



SULTANATE OF OMAN
MINISTRY OF EDUCATION

10_B

English for Me

TEACHER'S BOOK

2020



His Majesty Sultan Qaboos Bin Said, Sultan of Oman

English for Me

Grade 10B 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 Stories

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> talk about stories read and understand a variety of stories make predictions about stories using titles and illustrations convert direct speech to reported speech listen to and understand a variety of stories use different story telling techniques form and use past tenses in narrative writing practise using the past simple, past continuous and past perfect recognise synonyms and understand their meaning recognise similes and metaphors and distinguish between them practise pronouncing words with silent letters plan and write a story self and peer-edit written work read and analyse a comic strip work in a team to convert a story into a comic strip reflect on their learning 	<ul style="list-style-type: none"> Past simple tenses, for example: The train stopped in a dark tunnel. Past continuous tense, for example: The wind was blowing. The snow was falling. Past perfect tense, for example: The hole had frozen around its tail. Descriptive language, e.g. synonyms, similes and metaphors Synonyms, e.g. fierce/violent, travel/commute, slim/thin, wrong/incorrect, house/ home Similes, e.g. sleep like a baby, as brave as a lion Metaphors, e.g. early bird, dead tired. Phrases for beginning stories, e.g. Once upon a time, ... Many years ago, ... Phrases for ending stories, e.g. They lived happily ever after. That's the reason why... 	<ul style="list-style-type: none"> Story classification: adventure, legend, moral, myth Setting: place, senses, time, weather Elements of stories: characters, genre, plot, setting Plot stages: the beginning, rising action, climax, falling action, resolution Words with silent letters, e.g. design, interesting, listen, scientist, talk, thumb, where, who, would, write etc.

Unit 2 Healthy Lifestyle

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> talk about healthy lifestyles read and understand factual texts about healthy lifestyles write a piece of advice identify and form Yes/No and Wh- word questions listen and identify problems and advice use phrases for giving advice do a role play identify phrases used by doctors and patients form and use collocations related to feeling unwell use rising and falling intonation in questions summarise information shown in a chart read and understand a report create and complete a survey self and peer-edit written work create a flyer for their event give a presentation reflect on their project reflect on their learning 	<ul style="list-style-type: none"> Phrases for giving advice, e.g. You should..., Why don't you...?, My advice is... Question words: do, can, have, how, what, when, where, who, why, etc. Collocations, e.g. I feel tired/ hot/ dizzy / I've got a fever / headache, sore throat Phrases a patient uses, e.g. I feel (sick), It's my (arm), It started (yesterday), etc. Phrases a doctor uses, e.g. What's the problem? Where does it hurt? Do you feel (sick)? etc. Yes/ No questions, e.g. Do you think you get enough sleep? Wh- questions, e.g. What time do you go to bed? / Why is sleep important? Language for describing survey results, e.g. The survey had (five questions), (Ten) people answered the survey, The main finding was..., Another important finding was..., In conclusion..., etc. Expressions for presenting the event, e.g. The theme of our event is..., During our event students can..., The food at the event includes..., Our special guest is..., etc. 	<ul style="list-style-type: none"> Vocabulary related to health, e.g. dehydration, depression, disease, eating disorder, exam stress, habit, healthy, mood, obesity, smoking, stress, weight Adjectives: confident, disappointed, embarrassed, relaxed, worried Health problems: cold, cough, dizziness, fever, headache, runny nose, sore throat, stomach ache, stress Verbs: avoid, drink, eat, move, relax, sleep Wh- question words: how, what, when, where, which, who, why, etc. Auxiliary verbs: can, could, shall, should, will, would, etc. Reports: background information, conclusion, findings, recommendation, survey

Skills and strategies

- Analyse the structure and key features of process writing
- Analyse stories by identifying their main components
- Listen to and understand a story for general and specific information
- Analyse the structure and key features of a story
- Use the past tenses in speaking and writing to describe past events
- Use synonyms to avoid repetition
- Use similes and metaphors to express ideas more appropriately
- Identify and use appropriate tenses and expressions for writing stories
- Use narrative tenses appropriately
- Apply learning to research, plan and write a story
- Classify phrases for story beginnings and endings.
- Order story plots
- Monitor and edit sentences when writing
- Self-edit their stories using a writing checklist
- Reflect on their learning

Activities

- Read and answer questions, read and identify true/false statements, read and complete sentences
- Make some predictions about stories
- Use context to infer the meaning of vocabulary
- Write an ending to an imaginary situation
- Complete a story using past tenses including past simple, past continuous and past perfect
- Distinguish between similes and metaphors in given sentences
- Use a simile or metaphor to write about appearance, feelings and behaviour
- Listen and order events of a story, listen and tick storytelling techniques, listen and identify stages of a plot
- Tell a story using storytelling techniques
- Discuss and plan making a comic story
- Practise pronouncing words with silent letters
- Complete sentences and use prompts to write sentences
- Write a story including setting, characters, and plot
- Write and design a comic story

Skills and strategies

- Read a non-linear, factual text for general and specific information
- Read five short texts for general and specific information
- Infer the meaning of adjectives from context
- Listen to an interview for general and specific information
- Form Yes/No and Wh- word questions
- Correct errors in questions
- Write questions about a text
- Use phrases for giving advice
- Form and use collocations related to feeling unwell
- Listen and identify problems and advice
- Do a role play
- Summarise information shown in a chart
- Listen to a survey for specific information
- Create and complete a survey
- Use rising and falling intonation in questions
- Analyse the structure and key features of a report
- Analyse the content of a flyer for an event
- Plan and prepare a presentation about a healthy living event

Activities

- Read and answer, read and complete, read and match, read and check, read and write, read and discuss, read and correct
- Use context to infer the meaning of adjectives
- Write questions about a text
- Transfer information to a picture
- Form and use collocations related to feeling unwell
- Listen and choose, listen and circle, listen and answer, listen and complete, listen and order
- Do a quiz and answer questions
- Listen and order a dialogue
- Do a role play between a doctor and a patient
- Listen to a survey for specific information
- Use rising and falling intonation in questions
- Use phrases for giving advice
- Make notes about their survey results
- Ask and answer questions about their survey results
- Use information from their survey to complete sentences
- Write drafts of their report
- Brainstorm ideas for a healthy living event
- Create a flyer for their event
- Prepare and give a presentation about a healthy living event

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Unit 3 The Future of Transport

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> talk about the future of transport read and understand factual texts about the future of transport infer the meaning of vocabulary from context form and use the future tense to make predictions produce sentences using will and going to listen to a conversation for general and specific information identify idioms in their contexts identify words related to one type of transportation develop arguments for a debate listen to ways and expressions of giving opinions plan and write an opinion essay (advantages-disadvantages) self and peer-edit written work prepare a drawing or a picture to use in their presentation give a presentation about a future transport reflect on their learning 	<ul style="list-style-type: none"> Idioms, e.g. a piece of cake, in the same boat, around the corner Expressions for debates, e.g. We believe that..., It might be... In our opinion..., it sounds interesting..., I feel..., You are absolutely right..., Perhaps, but..., I see your point, That's a good point, That's true, You are right to some extent, but..., Language related to the future of transportation, e.g. flying cars, driverless cars, etc. Language for presentations, e.g. Good morning everyone, Welcome to our presentation about..., This means of transport..., It has two features ..., The main advantage of this means of transport is..., Thank you for listening, etc. 	<ul style="list-style-type: none"> Future modes of transport e.g. hovercrafts, hyperloop, self-driving cars Linking words: First of all, For example, Furthermore, However, In conclusion, Moreover, On the other hand, Secondly, Therefore Words related to the future of space travel: atmosphere, comet, launch, magnetic levitation, outer space, planets, space elevator, spaceship Future prediction: could, going to, may, might, will Words related to hyperloop: capsule, float, friction, high pressure, low pressure, magnetic levitation, passengers, pod, traditional rail, tube, tunnel Adjectives: auto-electric, automated, autonomous, time-saving

Unit 4 Entrepreneurship

Students will learn how to:	Main language	Vocabulary
<ul style="list-style-type: none"> talk about entrepreneurship read and understand factual texts about entrepreneurship talk and write about their own business recognise and use indefinite pronouns form and use compound adjectives listen to and understand an interview and monologues identify expressions of persuasive language in a conversation vary their responses in discussions pronounce compound adjectives with the correct syllable stress plan and write a request email self and peer-edit written work design a business pitch give a presentation reflect on their learning 	<ul style="list-style-type: none"> Indefinite pronouns: anybody, anyone, anything, anywhere, everybody, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something, somewhere. Compound adjectives: battery-powered, brand-new, high-quality, home-based, low-fat, low-paid, open-minded, record-breaking, risk-taking, six-month, twenty-year, well-known Persuasive language: e.g. why don't you..., I can guarantee..., obviously..., believe me..., trust me..., without a doubt..., how about ..., I am certain ..., etc. Formal language for emails: e.g. Dear Sir/Madam ..., I am writing to request..., I would like to..., please find attached ..., Yours sincerely, etc. Language for presentations: e.g. Good morning, everyone, My team is going to give a presentation about..., Our product is called..., Thank you for listening..., etc. 	<ul style="list-style-type: none"> Vocabulary related to entrepreneurship: ambitious, business, challenges, characteristics, consumer, customers, desire, economy, entrepreneurs, entrepreneurship, financial, funding, idea, innovations, innovative, leader, living standards, marketing, passion, persuade, products, profit, risks, succeed, target Indefinite pronouns: anybody, anywhere, everyone, everything, everywhere, nobody, nothing, nowhere, somebody, something Compound adjectives: brand-new, high-quality, home-based, low-fat, open-minded, risk-taking, twenty-year, well-known Expressing opinions using persuasive language: how about, I am certain, I can guarantee, why don't you, without a doubt

Skills and strategies

- Skim texts for general information
- Identify the means of transportation with its special feature
- Infer the meaning of vocabulary from context
- Make predictions about the content of reading texts
- Review the use of will for future predictions
- Write sentences making future predictions using will
- Read two short dialogues to predict the meaning of idiomatic expressions
- Practise giving opinions for given situations
- Brainstorm arguments for and against a debate topic
- Participate in a debate
- Read and analyse an opinion essay
- Identify examples of future prediction words and linking words in the essay
- Review features of paragraphs
- Write drafts of an opinion essay (advantages-disadvantages)
- Self-edit their work using a checklist
- Listen to a description of a new type of cargo ship
- Prepare a presentation about a future transport
- Prepare a drawing or a picture to use in their presentation

Activities

- Read and answer, read and complete, read and match, read and choose, read and circle, read and discuss, read and order, read and label, read and find, read and guess, read and write
- Write sentences making future predictions using will
- Transfer information to a picture
- Use the future tense to make predictions
- Listen and tick, listen and answer, listen and match, listen and write
- Identify idioms in their contexts
- Listen to a conversation for general and specific information
- Identify words related to one type of transportation
- Listen to ways and expressions of giving opinions
- Brainstorm arguments for and against a debate topic
- Read and analyse an opinion essay
- Identify examples of future prediction words and linking words in the essay
- Write drafts of their essay
- Prepare a presentation about a means of transport
- Prepare a drawing or a picture to use in their presentation
- Give presentations about a future means of transport

Skills and strategies

- Skim and scan factual texts and descriptions for general and specific information
- Match paragraphs to subheadings
- Infer the meaning of vocabulary from its context
- Discuss opinions about entrepreneurship
- Transfer information from a text to a table
- Use the context of a text to match words with their definitions
- Use prior knowledge to make predictions about a listening text
- Listen to an interview for general and specific information
- Form and use compound adjectives
- Use appropriate expressions to persuade people
- Use syllable stress for compound adjectives
- Analyse the structure and key features of a formal request email
- Apply learning to plan and write a request email
- Develop parts of a business pitch
- Collaborate in a team to complete a project

Activities

- Read and match subheadings to paragraphs, read and answers questions, read and complete sentences, read and transfer information to a table, read and match words to definitions
- Write a short paragraph about their own business
- Listen and complete a table, listen and identify true/false statements, listen and match statements to speakers
- Find examples of compound adjectives in a text
- Play a card game using indefinite pronouns
- Practise pronouncing correct syllable stress in compound adjectives
- Practise using persuasive language through conversations
- Read some techniques on how to persuade people
- Categorise parts of a request email in a table
- Sort words to write sentences
- Write a request email to get financial funding to start a business
- Use slides to prepare parts of a business pitch
- Listen to a presentation and check answers
- Design a business pitch
- Prepare and give a presentation about their product or service

Introduction

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 main changes 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 are two completely new units, Unit 3, which has the topic of *The Future of Transport* and Unit 4, which has the topic of *Entrepreneurship*.
 - Unit 1, *Stories*, has been moved from Grade 10A to 10B and updated to focus on understanding plot stages and storytelling techniques.
 - Unit 2, *Healthy Lifestyle*, which was called previously *Health*, has been updated to raise students awareness on the importance of adopting a healthy lifestyle.
 - There is a greater focus on writing. Students are now allocated four lessons to prepare for and complete writing tasks.
 - There is a greater focus on themes and vocabulary related to students' future and labour market and there are more activities which require students to plan their future career.
- 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 information.
 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.
 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 rubric to maximise student autonomy
 - introduces optional activities to develop flexibility and choice

1.3 Methodology

- *The English for Me* methodology is based on an integrated, multi-layered approach to language learning, with functional and grammatical aspects of 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

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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.

