
- practise pronouncing foreign words that are used directly in English
- discuss their opinions about the responsibilities of different communities

## Target language

- Vocabulary related to global citizenship, e.g. global citizen, global citizenship, global community, global issues, promote peace, reduce poverty, respect, solve environmental problems, treat people equally, value
- Foreign words that are used in English, e.g. algorithm, apostrophe, boutique, enthusiasm, entrepreneur, ghou, lingua franca, renaissance, thesaurus

## Task 1

Write the phrases **Omani citizen** and **global citizen** on the board. Ask students **What is the difference between being an Omani citizen and a global citizen?** Elicit their ideas.

**Note:** At this stage it is not important if students do not know exactly what a global citizen is. The purpose of this step is to activate their knowledge and to help them to start thinking about the concept of global citizenship.

## Task 2

## Step 1

Ask students to **Look at Activity 1 on page 36 of the Skills Book** and read the rubric. Read the instruction text and explain that students have to listen to a group of teenagers explaining why they consider themselves to be global citizens and answer the questions.

Give students time to read the questions and then play **Listening 4.6**.

**Note:** In this activity, students are listening for general information to get an overview of the listening text. They will listen to this listening text again in **Activity 2** for specific information. The listening text also recycles the adverbs of degree from Lesson 5.

## Listening Transcript 4.6

Hi, I'm Hanan. In my opinion, global citizenship is this idea that we are all part of one global community and we all have rights and responsibilities as a member of this global community. I am a member of the Global Shapers Community which is a network of young people around the world who work to create change. We have a hub in Muscat, but I also connect with members all over the world. Global citizens are aware of, and active in local and global issues. The community helped me develop important skills. Global citizens need skills like team work, problem solving and creative thinking so that they can face the challenges of the 21st century.

Hello, my name is Nada. I definitely think I am a global citizen because I really care about the environment. Global citizens understand that we have to work together as a global community to solve environmental problems because they affect everyone. I have been learning how to reduce my carbon footprint and I started an environment club at my school. Another thing that I think makes me a global citizen is that I have friends from many different cultures. I go to an international school and my best friend is from India.

## Listening Transcript 4.6 Continued

Our culture, language and religions are different but apart from that we are very similar and we always have fun. I think that global citizens respect, value and try to learn about different cultures.

Hi there! I'm Talal. In my opinion, being a global citizen is similar to being a responsible citizen in your own society. I believe global citizens are kind, friendly, and treat people equally and with respect. I am very active in my local community and I like to help others. I volunteer for a charity that raises money to help people who live in poverty. Global citizens work to make the world a better place by promoting peace and reducing poverty. In the future, I would really like to work for the UN.

Elicit feedback and check the answers.

### Answers

.....

- 1 Nada
- 2 Talal
- 3 Hanan

### Step 2

Tell students to **Look at Activity 2**. Ask a volunteer to read the rubric. Draw students' attention to the six words and phrases in **bold** in the sentences. Students should have written a definition with the meaning of these words and phrases for their homework. Organise students into pairs and ask them to compare their definitions quickly with a partner. Briefly elicit feedback and explain any words or phrases students do not understand.

**respect** – (in this context) a feeling you show when you accept that different cultures are different from your own and behave towards them in a way that would not cause offense

**value** – (in this context) the importance of someone or something

**promote peace** – to encourage people to live and work together happily without disagreement or conflict

**reduce poverty** – to take actions to help improve the lives of people who are poor or living in poverty

**global community** – the people or nations of the world, considered as being closely connected by technology, and as being economically, politically and socially connected

**treat people equally** – to behave towards all people the same regardless of their culture, beliefs or ethnicity

**Note:** You can briefly revise adjectives formed using suffixes from Unit 3 by asking students **Can you see any adjectives formed by adding a suffix to a noun?** Elicit **global** and **environmental**. Then ask **Which suffix has been used to create these adjectives?** Elicit **-al**.

### Step 3

Ask a volunteer to read the instruction text and explain that students will listen to the three teenagers talking about being a global citizen again. This time, they have to match the statements **1-8** to the teenager that said it. Check they understand that they can just write the first letter of the teenagers' names.

Play **Listening 4.6** again and ask students to complete the activity individually.

Do a whole class check and elicit the answers.

### Answers

.....

- 1 N
- 2 T
- 3 T
- 4 N
- 5 H
- 6 H
- 7 T
- 8 H

## Step 4 Social responsibility

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check they understand that they have to think about the descriptions of global citizenship from **Activity 2** and discuss the questions with a partner. Circulate around the classroom, offering guidance and support.

**Note:** This activity is designed to facilitate higher order thinking skills and 21st century skills. Students have to apply information to analyse, reflect on and evaluate their lives as global citizens. This activity also helps promote social responsibility and global awareness.

Elicit feedback from volunteers. Ask follow up questions to encourage students to speak in more detail and focus on the elements of global citizenship from **Activity 2**.

## Task 3

**Note:** Many words in English have origins in foreign languages. There are also some words in English that are used directly from other languages. This activity introduces students to this concept and some examples of words from other languages that are used directly in English.

## Step 1 Global awareness

Ask students to **Look at Activity 4**. Explain that English contains many words which originally come from other languages. It also contains some words that are taken directly from other languages.

Draw students' attention to the information box about foreign words in English. Play **Listening 4.7** and ask students to listen and read along with the information in the box

### Listening Transcript 4.7

Have you ever noticed that English pronunciation can be very confusing? For example,

We are taught the letters **c** and **h** make the sound **ch /tʃ/** like in the words *chicken* or *teach*.

What about the word *chef*? We pronounce it **/ʃef/** not **/tʃef/**.

What about the word *archaeology*? We pronounce it **/ɑː.ki'ɒl.ə.dʒi/** not **/ɑː.tʃi'ɒl.ə.dʒi/**.

The word *cello* is not spelt with a **ch** but we say **/tʃel.əʊ/** not **/sel.əʊ/**.

This is because English words originally came from many different languages.

Sometimes words from other languages are used directly in English. These are often the most challenging to pronounce and spell.

## Step 2

Ask students to read the first part of the instruction text. Check they understand that they have to work in pairs and try to pronounce the ten words. Explain that it does not matter if they do not pronounce them correctly, it is just important to try.

Circulate around the classroom, offering guidance and support.

## Step 3

Explain that for each word, you will ask how the students think it should be pronounced. Once you have elicited their suggestions play the word from **Listening 4.8**. Tell the students to put a tick in Box 1 next to each word if they pronounced it correctly. Continue until you have checked the pronunciation of all ten words.



### Listening Transcript 4.8

lingua franca	//	lingua franca
apostrophe	//	apostrophe
boutique	//	boutique
guitar	//	guitar
enthusiasm	//	enthusiasm
renaissance	//	renaissance
entrepreneur	//	entrepreneur
ghoul	//	ghoul
thesaurus	//	thesaurus
algorithm	//	algorithm

Ask students how many words they got correct. Check that students understand the meaning of these words and explain any words they do not understand.

**lingua franca** – a language used for communication between groups of people who speak different languages, for example English is the global lingua franca

**apostrophe** – the punctuation mark ‘

**boutique** – a shop

**guitar** – a musical instrument, usually made of wood, with six strings and a long neck, played with the fingers

**enthusiasm** – a feeling of interest in a subject or activity and an eagerness to be involved

**renaissance** – a new growth or interest in something

**entrepreneur** – someone who starts their own business, especially when this involves seeing a new opportunity

**ghoul** – a ghost or bad spirit

**thesaurus** – a type of dictionary for synonyms

**algorithm** – a set of mathematical instructions that, especially when given to a computer, will help calculate the answer to a problem

Then play **Listening 4.8** again and ask students to listen and repeat the words, focusing on their pronunciation.

### Step 4

Tell students to read the second part of the instruction text. Explain that these words come from Arabic, French and Greek. Ask them to work in pairs and decide which language they think each word comes from. Check they understand that they have to write **A** for **Arabic**, **F** for **French** and **G** for **Greek** in Box 2 next to each word.

Do a whole class check but explain that it does not matter if students did not guess correctly. The purpose of this activity is to help them pronounce some challenging words in English and to understand why these words are difficult to pronounce and spell.

### Answer

.....

lingua franca	<b>F</b>
apostrophe	<b>G</b>
boutique	<b>F</b>
guitar	<b>A</b>
enthusiasm	<b>G</b>
renaissance	<b>F</b>
entrepreneur	<b>F</b>
ghoul	<b>A</b>
thesaurus	<b>G</b>
algorithm	<b>A</b>

### Optional Activity

You may want to ask students if they know any other Arabic words that are used in the English language. Elicit their ideas and write them on the board.

Some common Arabic words that are used in English include:

admiral	hummus
algebra	lemon
arsenal	mummy
coffee	safari
cotton	saffron
gazelle	sherbet
giraffe	sofa
guitar	zero
henna	

Alternatively, you can ask students to research words from Arabic that are used in English for their homework or as a mini-research project.

students into groups of three or four and ask them to complete the activity. Circulate around the class, offering guidance and support.

### Step 2

Elicit feedback. Go through the issues one by one and ask volunteers to share their ideas about which community or communities are responsible for each issue and why.

## Task 4

### Step 1

Ask students to **Look at Activity 5** and read the rubric. Read the instruction text and draw students' attention to the diagram of different communities and point to the issues around the diagram. Check students understand that they have to discuss these issues and which community or communities are responsible for each issue.

Direct their attention to the **Useful Language box** and read the title together. Ask students **Why is important to vary your response?** Elicit or establish that **if you give the same response or use the same expressions all the time, your speech will sound boring and repetitive. So it is important to try and use a range of responses.** Read through the different types of responses together. Then organise

## Lesson 8

### Writing

#### In this lesson, students will:

- talk about famous Omani people
- read a biography and transfer information to a table
- analyse the structure of, and the language used in a biography

#### Target language

- biography
- chronological
- Vocabulary related to famous or well-known people, e.g. historical figures, entrepreneurs, sports people, public figures, ambassadors
- The past passive, e.g. was born, was known, was raised, was invented, etc.

## Task 1

### Step 1

Ask students to **Look at Activity 1 on page 44 of the Classbook**. Read the rubric and instruction text. Read the categories together and check students understand them. Explain that students have to work in groups and think any famous Omanis they know for each category. If necessary, do one or two examples together. Then organise students into groups and ask them to complete the activity.

### Step 2

While students are doing the activity, write the categories on the board. Elicit feedback. For each category ask students to name famous or well-known Omani people they know. Ask some follow up questions for each person students suggest, for example:

- **Why is this person famous or well-known?**
- **What else do you know about this person?**
- **What is this person's greatest achievement?**

## Task 2

### Step 1

Write the word **biography** on the board. Ask students to explain what the word means. Elicit or establish that **a biography is the life story of a person written by someone else**. Then ask **Has anyone read a biography?** If any students have, ask them to tell the rest of the class whose biography they have read and to say a little about the biography.