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 some units, 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, info-graphics 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 practise. The

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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.
- 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 practise, and two lessons in which students complete the writing task.

- 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 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.

21st century skills

- The revised materials have been designed to promote the development of 21st century skills.
- 21st century skills are skills which have been identified as being required for success in society and the workplace in the 21st century.
- Eight key skills for the 21st 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 **C21st** 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.

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- *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 practise. 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 21st 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 10B are as follows:

Unit 1: Design a comic story

Unit 2: Create a flyer for an event

Unit 3: Research and give a presentation about a means of transport

Unit 4: Design a business pitch

- 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.

1.7 Technology in Grade 10

- The revised version of Grade 10 contains a range of material related to different topics, which encourage students to use 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** 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.

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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.

- **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 as a 'facilitator' of learning. This includes initiating language input, helping students to interact with each other, evaluating what they do and providing feedback.

Teachers can support students' 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

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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 Error correction

- 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.

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 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 10 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.

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- 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.

Students will learn how to:

- talk about stories
- read and understand a variety of stories
- make predictions about stories using titles and illustrations
- convert direct speech to reported speech
- listen to and understand a variety of stories
- use different story telling techniques
- form and use past tenses in narrative writing
- practise using the past simple, past continuous and past perfect
- recognise synonyms and understand their meaning
- recognise similes and metaphors and distinguish between them
- practise pronouncing words with silent letters
- plan and write a story
- self and peer-edit written work
- read and analyse a comic strip
- work in a team to convert a story into a comic strip
- reflect on their learning

Main language

- **Past simple tenses**, for example:
The train stopped in a dark tunnel.
- **Past continuous tense**, for example:
The wind was blowing. The snow was falling.
- **Past perfect tense**, for example:
The hole had frozen around its tail.
- **Descriptive language**, for example:
synonyms, similes and metaphors
- **Synonyms**, for example:
fierce/violent, travel/commute, slim/thin, wrong/incorrect, house/ home
- **Similes**, for example:
sleep like a baby, as brave as a lion
- **Metaphors**, for example: early bird, dead tired.
- **Phrases for beginning stories**, for example:
Once upon a time, ... Many years ago, ...
- **Phrases for ending stories**, for example:
They lived happily ever after. That's the reason why...

Vocabulary

- Story classification: adventure, legend, moral, myth
- Setting: place, senses, time, weather
- Elements of stories: characters, genre, plot, setting
- Plot stages: the beginning, rising action, climax, falling action, resolution
- Words with silent letters, e.g. design, interesting, listen, scientist, talk, thumb, where, who, would, write etc.

Skills and strategies

- Analyse the structure and key features of process writing
- Analyse stories by identifying their main components
- Listen to and understand a story for general and specific information
- Analyse the structure and key features of a story
- Use the past tenses in speaking and writing to describe past events
- Use synonyms to avoid repetition
- Use similes and metaphors to express ideas more appropriately
- Identify and use appropriate tenses and expressions for writing stories
- Use narrative tenses appropriately
- Apply learning to research, plan and write a story
- Classify phrases for story beginnings and endings.
- Order story plots
- Monitor and edit sentences when writing
- Self-edit their stories using a writing checklist
- Reflect on their learning

Activities

- Read and answer questions, read and identify true/false statements, read and complete sentences
- Make some predictions about stories
- Use context to infer the meaning of vocabulary
- Write an ending to an imaginary situation
- Complete a story using past tenses including past simple, past continuous and past perfect
- Distinguish between similes and metaphors in given sentences
- Use a simile or metaphor to write about appearance, feelings and behaviour
- Listen and order events of a story, listen and tick storytelling techniques, listen and identify stages of a plot
- Tell a story using storytelling techniques
- Discuss and plan making a comic story
- Practise pronouncing words with silent letters
- Complete sentences and use prompts to write sentences
- Write a story including setting, characters, and plot
- Write and design a comic story

Lesson 1

Overview

In this lesson, students will:

- explore the topics of this book and the first unit
- activate their knowledge about words related to stories
- identify stories in the unit
- read a short text about storytelling and discuss questions about it

Target language

- character
- genre
- legend
- moral
- plot
- setting
- story
- storytelling

Note: At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 9th of February.** Get students to repeat it after you and write it on the board, for example, **Sunday, 9th February 2020.**

Task 1

Step 1

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

Ask students to tell you what they think each unit will be about. Then ask **Which unit or units do you think you will find interesting and why? Which unit or units do you think you will enjoy the most and why?** Encourage students to share their opinions.

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 'Stories'. Then ask **Can you name any famous stories?** Elicit students' ideas.

Background Information

Stories and storytelling have been an important part of human culture for thousands of years. There are many different genres and styles of stories, and we tell them for different purposes, e.g. to entertain, to teach an important lesson, to help children learn something new, etc.

Stories are a great tool in language teaching because they help students process and remember information. Learning through stories often does not 'feel' like learning to students because stories are fun and entertaining, so they are a motivating and engaging tool for teaching language.

Stories also appeal to all types of learners. Visual learners enjoy the mental pictures they create as they listen. Auditory learners enjoy listening to the words and the voice of the storyteller. Kinaesthetic learners enjoy the emotional connections and feelings they have when they listen to stories.

Stories are also extremely important in the world beyond the classroom. They are one of the most powerful tools leaders have to influence, inspire and teach people. Businesses use the power of storytelling to create their brand and sell their products. So the skills students learn in this unit will have many applications in their future lives.

Useful resources for teachers:

<https://www.tes.com/articles/national-storytelling-week-teaching-resources>

Task 2

Step 1

Ask students to **Look at Activity 1 on page 2 of the Classbook** and read the rubric and instruction text. Read boxes **1-4** together. Then draw students' attention to the words between the boxes. Explain that they have to sort the words into the following categories:

- 1 Words that relate to **type of story**
- 2 Words that relate to **parts of a story**
- 3 Words that relate to **characters**
- 4 Words that relate to **setting**

Then they have to add one more word to each category.

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

Organise students into pairs and ask them to copy categories **1-4** into their exercise books and complete the activity.

Circulate around the classroom, offering guidance and support.

Step 2

Do a whole class check and elicit the answers. Remember to elicit the extra words that students generated for each category.

Answers

- 1 **Type of story** – comedy, fable, mystery
- 2 **Parts of a story** – beginning, middle, end
- 3 **Characters** – Sinbad, people, animals, monster
- 4 **Setting** – forest, city, ocean

Step 3

Tell students to **Look at Activity 2** and read the rubric. Point to the pictures and elicit what each picture shows.

Ask a volunteer to read the instruction text. Explain that students have to look through the unit and find the stories that match the pictures. Tell them to write the letters **a-d** into their exercise books and write the title of the stories and the page number next to each letter.

Step 4

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

Answers

-
- a How the Bear Lost its Tail (page 4)
 - b A Little Knowledge is Dangerous (page 8)
 - c The Kraken (page 11)
 - d Space Waste (page 5)

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 *Stories* and discuss the questions. Students can answer them orally. Organise students into pairs and ask them to complete the activity.

Do a whole class check and elicit the answers.

Answers

-
- 1 Stories can be told through poems, songs, dances and written texts.
 - 2 All stories have a plot, a setting and characters.
 - 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 the 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.

- story** – a description of real or imagined events
- storytelling** – the activity of writing or telling stories
- genre** – a style or type of story
- legend** – an old story or set of stories from ancient times that tells about a famous person or event
- moral** – a message in a story about good or bad behaviour
- setting** – the time and place in which a story happens
- character** – a person in a story, film, play, etc.
- plot** – the events in a story

Step 3

Ask students if they can think of any famous stories from Oman. Elicit their ideas and then ask them some questions about the stories, for example:

- **Where / When did you hear this story?**
- **When did the story take place?**
- **Who are the main characters in the story?**
- **What happens in the story?**
- **Does this story have a moral? What is it?**

Lesson 2

Reading and Understanding

In this lesson, students will:

- identify connected and odd words
- make predictions about stories using titles and illustrations
- read two stories for general and specific information
- convert direct speech to reported speech
- respond to stories with their own opinions

Target language

- bear
- crowded
- dim
- fear
- fox
- gloomy
- ice
- junk
- moon
- president
- scientist
- sharp
- trick

Note: This lesson starts with a pre-reading task in the Skills Book then continues in the Classbook.

Task 1

Step 1

Ask students to **Look at Activity 1 on page 2 of the Skills Book** and read the rubric and instruction text. Explain that students have to look at the sets of words from the stories in the **Reading and Understanding** lessons, and identify the odd word in each set.

Draw students' attention to the first set of words **fox**, **fish**, **tail** and **bear** and read them together.

Ask students **Which is the odd word in this set?** Elicit or establish the word **tail** is the odd word **because the other words are all animals and a tail is the body part of an animal.**

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 the answers. For each answer, ask students to explain why it is the odd word.

Answers

-
- 1 **tail** – the other words are animals, tail is an animal body part (example)
 - 2 **sun** – the other words are related to winter and cold weather
 - 3 **trick** – the other words are adjectives, trick is a noun
 - 4 **moon** – the other words all mean rubbish/litter
 - 5 **pull** – the other words are related to constructing something new
 - 6 **scientist** – the other words are related to governments
 - 7 **crowded** – the other words are related to darkness
 - 8 **fear** – the other words are related to the five senses
 - 9 **sharp** – the other words are related to fires

Note: If students have different answers that they can explain logically, accept these as alternative answers.

Task 2

Step 1

Tell students to **Look at pages 4 and 5 of the Classbook.** Draw their attention to the two stories. Ask the students to **Look at Activity 1** and read the rubric and instruction text. Explain that they have to read the titles of the stories and predict what happens in each story. They can use the pictures to help them make predictions.

Ask students to complete the activity in pairs. Circulate around the classroom offering guidance and support.

Step 2

Do a whole class feedback and elicit students' predictions. Write their predictions on the board.

Note: Do not remove the predictions from the board as you will need them in Step 4.

Optional Activity

Ask students which style of story they like most and why.

Step 3

C21st Global Awareness

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that students have to read the stories again in more detail and answer the questions.

Draw students' attention to the **Learning Strategy** and read the information together. Explain that before doing a reading activity, **identifying key words** in the questions will help them find information in the reading texts more efficiently. Ask students to spend a couple of minutes identifying the key words. Briefly elicit their ideas.

Possible key words include:

Question 1: catch / fish

Question 2: tail

Question 3: trick

Question 4: leaders / officials

Question 5: scientist

Question 6: Earth

Question 7: Students own ideas – so key word is not applicable

Tell students to write the numbers **1–7** into their exercise books and complete the activity individually. Circulate around the classroom, offering guidance and support.

Step 4

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

Answers

- 1 Fox caught a fish with his tail.
- 2 Bear lost its tail because the lake froze around it and when he tried to pull it out, it fell off.
- 3 Fox may have played a trick on Bear because Bear was vain and wanted the other animals to admire his tail. Or Fox may have been jealous of Bear's tail. (If students have alternative answers that are logical, you can accept them).
- 4 The officials met because there was too much rubbish on Earth and they needed a solution.
- 5 The scientist suggested building a new moon made of rubbish to store all the rubbish.
- 6 People kept creating more and more rubbish and the moon became so big it pulled the Earth towards it and the Earth crashed into it.
- 7 A better solution would have been for people to create less waste.

Note: In Grade 10A, students studied waste and pollution in Unit 2 Climate Change and Unit 3 Renewable Energy. You can briefly review this by asking what they remember from Grade 10A.

After you have checked the answers, refer back to students' predictions from Step 2. Go through the predictions and tick any that were correct.

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric. Draw students' attention to the information box about **Reported Speech** and read the information together.

Establish or elicit that for direct speech, we use quotation marks. But if we are reporting what somebody says using the verbs **said** or **asked**, we remove the quotation marks and add **'that'**. We also have to change the pronouns and the tense of the verbs. Look at the example together and draw students' attention to the highlighted words **'I will'** in the first sentence and ask **How do these words change in the second sentence?** Elicit that they become **'he would'**. Then draw their attention to the words **'you say'** in the first sentence and ask **How do these words change in the second sentence?** Elicit that they become **'the fox said'**.

Step 2

Ask a volunteer to read the instruction text. Check students understand that they have to rewrite the sentences from the story to change them from direct to reported speech.

Organise students into pairs and ask them to complete the activity. Remind them to write the sentences in their exercise books. Circulate around the classroom offering guidance and support.

Step 3

Do a whole class check and elicit the answers. Write the answers on the board so students can check their work. Alternatively, ask students to write their answers on the board instead of giving them orally.

Answers

- 1 Fox said that he was fishing.
- 2 Fox said that he would hide and watch.
- 3 Bear asked how he would know if a fish had grabbed his tail if his back was turned.

Note: Students have studied direct and reported speech in Grade 9. This is designed to be a quick revision activity. However, if you feel your students need more support with this activity, do it together as a whole class.

Step 4

Organise students into groups. Ask them to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to discuss the questions about the two stories from this lesson. Draw their attention to the example in the speech bubble and choose a student to read it.

Organise students into groups and ask them to talk about the three discussion points. Circulate around the classroom, offering guidance and support. When students have finished, allocate each group a discussion point and ask them to share their ideas with the class.

Optional Activity

Ask students to work in their groups to retell one of the stories from this lesson using their own words.