### Step 2

Ask students to **Look at Activity 2** and read the rubric. Explain that students are going to read a short biography of a famous Omani from history. Point to the picture and the title of the biography and ask **Have you heard of Ahmed bin Majid? What do you know about Ahmed bin Majid?** Elicit any information the students know. Then ask students to read the instruction text. Check they understand that they have to read the text and find three things that Ahmed bin Majid was famous for. Remind them to write their answers in their exercise book.

Do a whole class check and elicit the answers.

### Answers

- .....
- 1 his sailing ability
  - 2 writing books and poems
  - 3 inventing tools for navigation

### Step 3

**Note:** The second part of this lesson is in the Skills Book on page 38.

Ask students to **Look at Activity 1 on page 38 of the Skills Book** and read the rubric and instruction text. Explain that they have to complete the table using information from the biography on page 44 of the Classbook. Go through the categories in the table. Explain that generally when we write biographies, we should try and include the date or the age of

the person when describing important life events and significant achievements. However, sometimes this information is not available, especially for people who lived a long time ago. Check that students understand they do not need to write full sentences, they can complete the table in note form. Circulate around the classroom, offering guidance and support.

Ask students to compare their answers with a partner. While they are doing this, copy the table onto the board. Do a whole class check and elicit the answers.

## Answers

.....

Fact File	
Name	Ahmed Bin Majjid
Date of birth	1421
Place of birth	Oman
Family	Family of sailors
Education	Sailing/investigation Islamic studies Taught by father
Career	Sailor
Date of death	Around 1500
Important life events (include age/date)	Young age - first sailing trip Age 17 became a Sailor
Significant Achievements	Wrote many books Wrote almost 40 poems Invented the Kamal and improved compass
Any other information	Known as 'The Lion of the Sea'

## Task 3

### Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the biography again and complete the sentences about the structure of the biography using the information in the box. Explain that each sentence will have **two** pieces of information except for the final sentence which has one. Ask students to complete the activity individually. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

## Answers

.....

Paragraph one includes information about **who Ahmed was / why he was famous** and **when / where Ahmed was born**.

Paragraph 2 includes information about **Ahmed's family** and **Ahmed's childhood / early life**.

Paragraphs 3 & 4 include information about **important events in Ahmed's life** and **Ahmed's significant achievements**.

Paragraph 5 includes information about **when Ahmed died** and **what Ahmed will be remembered for**.

The information in the biography is organised in **chronological order**.

## Step 2 Critical thinking

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check they understand that they have to discuss the three questions about the biography. Organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

## Step 3

Elicit feedback and discuss the questions as a whole class.

## Answers

.....

- 1 The biography is about a person from the past.
- 2 The past simple and past passive are used to describe events in Ahmed's life because these are events that were in the past and are finished.
- 3 The present simple is used for general statements or facts, e.g. His most famous book is called 'Al-Fawa'id Fi Usul ilm Al-Bahr Wa Al-Qawaid' is in the present tense because it is a fact and the book still exists today. The future tense is used to refer to what will continue to happen after the biography has been written.

e.g. He will be remembered as one of the most famous navigators and explorers of all time.

### Homework

Explain that in the next lesson, students will start planning a biography about a famous Omani person. Ask them to think about which well-known or famous Omani they would like to write about. The person can be from the past, or someone who is still alive today. They can use the ideas from the first activity in this lesson to help them.

**Note:** If you prefer, instead of setting this research activity as a homework task, you can arrange to have the next lesson in the Learning Resource Centre and ask students to do their research during the lesson.

## Lesson 9

### Writing

#### In this lesson, students will:

- complete sentences about a contemporary Omani
- share their research for their biography
- explore useful language for writing biographies and this language to write five sentences
- complete the plan for their biography

#### Target language

- Language for writing biographies, e.g. (Name) is/ was famous because..., At a young age..., One year later..., His/ Her greatest achievement was..., (Name will be remembered for..., etc.

**Note:** You may want to organise this lesson in the Learning Resource Room so that students can do the research for their biography with access to computers and the Internet.

## Task 1

### Step 1

Ask students to **Look at Activity 3 on page 45 of the Classbook**. Draw students' attention to the photos of Dr Lamya Al Haj and ask **Do you recognise the women in these photos?** Elicit or establish that her name is **Dr Lamya Al Haj**. Then elicit anything that students know about Dr Lamya. Alternatively, introduce Dr Lamya using the information below.

### Background Information

Students may be familiar with Dr Lamyia Al Haj because in 2018 she won the L'Oreal UNESCO Award for Women in Science.

Dr Lamyia is a lecturer at Sultan Qaboos University with a PhD in Structural & Molecular Biology from University College London (UCL) and an MSc in Environmental Science and Technology from UNSW (Australia).

Apart from her passion for lecturing, she enjoys public speaking and she frequently represents women of the Sultanate at both national and international meetings. She presents her research findings at many international conferences around the world including UK, Poland, France, Germany, Lebanon, UAE, China, Singapore, Canada and USA.

She has been invited to deliver several inspirational and motivations talks targeted to the Omani youth and woman. She is also a producer and presenter on the national radio, hosting an engaging program called 'The Art of Living'.