Lesson 3

Reading and Understanding

In this lesson, students will:

- read and understand a factual story
- categorise information from three stories
- analyse features of storytelling
- write a short narrative inspired by the reading text

Target language

- character
- escape
- factual
- genre
- legend
- science fiction
- setting
- train
- tunnel

Task 1

Step 1

Ask students **What do you remember about the two stories from the previous lesson?** Elicit any information they remember about the stories, the settings, the characters and the plots.

Step 2

Tell students to **Look at Activity 2 on page 2 of the Skills Book**. Point to the pictures and ask some questions, for example:

- **What do these pictures show?**
- **What do you think happened?**
- **Where did this happen?**

Elicit that the pictures show a train crash and the map shows Azerbaijan. Draw students' attention to the title of the story **Trapped** and ask them to predict what the story will be about.

Ask students **Do you know what the difference is between fiction and non-fiction stories.** Elicit that:

Fiction refers to stories that are written about imaginary characters and events and are not based on real people and facts.

Non-fiction refers to writing that is about real people and events, rather than stories that have been invented.

Check their understanding by asking

Is the story Trapped fiction or non-fiction?

Elicit **non-fiction – it is about a true event.**

Step 3

Ask a volunteer to read the rubric and instruction text. Explain that students have to read the background information and the story in order to answer the questions on page 3. They can do the activity individually or in pairs.

Do a whole class check and elicit the answers.

Answers

.....

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

Step 4

Ask students some questions about the story, for example:

- **What do you think it was like to be a passenger on the train?**
- **How do you think Vagif felt?**
- **Do you think Vagif was brave? Why? Why not?**

Task 2

Step 1

Ask students to **Look at Activity 3** and read the rubric and the first part of the instruction text. Check students understand that they have to complete the table with information about each story using the words from the box.

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

Step 2

Organise students into pairs and ask them to compare their answers. While they are doing this, copy the table onto the board.

Do a whole class check and elicit the answers.

Answers

.....

	How the Bear Lost its Tail	Space Waste!	Trapped
Genre	legend	science fiction	factual
Setting	winter	the future	a tunnel
Characters	animals	presidents	Vagif

Optional Activity

Ask students to think of one more piece of information about the stories for each category and add it to the table.

Step 3

Draw students' attention to the second part of the instruction text and ask them to read it. Check they understand that they have to read the sentences and choose the correct word or words to complete each sentence. Explain that they will probably have to refer to the three stories to work out the answers.

Do a whole class check and elicit the answers.

Answers

-
- 1 weather
 - 2 first person (I/we)
 - 3 third
 - 4 direct

Task 3

Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to imagine they were also on the train from the story **Trapped** and they followed Vagif out to escape the train. They have to write a description about their escape. They should include details about what happened, what they saw and how they felt. They can use vocabulary from the story in their descriptions.

Circulate around the classroom, offering guidance and support.

Step 2

There are two options for the final step of the lesson.

Option 1

Ask volunteers to read their descriptions of their escape to the class.

Option 2

Organise students into pairs and ask them to read their description to their partner. Circulate around the classroom and listen to their descriptions.

Homework

Ask students to write all the new words they encountered in the three stories from the Reading and Understanding section in their exercise books. Ask them to write a definition for each word and to look up any words they do not know the meaning of.

Lesson 4

Grammar and Vocabulary

In this lesson, students will:

- identify past tenses in stories
- practise using the past simple, past continuous and past perfect
- tell a story using past tenses

Target language

- brain
- farmer
- footprint
- lion
- path
- traditional
- trick
- Past simple tense, e.g. The train stopped in a dark tunnel.
- Past continuous tense, e.g. The wind was blowing, snow was falling
- Past perfect tense, e.g. The hole had frozen around its tail.

Note: The grammar in this lesson is a revision of past tenses that students have encountered in previous grades. Continually reviewing language is important to help students master it. It is also important that students are able to use these tenses confidently in order to tell and write stories and narrative texts.

Task 1

Step 1

Organise students into pairs. Allocate each pair one story from the three stories they have read in this unit so far – **How the Bear Lost its Tail**, **Space Waste!** and **Trapped**. Explain that students have to look at the grammar in the story they have been allocated and identify which tenses have been used.

Give students some time to do this and elicit feedback. Draw students' attention to the examples of different tenses in the stories highlighted below.

Answers

.....

How the Bear Lost its Tail

- The **past simple** tense is used for most of the narrative, e.g. 'One day Fox saw Bear waving its tail around and he decided to play a trick on him.'
- Sometimes **past continuous** tense is used, e.g. 'The wind was blowing hard, snow was falling...'
- The **past perfect** tense is also used in this story, e.g. 'In the night the hole had frozen around his tail...'
- The **present simple** and **simple future** tenses are used in direct speech, e.g. 'I will hide and watch. When I see a fish pull your tail, I'll shout and you must quickly pull your tail out of the water.'

Space Waste!

- The **past simple** and **past continuous** tenses are used for all the descriptions of events, e.g. 'It was the year 2050 and Earth was filling up with rubbish.'
- The **present simple** and **present continuous** are used in the speech bubbles, e.g. 'People are complaining. We need to find a solution to the world's waste problem.'
- **Future tenses** are also used, e.g. 'Soon our waste problems will be over' and 'We're going to crash into the moon!'

Trapped

- The **past simple** tense is used for most of the narrative, e.g. 'The train stopped in the dark tunnel. We waited.'
- The **present simple** and **simple future** tenses are used in direct speech, e.g. 'The train is on fire!' and 'I will be burned alive.'

Note: The most important thing to highlight in this activity is that all of the stories are told in the past and the most common narrative tenses are the past simple, past continuous and past perfect.

When there is direct speech in a story, the tense will vary because it will depend on what the character is saying.

Step 2

Ask students to **Look at the Grammar Focus box on page 6** of the Classbook. Read the information about **Past Tenses for Storytelling** together. Check students understand the following information.

The **past simple** is used for something that:

- happened in the past
- was true for some time in the past

The **past continuous** is used to describe:

- an action that continued for some time in the past
- a longer action that happened before and after a shorter action

The **past perfect** is used for something that:

- happened in the past before another action in the past

When you are reading the information about the **past perfect** tense, draw students' attention to the example. Ask them **What tense is used after the past perfect to show the action that happened next?** Elicit **the past simple** – its tail broke off.

Optional Activity

In Grade 10A, students studied phrasal verbs. The Grammar Focus box contains three phrasal verbs – **throw away**, **fill up** and **break off**. Do a quick revision by asking students to identify the phrasal verbs in the **Grammar Focus** box.

Step 3

Ask students to **Look at Activity 1** and read the rubric. Read the title of the story together and point to the pictures and ask students **What do you think this story is about?** Elicit students' predictions.

Ask a volunteer to read the instruction text. Explain that students have to read the story and think of a verb to complete each gap - for some gaps more than one verb is possible. Check they understand that they have to decide if the verb should be **past simple** tense or **past continuous** tense. Remind them to pay attention to whether they need to use **was** or **were** with the past continuous.

Tell students to write the numbers **1-10** into their exercise books and complete the activity individually.

Note: If you feel that this activity is too challenging for your students, you can write the verbs in the present tense on the board. Ask students to decide which verbs complete which gap and to change the verbs into the correct form.

The verbs are:

walk	see	continue
walk	turn	take
meet	growl	talk
see		

Remember to write them on the board in a random order.

Step 4

Explain that students are going to listen to the story to check their answers. Play **Listening 1.1** and pause after each answer to elicit the correct verb from students. The answers are shown in **bold** in the listening transcript. For some gaps, more than one verb is possible, so the other possible answers have been listed after the listening transcript.



Listening Transcript 1.1

Many years ago, two farmers, Imran and Laith, **were walking** through a wood to their fields when they **saw** the footprints of a lion on the path.

"Look, there are lions nearby. We should go home," whispered Imran. "No, we've got work to do," Laith replied.

The men **continued** to the farm. They worked all day in the fields until it was time to return home.

"Let's take a different way home," suggested Imran.

"No. The same path is much shorter," answered Laith.

Imran shook his head and stepped onto the mountain path. As he **was marching** away, he **turned** to Laith and shouted, "Well I'm not going that way. I don't want to be a lion's dinner!"

Meanwhile, Laith **took** the same way back through the wood. Soon, he **met** the lion who was waiting for him on the path.

The lion **growled**, "I need to eat your brain to make me clever and powerful!"

While the lion **was talking**, Laith **saw** Imran on the mountain path. Then, he looked at the lion and replied, "Listen, I cannot help you because I have no brain. If I had a brain I wouldn't have returned this way. The one with a brain is up on the other path."

"Thank you," said the lion, and started to climb the mountain towards Imran.

Quickly, Laith whistled to his friend and warned him about the lion. Imran heard the whistle and ran home safely.

Answers

-
- | | | | |
|---|----------------|----|------------------------------|
| 1 | were walking | 6 | took/went/walked |
| 2 | saw | 7 | met/saw |
| 3 | continued/went | 8 | growled/said |
| 4 | was marching | 9 | was talking/
was speaking |
| 5 | turned | 10 | saw |

Step 5

Write the following questions about the story on the board.

- 1 **Why didn't Laith want to take the mountain path?**
- 2 **How did Laith trick the lion?**
- 3 **Did Laith put his friend in danger? Why? Why not?**
- 4 **Have you heard this story before?**

Ask students to discuss the questions with their partners. Circulate around the classroom, offering guidance and support. When students have finished discussing the questions, briefly elicit answers.

Answers

- 1 Because the mountain path was longer.
- 2 The lion wanted to eat a brain to become clever and powerful. Laith told the lion that he did not have a brain because anyone with a brain would not have taken that path. Then he pointed to Imran and said that he had a brain so the lion left Laith.
- 3 Students' own opinions (Imran was not really in danger because Laith warned him so that he could run home).
- 4 Students' own answers.

Task 2

Step 1

Ask students to **Look at Activity 1 on page 4 of the Skills Book** and read the rubric and instruction text. Explain that Laith is talking to his sister, Amna about his experience with the lion. Check students understand that they have to read the conversation and circle the correct verb form to complete Laith's answers.

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

Answers

- 1 was walking
- 2 had seen
- 3 felt
- 4 tricked
- 5 was climbing

Step 2

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check students understand that they have to change the verb in brackets into the correct form, **past simple**, **past continuous** or **past perfect** to complete each sentence.

Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

Answers

- | | | | |
|-------|-------------|--------------|---------------|
| | 3 | had finished | |
| 1 | was shining | 4 | were watching |
| 2 | heard | 5 | had lost |

Task 3

C21st Collaboration

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Draw their attention to the instructions in the box and explain that they are going to work in groups to tell a story. The first student will start the story with one sentence. The next student will add one sentence to the story. Students continue taking turns to add sentences to the story until it is complete.

Draw their attention to the **Useful Language box**. Read the **time linking** phrases together and explain that students can use these to connect events in their stories.

Demonstrate the activity with three or four students. Then organise students into groups and ask them to complete the activity. Remind them to use the past tenses they studied in this lesson.

Circulate around the classroom, offering guidance and support.

Note: If you want to give your students more writing practise, this can be done as a written activity instead of an oral one. Give students a piece of A4 paper and ask them each to take turns writing a sentence of the story.

Optional Activity

When students have finished their stories, ask them to write a summary of their story into their exercise books.

Lesson 5

Grammar and Vocabulary

In this lesson, students will:

- study synonyms, similes and metaphors
- choose the correct synonyms for the context
- categorise similes and metaphors and work out their meanings
- write similes and metaphors to describe an imaginary character

Target language

- Synonyms, e.g. fierce/violent, travel/commute, slim/thin, wrong/incorrect, house/home
- Similes, e.g. sleep like a baby, as brave as a lion
- Metaphors, e.g. early bird, dead tired

Task 1

Step 1

Write the words **synonym**, **simile** and **metaphor** on the board. Ask students **Have you ever heard of these words? Do you know what they mean?** Elicit anything students know about these words.

Note: It does not matter at this stage if students do not know what these words mean. They will learn about them in this lesson. The aim of this step is to activate their previous knowledge.

Step 2

Ask students to **Look at page 7 in the Classbook**. Draw their attention to the information box about **Synonyms, Similes and Metaphors**. Read the information and examples together. Check that students understand that:

A **synonym** is a word or phrase that has a similar meaning to another word or phrase.

A **simile** is an expression comparing one thing with another using 'as' or 'like'.

A **metaphor** is an expression that describes something by comparing it to something else with similar characteristics. Metaphors are not literal.

Optional Activity

Ask students **Can you think of any examples of synonyms, similes or metaphors in Arabic?**

Step 3

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the story extracts and find the word that has the same meaning as the word in bold.

Ask them to complete the activity individually and write both words into their exercise books.

Do a whole class check and elicit the answers.

Answers

-
- 1 dark – gloomy
 - 2 machine – device
 - 3 bring – fetch

Step 4

Ask students to **Look at Activity 3**. Draw their attention to the **Learning Strategy** and read the information together. Check that they understand that synonyms cannot always be used interchangeably. Explain that **old** and **antique** have similar meanings. However **we usually use the word antique to describe objects – not people, so we cannot say 'an antique woman'**. So it is important that students learn both the meaning of words and the contexts in which they can be used.

Ask a volunteer to read the rubric and instruction text. Explain that students have to read each sentence and choose the most suitable synonym from the two options, **a** and **b**, to complete the sentence.

Do the first sentence as an example. Read the sentence and then ask students **Can you explain the meaning of the word 'violent'?**

Elicit or establish that it means **a situation when people are hurt or killed**. Then ask **Can you explain the meaning of the word 'fierce'?** Elicit or establish that it means **physically violent and frightening**.

Draw students' attention to how these two words have very similar meanings and then ask **Does**

'fierce video games' sound correct? Elicit that it is not and that we generally say 'violent video games.'

Step 5

Ask students to write the numbers **1-5** into their exercise books and complete the activity in pairs. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

Answers

.....

- 1 **b** violent
- 2 **a** travel (commute is usually used to refer to a journey between home and work)
- 3 **b** thin (slim is usually used to describe people)
- 4 **a** wrong (incorrect is usually used to describe information or answers)
- 5 **b** home (we always say 'Let's go home' not 'Let's go house' – see note)

Note: In the phrase 'Let's go home', the word home is an adverb not a noun, meaning 'at or to your house, or where you live'. Because it is an adverb, it does not need a preposition. Whereas the word 'house' would require a preposition, e.g. Let's go to my house.'

Task 2

Step 1

Organise students into pairs. Ask them to **Look at Activity 4 on page 5 of the Skills Book** and read the rubric and instruction text. Explain that students have to read the descriptions and decide whether each description contains a **simile** or a **metaphor**.

Check they understand that they have to write the letter **S** if the description contains a **simile** and the letter **M** if the description contains a **metaphor**. Remind students to refer to the information box **on page 7 of the Classbook** to help them complete the activity.

Circulate around the classroom, offering guidance and support. Encourage students to discuss their answers in English.

Do a whole class check and elicit the answers.

Answers

- 1 S
- 2 M
- 3 M
- 4 S

Step 2

C21st Critical Thinking

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that they have to read the similes and metaphors and try to work out what they mean. Organise them into groups and ask them to make notes about their ideas in the spaces provided.

Circulate around the classroom, offering guidance and support.

Note: This activity is designed to engage students in critical thinking. The similes and metaphors used in the activity are fairly literal so students can use their previous knowledge to try to logically work out what the phrases mean. This will involve an element of critical thinking.

It does not matter if they are not able to work out the correct meanings of these similes and metaphors. The most important elements of the task are critical thinking and communicating their ideas in English.

Elicit feedback from students. If there are any similes or metaphors they did not understand, explain the meaning to them.

Answers

.....

To **sleep like a baby** means to sleep very well.

As clear as mud means that something is very difficult to understand (because mud is not clear).

As brave as a lion means a person is very brave (because lions are considered to be courageous animals).

When we say something is **a breeze**, we mean it is very easy.

An **early bird** means a person who wakes up or arrives early.

Dead tired means really tired.

Step 3

Ask students to **Look at Activity 6** and read the rubric and instruction text. Explain that they are going to try writing their own similes and metaphors. They will write three similes or metaphors about an imaginary character's appearance, feelings and behaviour.

Read the examples together and ask the students if they can explain what they mean. Explain the meaning of any expression they do not understand.

Her skin was as white as snow. (S)

Meaning: She has very pale skin.

His eyes were diamonds. (M)

Meaning: His eyes were attractive.

She was an ugly duckling. (M)

Meaning: She was ugly when she was young but grew up to be beautiful.

Her hands were like ice. (S)

Meaning: Her hands were very cold.

She felt as free as a bird. (S)

Meaning: She had nothing to worry about at that time.

His mood was dark. (M)

Meaning: He was in a bad mood.

She's as quiet as a mouse. (S)

Meaning: She is very quiet.

He acts like a clown. (S)

Meaning: He is an idiot.

He's a bad apple. (M)

Meaning: He is a bad person.

Tell students to try and write their own similes or metaphors. Before they start, ask them **Which words does a simile usually contain?** Elicit **as** or **like**.

Circulate around the classroom, offering guidance and support.

Step 4

Ask volunteers to share their similes and metaphors with the rest of the class.

Lesson 6

Listening and Speaking

In this lesson, students will:

- categorise phrases for beginning and ending stories
- listen and order the events in a story
- listen and identify techniques for storytelling
- use storytelling techniques to perform a story

Target language

- Phrases for beginning stories, e.g. Once upon a time, ... Many years ago, ...
- Phrases for ending stories, e.g. They lived happily ever after. That's the reason why...

Task 1

Step 1

Organise students into pairs and ask them **What makes a person a good storyteller?** Ask them to discuss the question with their partner. Circulate around the classroom, offering guidance and support.

Briefly elicit feedback and discuss students' ideas. Make a note of their ideas on the board.

Note: Here are some ideas to help you if you need to give your students some examples.

A good storyteller:

- Looks at the audience when he/she speaks
- Uses different voices for different characters
- Varies the pace and volume as he/she tells the story
- Uses non-verbal communication like facial expressions and gestures

Step 2

Ask students **Look at Activity 1 on page 8 of the Classbook** and read the rubric and instruction text. Draw students' attention to the phrases in the **box**. Ask them to discuss which phrases are used to begin stories and which phrases are used to end stories. Circulate around the classroom, offering guidance and support.

Do a whole class check and briefly elicit the answers.

Answers

Phrases for beginning stories

- Once upon a time, ...
- Many years ago, ...
- When we were young, ...
- Before you were born, ...
- Once, in a land far, far away ...
- This tale is about a man/woman who ...

Phrases for ending stories

- And they lived happily ever after.
- They walked off into the setting sun.
- And they never did that again.
- That's the reason why, ...

Task 2

Step 1

Tell students to **Look at Activity 2** and ask a volunteer to read the rubric and instruction text. Explain that they are going to listen to a story from Kenya called, **A Little Knowledge is Dangerous**. As they listen, they have to put the phrases **a-g** in the same order as they appear in the story.

Before students listen, draw their attention to the pictures and ask them to make some predictions about the story. Then give them some time to read the events.

Tell students to write the numbers **1-7** into their exercise books and put the phrases in the right order.

Play **Listening 1.2** straight through. Repeat it a second time if necessary.



Listening Transcript 1.2

Once upon a time, in Kenya, there were three men who decided to learn English.

When they got to the school, they put their books and pencils on the desk.

When the teacher arrived, he asked, "Who put these things here?" The three men said in Kikuyu language, "Ni ithuui atatu".

"Umm...no," replied the teacher. "In English, you should say we three."

Then the teacher saw their pencils and asked, "What did you use to sharpen the pencils?" The three men said in Kikuyu,

"Na banga". No, no, not na banga," said the teacher. "In English you should say a knife."

After that, the teacher complained that the classes were not free and that he wouldn't teach them. He sent them away and told them that if they were asked why, they should say it was because of the money.

As the three men were going home, they came upon the body of a man who had just been killed. As they were looking around, a policeman arrived in his car, saw the dead man and asked, "Who killed him?"

"We three." answered one man. The policeman asked, "With what?"

"With a knife." replied the second man. The policeman added, "Why?"

"Because of the money," answered the third man.

Well after that, the three Kikuyu men were immediately handcuffed and landed in prison.

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

Answers

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

Step 2

After you check the answers, ask some questions to check students' comprehension of the story, for example:

- **What did the English teacher teach the three men?**
- **What did the three men see on the way home from class?**
- **When did they use their English?**
- **What happened to the three men?**
- **Why is the story called 'A Little Knowledge is Dangerous'?**

Note: If students are not able to answer the questions, play **Listening 1.2** again.

Step 3

Ask students to **Look at Activity 3** and draw their attention to the **Learning Strategy**. Read the information together and explain that **how** you tell a story is as important as the events in the story. If you don't tell the story in an interesting and entertaining way, people will feel bored and they won't pay attention.

Ask students to read the rubric and instruction text. Explain that students are going to listen to the story again, but this time they are going to focus on storytelling techniques. Check they understand that they have to listen and tick the storytelling techniques the storyteller uses.

Give students time to read the techniques and check that they understand their meaning. Tell students to write the numbers 1-7 into their exercise books and tick the number of the techniques. Then play **Listening 1.2** again.

Do a whole class check and elicit the answers.

Answers

.....

- 1
- 2 ✓
- 3 ✓
- 4 ✓
- 5 ✓
- 6
- 7 ✓

Note: These techniques do not only apply to storytelling, they can help students improve at any type of public speaking.

Task 3

Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check students understand that they have to discuss the questions about the techniques from **Activity 3**. Organise them into groups of three or four and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

Elicit feedback and ask students to share their opinions.

Step 2

Ask students to **Look at Activity 5** and read the rubric and instruction text. Explain that they are going to practise some storytelling techniques using extracts from the story, **The Farmer without a Brain**. Draw students' attention to item 1 and read the instruction together. Model reading the extract **quickly** and encourage the students to try with you. Do the same for **slowly, in a loud voice** and **in a quiet voice**.

Read items **2-4** with the students and model how to read the extracts from the story in the different ways. Encourage students to join in.

Organise students into pairs and ask them to practise reading the extracts in each item with their partners. Circulate around the classroom, offering guidance and support.

Step 3

Ask volunteers to perform extracts in different ways in front of the class.

Step 4

C21st Oral Communication

Ask students to **Look at Activity 6** and read the rubric and instruction text. Explain that they are going to work with their partner to tell a story from this unit using the techniques from this lesson.

They can choose any story from this unit. They can read the story directly, or they can retell it using their own words. They should focus on using the

storytelling techniques. Tell students that after they have practised, they will perform their stories to a small group.

Circulate around the classroom, offering guidance and support. Model the different storytelling techniques to any students who need help.

Step 5

Organise students into groups, with three pairs per group. Ask each pair to perform their story for the rest of the group. Ask students to give their group members feedback on their performance focusing on the storytelling techniques.

Note: If you have sufficient time, you may want to allocate a whole lesson for the storytelling activity and ask students to perform their stories in front of the class. This would allow you to give each pair feedback and to use this activity to assess students' speaking skills.

Optional Activity

Ask volunteers to tell their stories in front of the whole class if there is time at the end of the lesson.

Lesson 7

Listening and Speaking

In this lesson, students will:

- understand the stages of a simple plot
- listen and match plot stages to their definitions
- use a diagram to visually represent the stages of a plot
- pronounce words with silent letters
- tell a story

Target language

- Plot: beginning, rising action, climax, falling action, resolution
- Words with silent letters, e.g. write, design, scientist, who, talk, would, interesting, where, thumb, listen, etc.

Task 1

Step 1

Ask students **Do you know anything about the plot of a story?** Elicit any ideas they have. They will probably be familiar with the concept that a story consists of a beginning, a middle and an end from previous grades and other subjects.

Step 2

Tell students to **Look at Activity 1 on page 6 of the Skills Book.** Ask a volunteer to read the rubric and instruction text. Check they understand that they have to listen and match the stages of a plot to their definitions.

Give students some time to read the stages and the definitions. Then play **Listening 1.3** straight through. Play it a second time if necessary.



Listening Transcript 1.3

Good morning, class. Today in our creative writing lesson, I am going to talk about the structure or plot of a story.

Every story needs a plot. The plot is the sequence of the events in a story. A plot has several different stages. Today I am going to focus on one of the simplest types of plot structure.

The first stage of the plot is the beginning of the story. This stage sets the scene and introduces the characters.

The next stage of the plot is the rising action. Usually this stage is about a problem or a conflict a character is facing.

After the rising action, comes the climax of the story. The climax is the main part of the story. This is the stage when the real action of the story takes place.

After the climax, we have the falling action. In this stage, characters start to overcome the problem or conflict they were facing.

The last stage in a plot is called the resolution. This is the end of the story. Usually at this stage, characters have overcome the problem they were facing or manage to achieve their goal.

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

Answers

- 1 The beginning
- 2 Rising action
- 3 Climax
- 4 Falling action
- 5 Resolution

Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read a summary of the main events from the story **The Farmer without a Brain** and label which stage of the plot each event belongs to using the stages from **Activity 1**.

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.

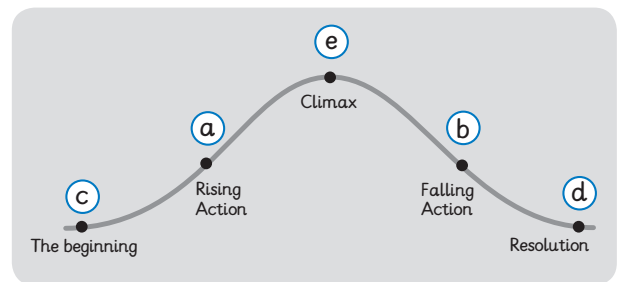
Answers

- 1 Climax
- 2 Resolution
- 3 The beginning
- 4 Rising action
- 5 Falling action

Task 2

Step 1

Copy the diagram below onto the board.



Explain to students that this line can be used as a visual representation of a plot. Draw their attention to how the line ascends from the beginning point to show the rising action. The line reaches its highest point at the top of the curve – this is the climax of the story. Then it descends to show the falling action and the resolution.

Step 2

Ask students to **Look at Activity 3** and read the rubric. Draw their attention to the example. Point to sentences **a-e** and explain that these are the main events from the plot from the story **Trapped**, but they are not in the correct order. Then point to the plot line and show students how the events from the story have been sorted into the correct order on the line.