For more information, you can direct students to Dr Lamyia's website

<https://www.lamyialhaj.com/>

### Step 2

Ask students to read the rubric and instruction text. Explain that they have to look at the information about Dr Lamyia and work in pairs to ask and answer questions about her. Ask a couple of questions to demonstrate the activity, for example:

- **Where was Dr Lamyia born?**
- **How many brothers and sisters does Dr Lamyia have?**
- **What did Dr Lamyia study at university?**

Then ask students to continue the activity in pairs. Circulate around the classroom, offering guidance and support.

### Step 3

Ask pairs of confident students to perform their questions and answers in front of the class.

## Task 2

### Step 1

Ask students to **Look at Activity 4** and read the rubric. Read the phrases in **Useful Language box** together. Then ask students to read the first part of the instruction text. Check they understand that they have to read the Ahmed Ibn Majid's biography again and identify which phrases are used in the biography.

Do a whole class check and elicit feedback.

### Answers

.....

The phrases used in Ahmed Ibn Majid's biography are:

Ahmed Ibn Majid **was a famous** Omani sailor and navigator.

**At a young age** he took his first sailing trip with his father.

**At the age of** seventeen, Ahmed became a sailor.

Perhaps **his most important achievement was** the books he wrote...

**He will be remembered as** one of the greatest navigators and sailors of all time.

### Step 2

Ask students to read the second part of the instruction text. Explain that we do not only write biographies about people from the past, we can also write about contemporary people who are alive today. Check students understand that they have to write five sentences about Dr Lamyia using the information in **Activity 3** and the phrases from the **Useful Language box**. Read the examples sentences together. Then ask them to write their sentences into their exercise books.

Circulate around the classroom and give students support with, and feedback about their writing.

### Step 3

Ask students to share their sentences with a partner. Then ask volunteers to share their sentences with the class.

### Suggested answers

- Lamya Al Haj is a well-known Omani scientist, lecturer and public speaker.
- Lamya Al Haj was born on 31<sup>st</sup> May 1982 in Buraimi, Oman.
- She has two brothers and two sisters.
- She is the fourth of five children.
- She is married and she has three sons.
- From a young age, Lamya loved science.
- She studied Science at Sultan Qaboos University, Oman and graduated in 2004 with a high distinction.
- In 2006, she graduated from the University of New South Wales Australia with an MSc in Science & Technology in Environmental Science.
- In 2014, she received a PhD in Molecular Biology from the University College London, UK.
- She currently Works as an Assistant Professor at Sultan Qaboos University.
- She also publishes research, presents at conferences and represents women of the Sultanate on a national and international level.
- In 2003, she received the Award of Excellence from His Majesty Sultan Qaboos for outstanding academic achievement.
- In 2016, she was invited to address the Harvard Business School Alumni at the HBS Crossroad Conference in Dubai as a role model for woman in STEM. She was the first Omani to be invited to do this.
- In 2018, she was awarded the L'Oreal UNESCO Award for Women in Science.
- In the future, Dr Lamya hopes to empower Omani youth and unleash their potential in creating positive change and development in Oman.

### Task 3

#### Step 1 Oral communication

Organise students into pairs. Ask them to tell their partner about the Omani person they have chosen to write a biography about and to share the research they did about that person. Encourage them to talk in full sentences and ask their partners some questions about the person they have selected.

Circulate around the classroom, offering guidance and support. While you are doing this, check that students have completed the table in **Activity 4** on page 39 of the Skills Book properly.

#### Step 2

Elicit feedback. Ask students to tell the class who they will write a biography about and some information about that person's life.

#### Step 3

Ask students to **Look at Activity 5 on page 39 of the Skills Book** and read the rubric and instruction text. Explain that students have to plan their biography using the **Writing Plan** provided on page 47 of the Skills Book.

Tell students that they have the rest of the lesson to work on their plan. Circulate around the classroom, offering guidance and support.

#### Homework

If students have not completed their biography plan, ask them to complete it for homework and bring it to the next lesson.

## Lesson 10

## Writing

## In this lesson, students will:

- give a partner feedback on their writing plan
- write the first draft of their biography
- self-edit their biography using a writing checklist

## Target language

- The past passive tense, e.g. was born, was raised, etc.
- Language for writing biographies, e.g. (Name) is/ was famous because..., At a young age..., One year later..., His/ Her greatest achievement was..., (Name) will be remembered for..., etc.

## Task 1

## Step 1

Organise students into pairs. Ask them to show their writing plan to their partner and explain what they plan to write. Ask students to take turns giving feedback and suggestions to their partners. Give students about 5 minutes to do this.

**Note:** While students are discussing their plans, you may want to use this time to check the plans of and provide guidance to any students you feel may need extra support.

## Step 2

Ask students to make any necessary amendments to their writing plan to incorporate the feedback from their partner.

## Task 2

Step 1 **21<sup>st</sup>** Written communication

Ask students to **Look at Activity 6 on page 39 of the Skills Book** and read the rubric and instruction text. Explain that students will have the rest of the lesson to work on the first draft of their biography.

Draw students' attention to the **Learning Strategy**. Before they start writing, review the biography structure and useful language in the **Writing Reference** on pages 60-61 of the Skills Book. A model is also provided in the Writing Reference. Then ask students to write their first draft.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving from general summary to more specific details, spelling, grammatical structures, etc.

## Step 2

About five minutes before the end of the lesson, ask students to stop writing and to **Look at Activity 7** and read the rubric and instruction text. Ask students to use the **Writing Checklist** to self-edit their first draft. Draw students' attention to the **First draft** column in the checklist. Explain that they have to evaluate their work by writing a tick for items they feel that they have successfully achieved, and a cross for items that they want to work on when they write their second draft.