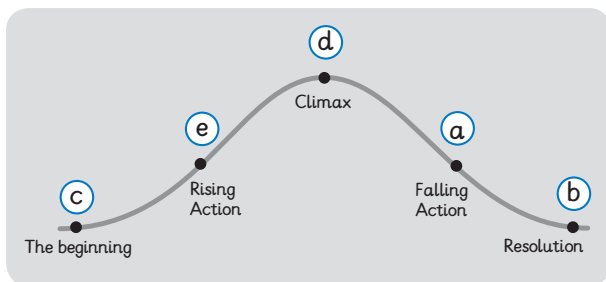
Ask a volunteer to read the instruction text. Explain that students have to put the events of the second story in the correct order and write the title of the story in the space provided. They may need to go back and read the story again to remember the order of the events in the plot.

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

Draw the diagram onto the board. Ask students **What is the name of the story?** Elicit **How the Bear Lost its Tail**. Then, for each stage of the plot, ask the students **Which event happened in [the beginning] of the story?** Elicit the correct letter or ask students to read the full sentence.

Answers

.....



Task 3

Step 1

Ask students to **Look at Activity 4** and read the rubric. Draw their attention to the information box about **Silent Letters in English** and read the information together. Explain there are some words in English that we do not pronounce every letter in.

Ask a volunteer to read the first part of the instruction text. Check students understand that they have to listen to the words with silent letters and practise pronouncing them. Explain that the silent letter is given in brackets after each word.

Play **Listening 1.4**. Encourage students to repeat the words. Each word is repeated twice.



Listening Transcript 1.4

climb	//	climb
scene	//	scene
evening	//	evening
foreign	//	foreign
why	//	why
walk	//	walk
castle	//	castle
window	//	window



Step 2

Ask students to read the second part of the instruction text. Explain that they have to say the words aloud and identify and circle the silent letter in each word.

Do the first one together as an example. Say the word **write** and ask **Is there a letter you did not hear being pronounced in this word?** If students cannot identify the silent letter, ask **What sound can you hear at the beginning of the word?** Elicit **r** and then ask **Can you hear a /w/ sound?** Elicit or establish that the /w/ is a silent letter.

Ask students to complete the activity in pairs. Circulate the classroom offering guidance and support.

Note: If students have any difficulties identifying the silent letters in words, remind them to say the word aloud and listen carefully to the sounds they hear.

Step 3

Do a whole class check and elicit the answers. The silent letter is shown in **bold** and underlined.

Answers

.....

- | | | | |
|---|--------------------|----|----------------------|
| 1 | <u>write</u> | 6 | w <u>o</u> uld |
| 2 | des <u>ign</u> | 7 | int <u>er</u> esting |
| 3 | sc <u>ie</u> ntist | 8 | wh <u>er</u> e |
| 4 | <u>wh</u> o | 9 | th <u>u</u> mb |
| 5 | tal <u>k</u> | 10 | lis <u>t</u> en |

Play **Listening 1.5** and ask students to practise pronouncing the words.



Listening Transcript 1.5

write	//	write
design	//	design
scientist	//	scientist
who	//	who
talk	//	talk
would	//	would
interesting	//	interesting
where	//	where
thumb	//	thumb
listen	//	listen



Task 4

Step 1

Ask students **Look at Activity 5** and read the rubric and instruction text. Explain that they are going to tell a story using the pictures.

Elicit what each picture shows and read the word above each picture. Then check students understand that each picture represents a stage in the plot. Draw their attention to the **Tips for Storytelling box**. Read the information together. Explain that their story must have a plot. Tell them to refer to the **box on page 8 of the Classbook** and remind them to use the storytelling techniques from the previous lesson.

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

Step 2

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

Homework

Ask students to write their story in their exercise books.

Lesson 8

Writing

In this lesson, students will:

- make predictions about a story using pictures
- read and understand a famous legend 'The Kraken'
- read and order pictures
- write a summary of the plot of 'The Kraken'
- identify synonyms, similes and metaphors in 'The Kraken'

Target language

- captain
- crew
- Kraken
- monster
- sail
- sea
- ship
- tentacle
- Plot: beginning, rising action, climax, falling action, resolution
- Synonyms, e.g. big, huge, colossal, massive
- Similes, e.g. 'as white as a ghost'
- Metaphors, e.g. 'the icy fingers of the wind'

Task 1

Step 1

Ask students **Do you know any stories about myths or legends?** Elicit any stories they know and ask some additional questions, for example:

- **Where is the story set?**
- **Who are the main characters in the story?**
- **What happens in the story?**

Step 2

Tell students to **Look at Activity 1 on page 10 of the Classbook** and read the rubric. Point to the pictures and ask **What can you see in the pictures?** Elicit descriptions and vocabulary.

Ask a volunteer to read the instruction text. Explain that students have to look at the pictures from the story **The Kraken** and discuss the questions. Check they understand that the pictures are **not in the correct order**.

Organise students into small groups and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

Step 3

Do a whole class check and elicit feedback.

Answers

- 1 at sea / on a boat
- 2 a captain and a sea monster (The Kraken)
- 3 They were attacked by the Kraken
- 4 Students' own ideas
- 5 Students' own ideas

Background Information

The Kraken is a legendary sea monster from Scandinavian folk stories. People believe that the legend may have started after fishermen saw giant squids which can grow up to 15m in length. The legend of the Kraken first appeared in the twelfth century.

According to the legend, the Kraken sinks ships and the crew is either eaten by the monster or they drown. The legend also says that it swam surrounded by schools of fish, so fishermen who were brave enough to go close to a Kraken could catch a huge amount of fish.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to read the story of **The Kraken** on **page 11** and put pictures **a-i** in the correct order. Ask them to write the numbers **1-9** into their exercise books and complete the activity individually.

Step 2

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

Answers

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

Optional Activity

Write the questions below on the board and ask students to discuss them in pairs.

- What was the weather like in the story?
- Why did the sailors like sailing with Captain Sven?
- Why did the crew become anxious and gloomy?
- How did the crew fight the Kraken?
- What two pieces of good fortune did the crew experience at the end of the story?

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 Kraken** again, copy the diagram into their exercise books and write a summary for each stage of the plot onto the diagram.

Circulate around the classroom, offering guidance and support. Check students' work as you circulate the class.

Note: Less able students can write a few words to summarise each stage of the plot. But more able students should write a couple of sentences for each stage to summarise the story in their own words.

Step 4

Copy the diagram onto the board and elicit a summary for each stage of the plot. Suggested answers have been provided below (but it is not drawn onto the diagram due to space).

Suggested answer

The beginning

Captain Sven and his crew were sailing out to sea on a cold, winter day when suddenly the wind died.

Rising action

They were telling stories around a fire when they saw a strange moving island.

Climax

The moving island was the terrifying sea monster, the Kraken. It attacked the ship and tried to sink it.

Falling action

The crew fought the Kraken by burning it with torches and the Kraken disappeared back into the ocean.

Resolution

The crew filled their nets with more fish than they had ever seen. The wind came back and they sailed home to their families.

Task 3

Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to read **The Kraken** one more time and find examples of the three language items in the story.

Organise students into pairs and ask them to complete the activity. Ask them to write their answers into their exercise books.

Step 2

Do a whole class check and elicit the answers.

Answers

- The metaphors in the story are 'the icy fingers of the wind' and 'the sea exploded'.
- Three synonyms for the word 'big' are 'huge', 'colossal' and 'massive'.
- The similes in the story are 'as white as a ghost' and 'Its breath smelled like rotten fish and death.'

Step 3

Ask students some questions about the story, for example:

- **Did you like the story? Why? Why not?**
- **Have you heard of the legend of the Kraken before?**
- **Are there any Omani stories about sea monsters?**

Homework

Explain that in the next lesson, students will start planning their own stories. Ask them to start thinking about ideas for their stories.

What kind of story will they write?

Where will the story be set?

Who will be the main characters?

What will happen in the story?

Tell them to make some notes in their exercise books and bring them to the next lesson.

Lesson 9

Writing

In this lesson, students will:

- write a description of a setting from 'The Kraken'
- complete a story with their own ideas
- brainstorm ideas for their own story
- complete a plan for their story

Target language

- captain
- crew
- Kraken
- monster
- sail
- sea
- ship
- tentacle
- Elements of stories: genre, plot, characters, setting, etc.
- Descriptive language, e.g. synonyms, similes and metaphors

Task 1

Step 1

Ask students **What was the name of the story we read in the last lesson?** Elicit **The Kraken**. Organise students into pairs and ask them to retell The Kraken in their own words. Remind them to use the storytelling techniques from Lesson 6.

Step 2

Ask students to **Look at Activity 1 on page 8 of the Skills Book**. Point to the picture and ask **What can you see in the picture?** Elicit descriptions from students. Ask a volunteer to read the rubric and instruction text. Explain that students have to imagine that they are going to write a description of the setting shown in the picture. They can use the prompts around the picture to help them.

Before they start writing, organise students into pairs and ask them to discuss their ideas about each prompt around the picture.

Step 3

Once students have generated some ideas through their discussions, elicit their ideas and write notes on the board.

Note: This step is important so that students have something to refer to as they complete the writing activity.

Ask students to write their descriptions of the setting into their exercise books. They should do this individually. Remind students to be as creative and descriptive as possible in their writing. Check they understand that their description should be written using the past narrative tenses they studied in the grammar section. Circulate around the classroom and support students with their writing.

Optional Activity

Ask volunteers to read their setting descriptions to the rest of the class.

Task 2

C21st Creativity

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that the story is incomplete and students are going to work in pairs to add more details to each part of the story.

Ask volunteers to read each stage of the story and draw students' attention to the information in brackets which tells them what they have to add to the story. Organise students into pairs and ask them to complete the activity. Remind them to be as creative as possible. Circulate around the classroom and support students with their writing.

Note: This activity is designed to prepare students for the main writing task. Students are given a basic story structure, following the plot structure they have studied in this unit.

The story is written in a context that will be familiar to all students – the school corridor. Students have the freedom to choose what happens in the story. It could be something predictable that the meanest student in the school would do. Or it could be something unexpected or surprising. It is up to them to decide, but encourage them to be as creative as possible.

Step 2

When students have completed their stories, match each pair with another pair. Ask students to read their completed story to their new partners. Remind them to use the storytelling techniques they studied in Lesson 6.

While students are sharing their stories, write the following questions on the board:

- **How creative was the story?**
- **Was the language descriptive?**
- **How did you feel when you listened to the story?**
- **Do you have any suggestions to improve the story?**

Ask students to discuss the questions to give their partners feedback on their stories. Circulate around the classroom, offering guidance and support. You may want to ask one or two pairs to share their stories with the class.

Task 3

Step 1

Ask students to **Look at Activity 3** and ask a volunteer to read the rubric and instruction text. Explain that students are going to write their own stories. The story can be from any genre and they can write about any topic.

Students should have started thinking about their story ideas for their homework. Ask them to look at the notes they made for their homework and continue brainstorming their ideas. Ask them to make notes about each element of their story in the table. Circulate around the classroom, offering guidance and support.

Step 2

Ask students to tell their partners about their ideas for their story. Encourage them to ask each other questions about their ideas.

Step 3

Ask students to **Look at Activity 4 on page 9 of the Skills Book** and read the rubric and instruction text. Explain that students have to plan their story using the plan provided **on page 44 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 story 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 story
- self-edit their story using a writing checklist

Target language

- Elements of stories: genre, plot, characters, setting, etc.
- Descriptive language, e.g. synonyms, similes and metaphors

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 and provide guidance to any students you feel may need extra support.

Step 2

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

Task 2

C21st Written Communication

Step 1

Ask students to **Look at Activity 5 on page 9 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 story.

Draw students' attention to the **Learning Strategy**. Before they start writing, review the plot structure and useful language in the **Writing Reference on pages 50-61 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 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 story, 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 story
- self-edit their work using a checklist

Target language

- Elements of stories: genre, plot, characters, setting, etc.
- Descriptive language, e.g. synonyms, similes and metaphors

Task 1

C21st Collaboration

Step 1

Ask students to **Look at Activity 7 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 story with their partner. Explain that they have to read their partner's story 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 story. 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 stories. If students have not completed their story, 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 story, ask them to complete it for homework and bring it to the next lesson.

Lesson 12

Project

In this lesson, students will:

- read and analyse a comic strip
- listen to an explanation about creating comic strips
- plan their own comic strips

Target language

- abandon
- comic strip
- description
- escape
- illustration
- look out!
- panel
- run
- speech bubbles
- whisper
- wolf

Task 1

Step 1

Ask students some questions about comics, for example:

- Can you explain what a comic is?
- Were there any comics in this unit?
- Can you think of any famous comics?
- Do you read comics? Which comics you read?
- Does anyone draw comics?

Step 2

Tell students to **Look at Activity 1 on page 12 of the Classbook** and read the rubric. Explain that **Majid likes to create comic strips.**

Then point to the comic strip and ask **What is the title of the comic strip?** Elicit **A Whisper from a Wolf.** Then ask **What can you see in the pictures?** Elicit any vocabulary and descriptions. Then ask **What do you think the comic strip will be about?** Elicit student's predictions.

Step 3

Ask a volunteer to read the rubric and instruction text. Explain that students have to read the comic strip and answer the questions. Organise students into pairs and ask them to complete the activity. They can answer the questions orally.

Do a whole class check and elicit the answers.

Answers

.....