**Homework**

If students have not completed the first draft of their biography, ask them to complete it for homework and bring it to the next lesson.



## Lesson 11

### Writing

#### In this lesson, students will:

- give a partner peer feedback on their writing
- write a second draft of their biography
- self-edit their work using a checklist

#### language

- The past passive tense, e.g. was born, was raised, etc.
- Language for writing biographies, e.g. (Name) is/ was famous because..., At a young age..., One year later..., His/ Her greatest achievement was..., (Name will be remembered for..., etc.

### Task 1

#### Step 1 Collaboration

Ask students to **Look at Activity 8 on page 39 of the Skills Book** and read the first part of the instruction text. Organise students into pairs. Ask them to exchange the first draft of their biography with their partner. Explain that they have to read their partner's biography and give them feedback.

#### Step 2

Tell students to read the second part of the instruction text and explain that they have the rest of the lesson to write the second draft of their biography. Remind them to consider their partner's feedback and the points from the **Writing Checklist** they need to focus on.

Circulate around the classroom to monitor students' progress and provide guidance and support. Pay particular attention to students who find writing challenging.

When possible, read students' drafts. Give brief, constructive comments, which highlight one task the student should focus on to improve their work, e.g. text organisation, paragraph structure, moving

from general summary to more specific details, spelling, grammatical structures, etc.

#### Step 3

When students have completed their second draft, ask them to check their work again using the **Writing Checklist** in **Activity 7**. They have to self-edit their work using the column titled **Second draft**.

At the end of the lesson, collect the final drafts of the biographies. If students have not completed their biography, ask them to finish it for homework and submit it in the next lesson.

When you mark students' work, provide feedback on areas to focus on in their writing.

#### Homework

If students have not completed the second draft of their biography, ask them to complete it for homework and bring it to the next lesson.

## Lesson 12

### Project

#### In this lesson, students will:

- identify and discuss archeological sites in Oman
- listen to students a planning research project for specific information
- evaluate different ways of doing research and the reliability of different sources of information
- analyse and evaluate a leaflet about an archaeological site in Oman

#### Target language

- archaeological site
- evidence
- fact
- leaflet
- reliable
- research
- source

### Task 1

#### Step 1

Ask students to **Look at Activity 1 on page 46 of the Classbook**. Ask a volunteer to read the rubric and instruction text. Ask students **What does the phrase archaeological site mean?** Elicit or establish that **an archaeological site is a place where evidence of past activity is preserved and has been investigated by archeologists**. Draw students' attention to the four pictures and explain that they are all archaeological sites in Oman.

#### Step 2

Organise students into groups of three and ask them to discuss the three questions below the pictures. Circulate around the classroom, offering guidance and support.

#### Step 3

Elicit feedback and discuss the questions as a whole class.

**Note:** For question 2, some basic background information about each site has been provided. It is not expected that students will know all of this information, but if they are interested you can tell them about the sites.

### Answers

#### Question 1

- 1 Al Baleed Archaeological Park
- 2 Bibi Miriam's Shrine
- 3 Bat Tombs
- 4 Shisr or The Lost City of Ubar

#### Question 2

- 1 Al Baleed Archaeological Park in Dhofar dates back to 2000BC. It was an important port city. It was discovered in 1930 and given UNESCO World Heritage Site Status in 2000.
- 2 Bibi Mariam's Shrine is located in South Sharqiyah where the ancient city of Qalhat, Oman's first capital, was located. The shrine was built in the 13th or 14th century. There are different theories about Bibi Mariam, some people think that her shrine is on the site of a mosque she built, some people think that she took over as the ruler of Qalhat after her husband died.
- 3 The Bat Tombs in Dhahirah are beehive style tombs that date back to 3000BC. They were the second site in Oman to be included on UNESCO's World Heritage list.
- 4 For many years the city of Shisr, also known as The Lost City of Ubar, in Dhofar was lost. Archeologists had been searching for the city since the 1930s. It was finally found in 1991 using satellite imaging. It is believed the original city dates back 5000 years.

### Question 3

Students' own answers.

## Task 2

### Step 1 **21<sup>st</sup>** Critical thinking

Ask students to **Look at Activity 2** and read the rubric. Draw their attention to the picture and ask **What do you think the students in the picture are doing?** Elicit or establish that **they are planning a project.** Read the first part of the instruction text and explain that the students in the picture are discussing different ways to research an archaeological site for their project. Students have to listen to their discussion and identify which methods of research they talk about.

Ask students to read the different types of research. Then ask them to write the letters **a-g** into their exercise books. As they listen they have to tick the types of research they hear.

Play **Listening 4.9** straight through and repeat it if necessary.

#### Listening Transcript 4.9

**Maha:** Okay, so we've decided that we are going to make a leaflet about the Al Baleed Archaeological Park for our project. Next, we have to think about how to do our research.

**Girl 2:** I've looked on the Internet and there are some useful websites with information about Al Baleed.

**Maha:** Okay, that's a good start. But sometimes it can be difficult to check how reliable information from the Internet is. So maybe we should look for information from other sources as well.

**Girl 3:** I think we should contact the Ministry of Heritage and Culture. They might be able to give us more information. What do you think?

**Girl 2:** I think that's a great idea. Can you do that?

**Girl 3:** Yes, no problem.

**Maha:** Excellent. We need to think about pictures for our leaflet as well.

**Girl 2:** Hmm, we could look for some online. But we live in Salalah so why don't we go to Al Baleed and take our own photos.