- 1 Hamood, Said and a wolf
- 2 A dark, gloomy forest at night
- 3 A wolf appears and the boys have to escape, but Hamood climbs a tree and leaves Said. Said plays dead and the wolf sniffs him and then walks away.
- 4 Don't abandon your friends at challenging times.
- 5 We don't know. The wolf could have been a talking animal that gave Said an important message. Or, Said could have pretended and made up the message himself because he was angry at Hamood for abandoning him.
- 6 Students' own opinions

Check students understand the meaning of the word **abandon**. Elicit or establish that, in this context, it means to **leave behind or run away from someone or something.**

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check that they understand that they will listen to Majid talking about how he created his comic strip. As they listen, they have to choose the correct option, **a** or **b**, to complete each sentence.

Give students time to read the sentences and options. Then play **Listening 1.6** straight through.



Listening Transcript 1.6

I really love creating comic strip stories. The first step in creating a comic strip story is thinking about the plot of the story.

Comic strips are made up of panels. A panel is like a square or section of the comic. Each panel contains one illustration. My comic about Hamood and Said has eight panels. Once I have thought of a plot, I decide how many panels my comic strip will have. Each panel contains one illustration and a description of the event shown in the illustration. If the characters say something, we use speech bubbles instead of using direct or reported speech.

Have you noticed that comic strips do not use many words? This means you have to think carefully about how to communicate the story clearly using the pictures, descriptions and speech bubbles. I always make a plan for each panel of my comic before I draw the final version.

Note: These four elements have been included to ensure that students generate their own ideas for their comic strips (rather than looking for existing stories on the Internet), while ensuring that the activity is not too prescriptive so that students have the freedom to be creative.

Step 2

Organise students into groups of four. Draw their attention to questions **1-5** and ask them to discuss the questions about planning their comic strip. Ask each group to nominate one person who will take notes about the 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.

Step 2

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

Answers

.....

- | | | | | | |
|---|----------|--------|---|----------|------------------|
| 1 | b | plot | 4 | a | - speech bubbles |
| 2 | a | panels | 5 | a | - fewer |
| 3 | b | eight | | | |

Task 3

Step 1

C21st Collaboration

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they are going to work in groups to create their own comic strips. Explain that their comic strips can be about any topic but they must include the four elements listed on the page. Draw their attention to the four elements and read them together.

Circulate around the classroom, offering guidance and support. When students have finished discussing the questions, ask each group to share their ideas for their comic strip with the rest of the class.

Note: Tell students that in the next lesson they will be working on their comic strips. Explain that they might want to bring their own art supplies to create their comic strips.

You will also need to prepare art supplies for the next lesson. Students will need A3 paper (or larger if available), coloured pencils or pens and rulers.

Lesson 13

Project

In this lesson, students will:

- create a draft version of their comic strip
- work in groups to create the final version of their comic strip

Target language

- comic strip
- description
- escape
- illustration
- look out!
- panel
- run
- speech bubbles

Note: In this lesson, students will start creating their comic strips. You will need to prepare A3 paper, coloured pencils or pens and rulers so that they can complete their projects.

Task 1

Step 1

Ask students to **Look at Activity 4 on page 13 of the Classbook** and read the rubric and instruction text. Draw their attention to the picture of the draft version of Majid's comic strip. Check they understand that before they produce their final comic strip they have to plan it carefully.

Organise students into their groups. Ask them to draw the panels for their comic strip and plan the illustration and text for each panel. Circulate around the classroom offering guidance and support.

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.

Illustrator (x2) – is responsible for planning and creating the illustrations for the comic strip.

Author – is responsible for adding the text on the comic strip and checking it for errors.

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

Step 2

When students have completed the draft versions of their comic strips and are happy with the story, they can start creating the final version of their comic strip.

Explain that they will have the rest of the lesson to work on their comic strips.

Note: It is recommended that you give each group feedback on their comic strip draft before they start the final version. Give feedback on the story, organisation, text and language. If any areas could be improved, ask them to do some more work before they start on the final version.

Homework

Explain that students will have half of the next lesson to complete their comic strips. It is likely that they might need to work on their comic strips outside of the class in order to finish them. Ask groups to do this for homework before the next lesson.

Lesson 14

Project

In this lesson, students will:

- complete their comic strips
- read and review comic strips produced by other students

Target language

- comic strip
- description
- escape
- illustration
- look out!
- panel
- run
- speech bubbles

Task 1

Step 1

Organise students into groups and ask them to continue working on their comic strips. Explain that they have half of the lesson to finish their work.

Circulate around the classroom, offering guidance and support.

Step 2

At about halfway through the lesson, ask students to stop working on their comic strips. Explain that each group is going to share their comic strip with the rest of the class. Ask students to display their comic strips, either on the wall or on their table.

Task 2

Step 1

Organise students into groups and ask each group to briefly introduce their comic strip and the concept behind it. Then ask students to walk around the class and read the comic strips.

Step 2

Explain that you would like students to discuss the comic books and reflect on their project. Write the questions below on the board and ask students to discuss them in their groups.

- **What types of stories were included in the comic strips?**
- **Which comic strip was your favourite and why?**
- **Who was your favourite character and why?**
- **Which comic strip had the best illustrations?**
- **Did you enjoy this project?**
- **How successful was your project?**
- **Are there any areas of your project that could be improved?**
- **If you did this project again, is there anything you would do differently?**

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's 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 word **storytelling**. 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 sentences **1-6** are about the stories from this unit. Students have to read the sentences and choose the correct verb tense to complete each sentence. Then they have to write two more sentences about any of the stories from this unit, using the **past simple, past continuous** or **past perfect** tense.

Ask students to complete the task 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.

Answers

-
- 1 decided
 - 2 saw
 - 3 found
 - 4 was telling
 - 5 had frozen
 - 6 fought
 - 7 Students' own answers
 - 8 Students' own answers

Step 3

Tell students to **Look at Activity 3** and read the rubric. Ask a volunteer to read the instruction text. Explain that students have to categorise the words and phrases according to whether they are related to plot, setting or character. They have to write the letter **p** for words or phrases related to **plot**, the letter **s** for words or phrases related to **setting** and the letter **c** for words or phrases related to **character**.

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.

Answers

.....

- 1 p
- 2 s
- 3 p
- 4 c
- 5 p
- 6 c
- 7 p
- 8 s
- 9 c
- 10 s

Step 4

Ask students to **Look at Activity 4** and read the rubric and instruction text. Check students understand that they have to read sentences **a-j** and put them in the correct order for the story.

Do the first one together. Ask students, **Can you remember any phrases for beginning stories?** Elicit any ideas students have and then ask them **Can you see a sentence that sounds like the start of a story?** Elicit or establish **sentence d**. Tell students to write the number **1** next to this sentence. Then ask them to continue the activity individually or in pairs.

Do a whole class check and elicit the answers. For each answer, encourage students to tell you the reason why they think that sentence comes next.

Answers

.....

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

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 aims.

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 healthy lifestyles
- read and understand factual texts about healthy lifestyles
- write a piece of advice
- identify and form Yes/No and Wh- word questions
- listen and identify problems and advice
- use phrases for giving advice
- do a role play
- identify phrases used by doctors and patients
- form and use collocations related to feeling unwell
- use rising and falling intonation in questions
- summarise information shown in a chart
- read and understand a report
- create and complete a survey
- self and peer-edit written work
- create a flyer for their event
- give a presentation
- reflect on their project
- reflect on their learning

Main language

- **Phrases for giving advice**, for example: You should..., Why don't you...?, My advice is...
- **Question words**, for example: do, can, have, how, what, when, where, who, why, etc.
- **Collocations**, for example: I feel tired/ hot/ dizzy / I've got a fever / headache, sore throat
- **Phrases a patient uses**, for example: I feel (sick), It's my (arm), It started (yesterday), etc.
- **Phrases a doctor uses**, for example: What's the problem? Where does it hurt? Do you feel (sick)? etc.
- **Yes/ No questions**, for example: Do you think you get enough sleep?
- **Wh- questions**, for example: What time do you go to bed? / Why is sleep important?
- **Language for describing survey results**, for example: The survey had (five questions), (Ten) people answered the survey, The main finding was..., Another important finding was..., In conclusion..., etc.
- **Expressions for presenting the event**, for example: The theme of our event is..., During our event students can..., The food at the event includes..., Our special guest is..., etc

Vocabulary

- Vocabulary related to health: dehydration, depression, disease, eating disorder, exam stress, habit, healthy, mood, obesity, smoking, stress, weight
- Adjectives: confident, disappointed, embarrassed, relaxed, worried
- Health problems: cold, cough, dizziness, fever, headache, runny nose, sore throat, stomach ache, stress
- Verbs: avoid, drink, eat, move, relax, sleep

- Wh- question words: how, what, when, where, which, who, why, etc.
- Auxiliary verbs: can, could, shall, should, will, would, etc.
- Reports: background information, conclusion, findings, recommendation, survey

Skills and strategies

- Read a non-linear, factual text for general and specific information
- Read five short texts for general and specific information
- Infer the meaning of adjectives from context
- Listen to an interview for general and specific information
- Form Yes/No and Wh- word questions
- Correct errors in questions
- Write questions about a text
- Use phrases for giving advice
- Form and use collocations related to feeling unwell
- Listen and identify problems and advice
- Do a role play
- Summarise information shown in a chart
- Listen to a survey for specific information
- Create and complete a survey
- Use rising and falling intonation in questions
- Analyse the structure and key features of a report
- Analyse the content of a flyer for an event
- Plan and prepare a presentation about a healthy living event

Activities

- Read and answer, read and complete, read and match, read and check, read and write, read and discuss, read and correct
- Use context to infer the meaning of adjectives
- Write questions about a text
- Transfer information to a picture
- Form and use collocations related to feeling unwell
- Listen and choose, listen and circle, listen and answer, listen and complete, listen and order
- Do a quiz and answer questions
- Listen and order a dialogue
- Do a role play between a doctor and a patient
- Listen to a survey for specific information
- Use rising and falling intonation in questions
- Use phrases for giving advice
- Make notes about their survey results
- Ask and answer questions about their survey results
- Use information from their survey to complete sentences
- Write drafts of their report
- Brainstorm ideas for a healthy living event
- Create a flyer for their event
- Prepare and give a presentation about a healthy living event

Lesson 1

Overview

In this lesson, students will:

- explore the topics of this unit
- activate their knowledge about words related to healthy lifestyle
- choose a definition for healthy lifestyle
- read a short text about healthy lifestyle and discuss questions about the topic

Target language

- lifestyle
- diet
- healthy
- exercise
- smoking
- junk food
- relax
- unwell

Note: At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **It's Sunday the 8th of March.** Get students to repeat it after you and write it on the board, for example, **Sunday, 8th March 2020.**

Background Information

This unit focuses on healthy lifestyle and looks at all areas of healthy living including diet, exercise, sleep and mental well-being. The unit talks about habits that are healthy and unhealthy, but it is important to emphasise that balance is the key to a healthy lifestyle. For example, it is okay to eat junk food occasionally if you have a healthy diet but eating junk food every day is not healthy.

It is also important to emphasise that if students have any concerns about their health or any of the topics in the unit, they should speak to somebody they trust about it.

More information about adolescent health can be found at the following link:

<https://www.who.int/news-room/fact-sheets/detail/adolescents-health-risks-and-solutions>

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 **Healthy Lifestyle.** Then ask **What do you think you will study in this unit?** Elicit students' ideas.

Step 2

Tell students to **Look at Activity 1 on page 14 of the Classbook.** Draw their attention to the pictures and ask students **What can you see?** Elicit a brief description of what each picture shows.

A description of each picture is provided below:

- Picture 1 shows fruit and vegetables
- Picture 2 shows cans of soda / sugary drinks
- Picture 3 shows a person doing exercise
- Picture 4 shows a bottle of water
- Picture 5 shows a person feeling stressed
- Picture 6 shows a packet of cigarettes
- Picture 7 shows junk food
- Picture 8 shows a person laughing with her friends

Ask a volunteer to read the rubric and instruction text. Explain that students have to sort the pictures into things that are **healthy** and things that are **unhealthy**. Organise students into pairs and ask them to sort the pictures into healthy and unhealthy. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers. For each item, ask students to explain why they think it is healthy or unhealthy.

Answers
.....

- Healthy – 1, 3, 4, 6, 10
- Unhealthy – 2, 5, 7, 8, 9

Note: It is important to emphasise that some of the items on the unhealthy list are not bad for you if you have a balanced lifestyle and enjoy things in moderation. For example, junk food is not healthy but eating it occasionally is not harmful to your health. Similarly, if you are inactive and sit down all day, it is not good for your health. But if you are active and only spend part of your day sitting it is not bad for your health. Some habits, however, like smoking are generally always bad for your health.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and the instruction text. Explain that they have to read the three descriptions of a healthy lifestyle and discuss, with a partner, which is the most suitable. Circulate around the class, offering guidance and support.

Step 2

Briefly elicit feedback from students. Explain that they will listen to a doctor explaining what a healthy lifestyle means. Ask them to listen and check their answer. Play **Listening 2.1**.



Listening Transcript 2.1

A healthy lifestyle involves several elements such as eating healthy food, drinking enough water, getting enough sleep and exercise. It doesn't mean never doing anything unhealthy. For example, it's okay to eat junk food occasionally, but you should avoid harmful habits like eating junk food every day. It is also important to look after your mental health and do activities that help you relax.

Answer
.....

- 2 doing things to look after your physical and mental health.