**Maha:** Yes, that would be perfect. We might find some more useful information there as well.

**Girl 3:** Exactly, so when should we go?

### Step 2

Ask students to compare their answers with a partner. Then do a whole class check.

#### Answers

.....

- a** looking for information online
- d** contacting the Ministry of Heritage and Culture
- e** visiting the archaeological site

Ask students which archaeological site from **Activity 1** Maha and her group have chosen to do their project about. If students are not sure, play the beginning of **Listening 4.9** again. Then elicit **The Al Baleed Archeological Park.**

### Step 3

**Note:** This activity recycles language for talking about advantages and disadvantages from Unit 3. It also aims to raise students' awareness of different sources of information, how reliable these sources are and why it is important to use information from reliable sources.

Ask students to read the second part of the instruction text. Check they understand that they have to discuss the questions about each method of research from part one of the activity. Then refer them to page 31 of the Classbook for expressions for talking about advantages and disadvantages.

Circulate around the classroom, offering guidance and support. Elicit feedback from volunteers about each type of research.

## Suggested answers

### Question 1

**a** looking for information online

#### 1 Advantages

- It is fairly easy
- It is possible to find up to date information on a topic
- You have access to a wide range of information
- You have access to different types of media, e.g. documents, videos, journals, books, audio file, etc.
- It is easy to download information

#### Disadvantages

- There is a lot of information to look through
- It can be difficult to verify and evaluate the reliability of information

**b** looking for information in a book

#### 2 Advantages

- Books can provide a large range of specialist information
- The information in published books is likely to be reliable

#### Disadvantages

- It might not always be possible to access the books you need
- It is more time consuming to copy or record information from books
- Books might not always contain the most up to date information

**c** asking a history teacher about the site

#### 3 Advantages

- It is quick
- You can ask questions
- A teacher can advise you where to find the information you need

#### Disadvantages

- A teacher might not know the specific information you need
- Information given orally cannot be listed as a source

**d** contacting the Ministry of Heritage and Culture

#### 4 Advantages

- You may be able to speak to an expert about the topic you are researching
- The Ministry can provide official information

#### Disadvantages

- Collecting information in this way will be more time consuming
- The information you need might not be available in digital format

**e** visiting the site

#### 5 Advantages

- You can see and experience the site in person
- There may be official information at the site
- It is possible to take photos

#### Disadvantages

- It is more time consuming and expensive
- It might not be practical unless you live near the site

**f** looking for information in the national museum

#### 6 Advantages

- The information is likely to be reliable
- You can see samples of real archaeological evidence as well as models and photos

### Disadvantages

- It is difficult if you do not live in or near the museum
- The museum might not contain the specific information you need

g looking for videos about the site on YouTube

### 7 Advantages

- It is quick
- It is an interesting way to learn about a topic

### Disadvantages

- There might not be videos on the topic you need
- It is more challenging to check the reliability of the information

### Question 2

It is likely that information in books and from official sources, such as information from a ministry or from the archaeological site will be more reliable because this information will have been officially checked and verified. For online sources, if information comes from an official website or journal, it is likely to be fairly reliable. But because anyone can post online, information from other sources is likely to be less reliable and so it is important to evaluate how reliable a source is.

### Question 3

It is important to use information from a reliable source to ensure your work is accurate. This is especially important when you are producing any academic work.

## Task 3

### Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that Maha and her group produced an information leaflet about the Al Baleed Archaeological Park. Students have to look at the leaflet and answer the questions. Read the questions together and ask students to discuss them in their groups. Circulate around the class, offering guidance and support.

**Note:** For question 2, explain to students that they have to list the facts they find in the leaflet. This can be in note form using their own words. They should not copy information directly from the text. This question is designed to help them understand the type of information and how much information they should aim to find for their own project.

### Step 2

Do a whole class check and discuss the questions.

### Answers

- 1 The leaflet includes information about the history of Al Baleed, the Al Baleed Archaeological Site and visiting Al Baleed Archaeological Park.
- 2 The facts in the leaflet are
  - It is located in Salalah, Dhofar.
  - Al Baleed dates back to 2000 BC.
  - From the 11<sup>th</sup> century, it was a port city and the centre of the frankincense trade.
  - It was discovered in 1930.
  - The size of the site is 64,000 hectares.
  - It is still being excavated by archeologists.
  - It was given UNESCO World Heritage Site status in 2002.
  - The ancient city had three main sections.
  - There was a mosque with 144 columns and a 13m high fort.
  - The city was surrounded by a wall.
  - You can visit the site between 8am and 8pm.
  - The entrance fee is 2RO per car.
- 3 Students' own ideas.
- 4 Students' own ideas.

**Optional Activity**

Ask students to find examples of the past passive tense in the leaflet from Activity 3.

**Answers**

.....  
 was established  
 was discovered  
 was given  
 was divided  
 was built  
 was located  
 was surrounded

**Step 3**

Explain that for this unit's project, students have to research an archeological site in Oman and produce an information leaflet about it. They will start researching and planning their project in the next class. Finally, explain the homework task.

**Homework**

Ask students to think about which archaeological site in Oman they would like to research for their project. They may need to do some research to get ideas. Ask them to bring their suggestions to the next lesson.

**Lesson 13****Project****In this lesson, students will:**

- plan their project
- research an archaeological site in Oman
- start designing their leaflet

**Target language**

- archaeological site
- evidence
- fact
- leaflet
- reliable
- research
- source

**Note:** Arrange to hold this lesson in the Learning Resource Centre, with an IT teacher if possible, so that students have access to computers, the Internet and support.

**Task 1****Step 1**

Organise students into their groups and ask them to tell their groups about the archaeological sites they identified for their homework task. Explain that they have to tell their groups which archaeological sites they suggest researching for the project and why they would like to research that site.

Circulate around the class, offering guidance and support. Elicit feedback. Ask each group to share their ideas with the class.

**Step 2** **C21<sup>st</sup>** **Collaboration**

Tell students to **Look at Activity 4 on page 47 of the Classbook**. Ask them to read the rubric and instruction text. Check they understand that they have to discuss the questions in their groups.

Circulate around the classroom, offering guidance and support

**Note:** You can do this step in a structured way and elicit feedback after students have discussed the questions, or you can allow groups to work at their own pace.

Once students have answered the questions they can start researching and creating their leaflet.

**Note:** You may want to allocate different roles to students in each group in order to ensure that everyone participates in the project. Alternatively, students can also decide who will take each role in their groups.

Suggested roles for this project are:

**Team leader** – is responsible for organising and leading the group.

**Researcher** – is responsible for leading and collating the research for the project.

**Writer** – is responsible for planning and producing the written information on the leaflet.

**Designer** – is responsible for creating or sourcing the images for the leaflet and designing the layout of the leaflet.

If you decide to allocate project roles, make sure students have an opportunity to try different project roles through the semester.

Explain that students will have the rest of the lesson to work on their projects in their groups. Spend time with each group to check their progress and provide any support they need.

### Step 3

At the end of the lesson, tell students that they will have approximately half of the next lesson to work on their projects.

#### Homework

Ask students to continue working on their project for homework, so that they will be able to complete it during the next lesson.

## Lesson 14

## Project

**In this lesson, students will:**

- complete their project
- review leaflets produced by other groups

**Target language**

- archaeological site
- evidence
- fact
- leaflet
- reliable
- research
- source

## Task 1

## Step 1

Ask each group to give a brief update on their project to the rest of the class, outlining which archaeological site they are researching and what methods of research they are using.

## Step 2

Ask students to continue working on their projects. Explain that the last fifteen minutes of the lesson will be used to share their projects with the class.

Circulate around the classroom, offering guidance and support. Spend time with each group and provide any support they need.

## Task 2

## Step 1

At around fifteen minutes before the end of the lesson, tell students to stop their work. Ask each group to display their leaflet on their table or on the wall. Then ask the students to walk around and look at the leaflets produced by the other groups.

Step 2 **C21<sup>st</sup>** Critical thinking

Write the following questions onto the board:

- Did you enjoy this project?
- Which leaflet did you like the most and why?
- How effective do you think your research skills were?
- How well did you work together as a team?
- How well did you communicate in English?
- Do you think that you made a good contribution to your group? Is there anything you could have done better?
- If you did this project again, what would you do differently?

Explain that you would like students to reflect on their project in order to evaluate the work they produced, their efforts as team, their individual contribution to their team and their use of English. Ask them to discuss the questions with their groups.

Circulate around the classroom, offering guidance and support. When students have finished their discussions, ask volunteers to share their reflections with the class.



## Lesson 15

### Review

#### In this lesson, students will:

- review learning and key language from this unit
- reflect on their learning and progress
- set a learning goal for the next semester

**Note:** This lesson contains activities to consolidate learning from this unit. The review activities must be completed in class. However, you can either teach the lesson or you can allow students to work through the activities independently.

Teacher notes have been provided if you plan to teach the lesson. If you decide to let students work independently, check their understanding of each activity at the start of the lesson.

It is advised that you collect students' books at the end of the lesson, so that you can check their general achievement, check their work and correct any written activities. It is also useful to monitor students' reflections in order to be aware of areas they feel they have been successful in and the areas they want to improve.

### Task 1

#### Step 1

Ask students to **Look at page 40 of the Skills Book** and to **Look at Activity 1** and read the rubric. Explain that they have to write a short definition for the term **civilisation**. The definition should be based on their understanding of the topic from this unit and must be written in their own words. Tell students to complete the task individually. Circulate around the classroom, offering guidance and support.

#### Step 2

Organise students into pairs and ask them to share their definition with their partner. Choose one or two volunteers to share their definitions with the class.

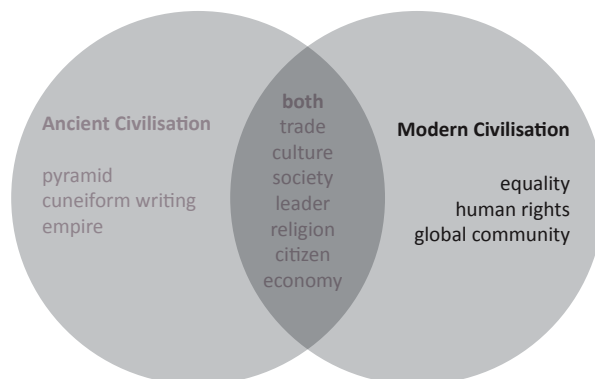
### Task 2

#### Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Draw their attention to the Venn diagram and the words from the unit around the diagram. Explain that they have to decide if the words relate to **ancient civilisation**, **modern civilisation** or **both** and write the words in the appropriate part of the diagram.

#### Answers

.....