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 healthy lifestyle 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 Activities for a healthy lifestyle include eating a balanced diet, exercising, sleeping, avoiding harmful habits and making time to relax.
- 2 A balanced diet means eating a healthy mixture of food to give your body the energy and nutrients it needs.
- 3 Smoking and spending too much time sitting down.

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. Ask students to discuss the meanings of the words they know with their partners and make notes in their exercise books. Circulate around the classroom, offering guidance and support.

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

lifestyle – the way that you live your life

diet – the type of food that a person usually eats

healthy - good for your health

exercise – a physical activity that you do to make your body strong and healthy

smoking – the activity or habit of smoking cigarettes

junk food – food that is not very good for your health

relax – to become happy and comfortable because nothing is worrying you

unwell – to feel or be sick

Step 3

Ask students to **Look at Activity 4** and read the rubric and instruction text. Check they understand that they have to discuss the question with a partner and refer to information from the text in **Activity 3**. Circulate around the classroom, offering guidance and support.

Step 4

Elicit feedback and ask volunteers to share their answers with the class.

Homework

Ask students to choose an aspect of healthy living to research. It can be any area 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.

Note: Tell students that 'research' in this stage means 'gathering information only'. They only have to find some information and then share it with their partners.

Lesson 2

Reading and Understanding

In this lesson, students will:

- list healthy habits in order of importance
- read a non-linear, factual text for general and specific information
- infer meanings of words from context
- reflect on the information in a text

Target language

- avoid
- drink
- eat
- move
- relax
- sleep
- Vocabulary related to health, e.g. dehydration, disease, habit, healthy, mood, stress, weight

Task 1

Step 1

Organise students into pairs. Ask them to tell their partner about the area of health they researched for their homework. Circulate around the classroom, offering guidance and support.

Elicit feedback. Ask volunteers to tell the class about the area of health they researched and any interesting facts or information that they found.

Step 2

Tell students to **Look at Activity 1 on page 16 of the Classbook**. Ask a volunteer to read the rubric and instruction text. Explain that students have to discuss the habits for a healthy lifestyle and order the habits from the most to the least important. Read the six habits together and check students understand the meaning of each habit. Organise students into groups of four or five and ask them to complete the activity.

Circulate around the classroom, offering guidance and support. Ask each group to share their ideas and give reasons for their answers. There are no 'right' or 'wrong' answers as long as students are able to give reasons for their answers.

Task 2

Step 1

Draw students' attention to the poster on **page 17** and ask them some questions, for example:

- **What kind of text is this?**
- **What is the poster about?**
- **What kind of information does this poster contain?**

Step 2

C21st Global Awareness

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check students understand that they have to find the numbers from the boxes in the text and explain what the numbers are about. Ask students **How will you read to find this information?** Elicit or establish that they can **skim the text to find the numbers and then read the information around the number in more detail to find the answers.**

Organise students into pairs and ask them to complete the activity. They can do it orally or they can write the answers in their exercise books. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

Answers

- 1 11 minutes is how much your life is shortened by smoking one cigarette.
- 2 7 to 9 hours is how much sleep an adult needs per night.
- 3 Only 1 in 5 teenagers around the world get enough exercise.
- 4 30,000kg is the amount of food you will eat in your lifetime.
- 5 60,000-70,000 is the number of thoughts experts estimate we have in one day.

Step 3

Ask students **Were you surprised by any of this information? Why?**

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to copy the sentences into their exercise books, read the poster again and find the information to complete each sentence. Ask 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.

Answers

- 1 Teenagers need **more** sleep than adults.
- 2 Teenagers around the world are not getting enough **exercise**.
- 3 Teenagers who are overweight have a greater risk of **getting a serious disease** like diabetes or cancer.
- 4 **Dehydration/ Not drinking enough water** can cause headaches and affect your mood.
- 5 You can reduce stress by **exercising, getting enough sleep or using relaxation techniques**.

Task 4

Step 1

Tell students to **Look at Activity 4** and read the rubric. Ask a volunteer to read the instruction text. Draw students' attention to the words in the text that have been underlined. Check they understand that they have to match these words to definitions **1-6**. Ask students to write the numbers **1-6** into their exercise book and complete the activity individually.

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

Answers

- 1 disease
- 2 stress
- 3 habits
- 4 dehydration
- 5 weight
- 6 mood

Task 5

Step 1

Tell students to **Look at Activity 5** and read the rubric and instruction text. Ask them to discuss the questions about the poster with a partner. Circulate around the classroom, offering guidance and support.

Do a whole class feedback. Go through the questions and ask volunteers to share their answers with the class.

Lesson 3

Reading and Understanding

In this lesson, students will:

- discuss teenage health issues
- read five short texts for general and specific information
- infer the meaning of adjectives from context
- use phrases for giving advice
- respond in writing to a text

Target language

- Vocabulary related to health, e.g. depression, eating disorder, exam stress, obesity, smoking
- Adjectives: confident, disappointed, embarrassed, relaxed, worried
- Phrases for giving advice, e.g. You should..., Why don't you...?, My advice is...

Note: This lesson is about health issues that affect teenagers. Some of the issues are quite serious. At the start of the lesson, tell students that if they or anyone they know has been affected by any of these issues, it is important to talk to somebody they trust about it.

Task 1

Step 1

Ask students **What information about healthy living for teenagers do you remember from the last lesson?** Elicit any information students remember.

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 in groups and make a list of health issues that teenagers worry about. Organise students into groups of three or four. Tell each group to nominate one person to record their ideas. Then ask them to complete the activity.

Do a whole class check and elicit ideas from each group. Write their ideas on the board.

Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Ask the students **What are texts 1-5 about?** Elicit that **the texts were written by teenagers describing a health issue they are worried about**. Check they understand that they have to read texts **1-5** and see if any of the ideas on their list are mentioned in the texts. They can complete the activity in their groups.

When students have finished reading the texts, ask them if any of their ideas were mentioned in the texts.

Task 2

Step 1

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 match the texts to the topics. Check they understand that they have to write the number of the text in the space next to each topic. Then ask them 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.

Answers

-
- 1 Depression
 - 2 Eating disorder
 - 3 Obesity
 - 4 Smoking
 - 5 Exam stress

Step 2

Tell students to **Look at Activity 4** and read the rubric and instruction text. Check students understand that they have to match the adjectives in **bold** in the texts to definitions **1-5**. Do the first one together as an example. Then ask students to complete the activity individually.

Do a whole class check and elicit the answers.

Answers

-
- 1 worried
 - 2 confident
 - 3 embarrassed
 - 4 disappointed
 - 5 relaxed

Optional Activity

On the board, write

Tell your partner about a time you felt

- worried
- confident
- embarrassed
- disappointed
- relaxed

Ask them to think of a time they experienced these emotions and tell their partner about it.

Step 3

Ask students to **Look at Activity 5** and read the rubric and instruction text. Draw students' attention to the speech bubbles and explain that each speech bubble contains some advice for the problems in **Activity 2**. Explain that they have to match the advice in the speech bubbles **a-e** to the problems in texts **1-5**. Ask students to complete the activity in pairs. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

Answers

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

Task 3

Step 1

Ask students to **Look at Activity 6** and read the rubric. Ask a volunteer to read the first part of the instruction text and explain that students have to work in pairs and imagine that they are giving advice to the teenagers from **Activity 2**. Draw students' attention to the **Useful Language box** and read the phrases for **giving advice** together. Explain that students can use these phrases in the activity. Ask students to complete the activity with their partner.

Circulate around the classroom, offering guidance and support. Elicit feedback and ask volunteers to share their advice with the rest of the class. Ask other students to respond by saying whether they think the advice is helpful.

Step 2

C21st Social Responsibility

Tell students to read the second part of the instruction text. Explain that students have to choose one of the problems from **Activity 2** and write a reply to the teenager giving him or her some advice about their problem. They can use ideas from their discussions from the first part of the activity.

Ask students to complete the activity individually. Circulate around the classroom, give students support, and feedback on their writing.

Optional Activity

Organise students into groups of four or five. Give each group some small pieces of paper. Ask each student to write down an imaginary problem they want advice about.

Tell students to put their problems, face down, in the middle of the group. Then ask them to take turns picking a problem. Ask them to read the problem aloud and then give some advice about the problem. Continue until all students have had a turn.

Lesson 4

Grammar and Vocabulary

In this lesson, students will:

- identify two main types of questions
- form Yes/No and Wh- word questions
- correct errors in questions
- write questions about a text

Target language

- dehydration
- diet
- exercise
- happiness
- healthy
- mood
- sleep
- smoking
- stress
- Question words: do, can, have, how, what, when, where, who, why, etc.

Note: The first activity in this lesson is a quiz. You will need to prepare a piece of paper for each team to write their answers on and a clock, a phone or a timer to time the quiz.

Task 1

Step 1

C21st Collaboration

Ask students to **Look at Activity 1 on page 18 of the Classbook**. Read the rubric and the first part of the instruction text. Explain that students are going to do a quiz. Organise students into groups of three or four. Explain that they have five minutes to answer the quiz questions in their groups. At the end of the quiz, they will swap their answers with another group to mark them and the team with the highest score will win.

Make sure that each group has a piece of paper and has nominated a student to write the answers. Start the timer and tell students to start the quiz.

Step 2

At the end of five minutes, ask students to stop writing and exchange their answers with another group to mark.

Explain that students have to listen and mark the answers. Play **Listening 2.2**, pause after each answer to give students time to check and mark their answers. The answers are shown in bold in the listening transcript.



Listening Transcript 2.2

- 1 The heaviest part of the human body is **the skin**.
- 2 **Not drinking enough water** causes dehydration.
- 3 **No**.
- 4 The average speed of a sneeze is **150 kilometres/hour**.
- 5 **Our feet** contain 25% of our bones.
- 6 **Yes**.
- 7 **Yes**.
- 8 Grade 10 students need **8-10 hours** of sleep per night.

Check any answers students are not sure about. Then ask students to add up the scores from the quiz and hand back the quiz answers. Elicit the scores to see which team won the quiz.

Step 3

Tell students to read the second part of the instruction text. Ask them to look at their quiz answers and discuss the questions with their group.

Discuss the questions together and elicit students' ideas.

Answer

Questions 3, 6 and 7 can be answered with **Yes** or **No**. They are **closed questions**. The other questions have longer answers. They are **open questions**.

Step 4

Draw students' attention to the **Grammar Focus box**. Read the information about **Forming Questions** together. Check students understand the following information.

- There are two main types of questions
 - 1 **Closed** questions that can be answered with **Yes** or **No**.
 - 2 **Open** questions that usually start with a **Wh-** word.
- Yes/ No questions are formed using:
auxiliary verb + subject + main verb
- Wh- questions are formed using:
Wh word + auxiliary verb + subject + main verb

Task 2

Step 1

Tell 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 each question is missing one word. Students have to work in pairs to complete the questions. Then they have to ask and answer the questions with their partner. Organise students into pairs and ask them to complete the activity. Circulate around the classroom, offering guidance and support.

Note: If students need more support working out the missing words, tell them to refer to the questions in the quiz and the Grammar Box for examples of the question structures.

Step 2

Copy the questions with the missing words onto the board. Do a whole class check. For each question, ask students to tell you the missing word. Then ask them to answer the question.

Answers

- 1 **Do** you like exercising?
- 2 **What** kind of exercise do you like?
- 3 Do you **drink/have/get** enough water?
- 4 **Can** you run for 1km?
- 5 How healthy **is** your diet?
- 6 Do **you** ever feel stressed?

Step 3

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to find the error or errors in each question and write the correct question in the space provided.

Do the first one together as an example. Copy the question onto the board and ask students **Can you see an error in this question?** If they cannot, ask **How many verbs are in this question?** Elicit **one - sleep**. Tell students to refer to information about **Wh- questions** in the **Grammar Focus box** and ask, **Is there a missing verb in this question?** Elicit that **there is a missing verb in the question**. Ask students **Do you know which verb is missing from the question?** Elicit or establish **do**. Then ask students how to correct the question using the verb **do**. Write the correct version of the question on the board.

How many hours do you sleep?

Ask students to complete the activity individually or in pairs. Circulate around the classroom offering guidance and support.

Step 4

Copy the questions onto the board. Do a whole class check and ask students to correct the questions on the board. Each time, ask the class **Is the question correct?** If it is not, choose another student to correct it.

Answers

.....

- 1 How many hours **do** you sleep?
- 2 **Are you** healthy?
- 3 How **are you** feeling?
- 4 **What do** you eat for breakfast?
- 5 **Do** you like sport?

Optional Activity

If you think your students need more practise with question formation, do one of the following activities:

Jumbled questions

- Write five or six questions on the board with the words in the wrong order.
- Ask students to put the words in each question into the correct order.
- Then ask them to ask and answer the questions in pairs.

Question prompts

- Give students some question prompts, for example:
What time / wake up?
Why / like football?
- Ask them to use the prompt to form a full question and ask the question to their partner.

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric. Read the first part of the instruction text and explain that students have to read the text about Happiness and then write three questions about the text to ask their partner. Ask students to complete the activity individually. Circulate around the classroom, give students support, and feedback on their questions.

Note: If this activity is too challenging for students, do it together as a whole class.

Possible questions include:

- How does feeling happy affect our health?
- Which was the happiest country in the world in 2019?
- What can you do to improve your mood?
- Which colour should you wear to feel happier?