#### Step 2

Tell students to **Look at Activity 3** and read the rubric. Read the instruction text and explain that students have to decide whether the tense of each sentence should be **past active** or **past passive**. Then they have to change the verb in the brackets at the end of each sentence into the correct form to complete the sentence. Circulate around the classroom, offering guidance and support.

Ask students to compare their answers with a partner. While they are doing this, copy the sentences with the gaps onto the board. Do a whole class check. For each sentence, first ask **Is this sentence active or passive?** Then ask students to tell you how to form the verb to complete the sentence. Write the answers onto the board or ask students to write them.

**Answers**

.....

- 1 Ancient Greece **was invaded** by the Romans.
- 2 Ancient tools **were discovered** by archaeologists in Dhofar.
- 3 Merchants in Ancient Majan **traded** copper.
- 4 The Great Ziggurat at Ur **was built** by the Sumerians.
- 5 Ibn Majid **wrote** many books and poems.
- 6 Fifty countries **signed** the UN charter in 1945.

**Step 3**

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to sort the letters to form adverbs of degree. Check students remember what adverbs of degree are by eliciting one or two examples. Draw students' attention to the circles in some of the boxes.

Explain that when students have unscrambled all the adverbs, they have to look at the letters in the circles to find the hidden message. The letters are not in the correct order so students will need to sort them and then write the message in the space provided.

**Answers**

.....

quite

absolutely

very

fairly

definitely

really

certainly

**hidden message** civilisation**Task 3****Step 1**

Ask students to **Look at Activity 5** and read the first part of the instruction text. Organise students into pairs. Explain that they have to reflect on their learning in this unit by discussing the key learning aims and how well they think they achieved the aim.

Read the key learning aims together and explain any points the students do not understand. Draw students' attention to the speech bubbles on the right side of the table. Explain that they have to use the phrases from the speech bubbles to reflect on the aims and then tick the appropriate column, **yes**, **partly** or **no** for each aim.

Tell students to complete the reflection activity in pairs. Circulate the classroom, offering guidance and support.

**Step 2**

Ask students to read the second part of the instruction text. Explain that they have to write about:

- **An activity they enjoyed and say why they enjoyed it.**
- **An activity they found challenging and say why they found it challenging**
- **A personal learning goal they would like to set for the next semester**

Explain that setting learning goals is a very important part of improving your English.

Ask students to complete the activity individually. If there is time at the end of the lesson, ask volunteers to share the activities they enjoyed and the activities they found challenging.

# Specific Objectives for Grade 10

## 1. Oral/aural language: receptive skills

- To understand and respond to longer aural texts
- To develop a more extensive listening vocabulary
- To understand and respond to different types of discourse, e.g. conversation, narrative and description
- To understand longer and more complex texts, including monologues and dialogues, to identify topics, main ideas and key information, and to make predictions and inferences

## 2. Oral/aural language: productive skills

- To initiate and take part in longer conversations and interactions, e.g. ask for information, share opinions, describe events
- To recognise and produce common conversational and idiomatic expression.
- To use English to carry out practical transactions in everyday life using a largely predictable and restricted set of language and functions
- To use English for social communication
- To monitor own speech for accuracy and appropriacy

## 3. Reading skills

- To read a wide variety of text types, e.g. articles, descriptions, emails, stories, leaflets, narratives, essays, infographics and charts
- To select appropriate reading strategies when reading (e.g. to read for main ideas

or to reading for details) based on the nature of the text and the purpose of reading

- To make effective use of reading reference sources, e.g. dictionaries, thesauri and online resources

## 4. Writing skills

- To compose original written texts
- To employ appropriate strategies at the different stages of the writing process, e.g. brainstorming, planning, drafting, revising and editing
- To use higher order organisational skills in writing
- To locate information outside the course materials in order to complete written assignments

## 5. Learning and social skills

- To cooperate with others in pair and group work
- To work independently
- To show interest in learning English
- To develop 21st century skills
- To undertake research independently
- To evaluate sources of information
- To sequence events and processes
- To compare and contrast information
- To apply prior knowledge
- To classify information
- To reason deductively
- To monitor and reflect on learning

## Cross-curricular Links

In addition to the specific linguistic objectives in the course, *English for Me* reinforces the following areas across the curriculum:

### Unit 1      New Media

applying prior knowledge  
sequencing  
categorising  
planning  
transferring information  
doing a project

#### **Social Skills**

interacting with a partner  
co-operating with a partner or group  
discussing

#### **Maths**

interpreting data from charts

#### **Information Technology**

the Internet, new media, using digital devices  
designing a blog

### Unit 2      Climate Change

applying prior knowledge  
transferring information  
reasoning deductively  
planning  
doing research  
doing a project

#### **Social Skills**

debating  
co-operating with a partner or group

#### **Science**

climate, the environment, cause and effect

#### **Art and design**

designing a bag with a message

### Unit 3      Renewable Energy

applying prior knowledge  
reasoning deductively  
doing research  
problem solving  
evaluating ideas  
presenting

#### **Social Skills**

discussing  
co-operating with a partner or group

#### **Maths**

numbers and units of measurement

#### **Science**

different sources of energy,  
understanding processes

### Unit 4      Civilisation

applying prior knowledge  
sequencing  
inferring  
analysing  
planning  
researching  
doing a project

#### **Social Skills**

interacting with a partner  
cooperating with a group

#### **Information Technology**

online research, evaluating information

#### **History**

ancient civilisations, the history of Oman,  
archaeology, identifying evidence

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