Step 2

Ask students to read the second part of the instruction text. Check they understand that they have to ask and answer their questions with a partner. Ask students to complete the activity in pairs. Circulate around the classroom offering guidance and support.

Step 3

Do a whole class check and elicit questions from students. Then ask another student to answer each question. If there are any questions with errors, write them on the board and ask the class if they can identify and correct the error.

Lesson 5

Grammar and Vocabulary

In this lesson, students will:

- identify words related to health problems
- transfer information to a picture
- form and use collocations related to feeling unwell
- review new vocabulary and Yes/No questions

Target language

- a cough
- dizzy
- a fever / high temperature
- a headache
- a runny nose
- sick
- a sore throat
- a stomach ache
- Collocations, e.g. I feel tired/ hot/ dizzy
I've got a fever / headache, sore throat

Task 1

Step 1

Ask students to **Look at Activity 2 on page 19 of the Classbook** and read the rubric and instruction text. Check they understand that they have to discuss the questions in pairs. Read the questions together and check students understand them. Then 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. Write any key vocabulary students mention related to being sick or going to the doctor on the board.

Step 2

Tell students to **Look at Activity 3** and read the rubric. Draw students' attention to the pictures and ask **What do these pictures show?** Elicit that **the people in the pictures are all sick or unwell in some way.** Ask a volunteer to read the instruction text and explain that they have to match pictures **1-8** to the words and phrases in the box. Ask students to write the numbers **1-8** in their exercise books and complete the activity with a partner.

Do a whole class check and elicit the answers.

Answers

-
- 1 a cough
 - 2 a stomach ache
 - 3 dizzy
 - 4 a runny nose
 - 5 a fever/high temperature
 - 6 sick
 - 7 a sore throat
 - 8 a headache

Task 2

Step 1

Tell students to **Look at Activity 4 on page 15 of the Skills Book.** Ask a volunteer to read the rubric and instruction text. Draw their attention to the pictures of Mark, Jane and Paul and explain that they are feeling unwell. Students have to listen to them describing how they feel and draw circles on the parts of their body to show where they have a problem.

Play **Listening 2.3** straight through and ask students to listen and complete the activity. Play the listening a second time if necessary.



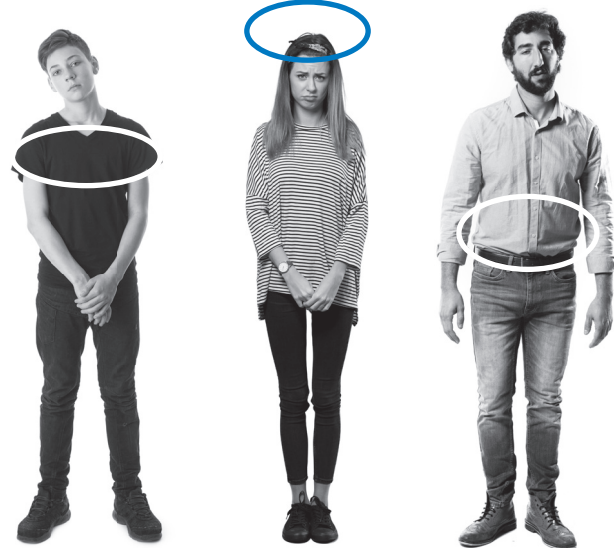
Listening Transcript 2.3

- Mark:** I've got a really bad cough and pain in my chest.
- Jane:** I am feeling sick and dizzy. I've got a bad headache too.
- Paul:** I've got a stomach ache. I also feel very hot so I think I've got a fever as well.

Ask students to compare their answers with a partner. Then do a whole class check and ask students to tell you which part of each person's body they circled.

Answers

.....



Mark

Jane

Paul

Step 2

Ask students to **Look at Activity 5** and read the rubric. Read the first part of the instruction text. Read the information in the box about **Collocations** together. Check students understand that **collocations are words that are commonly used together.** Then ask them to use the information in the box to complete the two sentences below the box.

Copy the sentences onto the board. Do a whole class check and elicit the answers.

Answers

.....

We collocate **have got + noun.**

We collocate **feel + adjective.**

Step 3

Ask students to read the second part of the instruction text. Check they understand that they have to complete the spider diagrams with the words from **Activity 3 on page 19 of the Classbook.** Then they have to think of two more ideas to add to each diagram. Ask students to complete the activity in pairs. Circulate around the classroom offering guidance and support.

Copy the diagrams onto the board. Do a whole class check and elicit the answers and students' ideas for other words that can be added to the diagrams.

Answers

.....

have got + a cough, a stomach ache, a runny nose, a fever/high temperature, a sore throat, a headache

additional words: chest pain, a cold, flu

feel + sick, dizzy

additional words: unwell, nauseous

Task 3

Step 1

Tell students to **Look at Activity 4 on page 19 of the Classbook**. Read the rubric and instruction text. Ask a volunteer to read the instruction for the game **What's Wrong?** Check students understand that they have to work in pairs. **Student A** has to ask **Student B** 'What's wrong?' **Student B** is not allowed to speak. Instead they have to mime what they are feeling. **Student A** has to find out what is wrong by asking yes/no questions. Student B can only answer Yes or No. When they have guessed what is wrong, they can swap roles and play again.

Note: This activity is designed to practise the new vocabulary and collocations. It also reviews yes/no question forms.

Write the following sentences onto the board:

I've got a cough.

I feel sick.

Point to the first sentence, **I've got a cough** and ask students **How can we form a question for this sentence?** Elicit or establish that the question is **Have you got a cough?** Write the question on the board. Point to the second sentence, **I feel sick** and ask **How do we form a question for this sentence?** Elicit or establish the question is **Do you feel sick?** Write it on the board.

Demonstrate the game by playing together as a whole class. Tell students to ask you **What's wrong?** Mime having a headache and encourage students to ask you yes/no questions until they guess that you have a headache. Then organise students into pairs and ask them to continue playing the game. Circulate around the classroom, offering guidance and support.

Step 2

Choose volunteers to mime in front of the class. Encourage the rest of the students to ask questions and guess what is wrong with the student.

Lesson 6

Listening and Speaking

In this lesson, students will:

- identify phrases used by doctors and patients
- listen and identify problems and advice
- listen and order a dialogue
- do a role play

Target language

- a cough
- dizzy
- a fever/high temperature
- a headache
- a runny nose
- sick
- a sore throat
- a stomach ache
- Phrases a patient uses, e.g. I feel (sick), It's my (arm), It started (yesterday), etc.
- Phrases a doctor uses, e.g. What's the problem? Where does it hurt? Do you feel (sick)? etc.

Note: The activities for the first part of this lesson are in the Classbook. The activities for the second part of this lesson are in the Skills Book.

Task 1

Step 1

Ask students to brainstorm any words or phrases that might be used during a visit to a doctor. Write their ideas on the board.

Step 2

Tell students to **Look at Activity 1 on page 20 of the Classbook**. Point to the picture and ask **What does the picture show?** Elicit or establish that it shows **a doctor** and **a patient**.

Ask students to read the rubric and instruction text. Check they understand that they have to read sentences **1-10** and decide whether each sentence is something that a doctor or a patient would say. Tell them to write the numbers **1-10** into their exercise books and complete the activity individually. Check they understand that they can write the letter **D** for **doctor** and the letter **P** for **patient**.

Do a whole class check and elicit the answers.

Answers

1	P	6	P
2	D	7	P
3	P	8	D
4	D	9	P
5	P	10	D

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they are going to listen to three conversations between a doctor and her patients. For each patient, they have to listen and identify the patient's problem and the doctor's advice. Check that students understand the patient might have more than one problem and the doctor might give more than one piece of advice.

Give students some time to read the problems and advice. Then ask them to write the numbers **1-3** into their exercise books. Explain that they can write the letters **a-f** for each answer.

Play **Listening 2.4** straight through. Repeat a second time if necessary.



Listening Transcript 2.4

One

Doctor: Good morning, Yasir.
Yasir: Hello, doctor.
Doctor: Please take a seat.
Yasir: Thanks.
Doctor: How are you today, Yasir?
Yasir: I'm feeling a bit sick. I've got a sore throat and a runny nose.
Doctor: How many days have you been sick?
Yasir: About four days now.
Doctor: Four days, okay. Have you had a fever or a high temperature?
Yasir: No, I think my temperature is normal.
Doctor: Do you have any pain anywhere?
Yasir: No, I don't have any pain.
Doctor: Okay. Well it sounds like you probably have a cold. I recommend you get some medicine for a cold at the pharmacy.

Two

Doctor: Hello, Reem How are you?
Reem: Not good.
Doctor: Oh dear! What's the problem?
Reem: I fell over yesterday and I'm in a lot of pain.
Doctor: Where does it hurt?
Reem: It's my back. I also hit my head when I fell.
Doctor: I see. Do you have a headache or feel dizzy?
Reem: No, no... I didn't hit my head very hard.
Doctor: Okay, well I don't think you need to see a specialist. But you need to take two or three days rest. I will give you some painkillers to help with the pain.
Reem: Thank you. How often should I take them?
Doctor: Take one tablet, three times a day. If you are still in pain after three days, please come back and see me again.
Reem: Thank you very much doctor.

Listening Transcript 2.4 *continued*

Three

Doctor: Good morning, Younis. How have you been?
Younis: I'm okay, but I'm feeling quite stressed.
Doctor: Why are you feeling stressed?
Younis: I think it's because our exams start next week.
Doctor: I see. Do you have any other symptoms?
Younis: When I get stressed, I also get a stomach ache.
Doctor: Yes, stress can affect our stomachs. What about sleep? Are you getting enough sleep?
Younis: Well, I've been staying up late studying.
Doctor: Okay, well if you don't get enough sleep it can lead to more stress.
Younis: Really?
Doctor: Yes. It's normal to feel a little bit of stress before exams but try not to worry too much. I want you to go to bed earlier and also do some exercise each day. This should help reduce your stress.
Younis: Thank you doctor.
Doctor: Good luck with your exams.

Step 2

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

Answers

-
- 1 Problem: **b** sore throat, **c** runny nose
Advice: **e** medicine for a cold
 - 2 Problem: **a** back pain
Advice: **d** rest, **f** painkillers
 - 3 Problem: **a** stress, **c** stomach ache
Advice: **d** sleep more, **e** exercise

Step 3

Tell students to **Look at Activity 1 on page 16 of the Skills Book** and read the rubric and instruction text. Check students understand that they have to listen to the dialogue between the doctor and patient **One** again and put the dialogue in the correct order. Give students time to read the dialogue. Then play **Listening 2.5**.



Listening Transcript 2.5



- Doctor:** Good morning, Yasir.
Yasir: Hello, doctor.
Doctor: Please take a seat.
Yasir: Thanks.
Doctor: How are you today, Yasir?
Yasir: I'm feeling a bit sick. I've got a sore throat and a runny nose.
Doctor: How many days have you been sick?
Yasir: About four days now.
Doctor: Four days, okay. Have you had a fever or a high temperature?
Yasir: No, I think my temperature is normal.
Doctor: Do you have any pain anywhere?
Yasir: No, I don't have any pain.
Doctor: Okay. Well it sounds like you probably have a cold. I recommend you get some medicine for a cold at the pharmacy.

Do a whole class check and elicit the answers. Ask a volunteer to read the first line of the dialogue. Then ask another student to read the next line. Continue until you have ordered the whole dialogue.

Answers

-
- 5 How are you today, Yasir?
12 No, I don't have any pain.
7 How many days have you been sick?
10 No, I think my temperature is normal.
13 Okay. Well it sounds like you probably have a cold. I recommend you get some medicine for a cold from the pharmacy.
2 Hello, doctor.
3 Please take a seat.
8 About four days now.
1 Good morning, Yasir.
6 I'm feeling a bit sick. I've got a sore throat and a runny nose.
11 Do you have any pain anywhere?
4 Thanks.
9 Four days, okay. Have you had a fever or a high temperature?

Step 4

Write the words **medicine** and **pharmacy** on the board. Elicit or establish the meaning of the words.

medicine – a substance used to cure illness or injury

pharmacy – a shop that prepares and sells medicines

Organise students into pairs and ask them to read the dialogue with a partner.

Task 3

Step 1

C21st Creativity

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they are going to do a role play between a doctor and a patient. Organise students into pairs. Nominate one student to be **Student A** and the other student to be **Student B**.

Draw students' attention to the role play cards 1 and 2. Tell them to **Look at role play 1** and ask **Student A, what is your role?** Elicit or establish **patient**. Then ask **Student B, what is your role?** Elicit or establish **doctor**. Show students how the role play card gives them some information about the patient's problems and the doctor's advice.

Explain that they have to use this in their role play but they can be as creative as possible. Encourage them to try and create a role play like the dialogue from **Activity 1**. Draw students' attention to the **Useful Language box**. Read the phrases together and tell students to try and use them in their role play. In **role play 2**, students should change roles.

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

Step 2

Ask pairs of students to perform their role plays in front of the class.

Optional Activity

If you want to give your students more writing practise, ask them to write the final version of one of their role plays in their exercise books.

Lesson 7

Listening and Speaking

In this lesson, students will:

- summarise information shown in a chart
- listen to a survey for specific information
- use rising and falling intonation in questions
- create and complete a survey

Target language

- habit
- sleep
- survey
- Yes/No questions, e.g. Do you think you get enough sleep?
- Wh- questions, e.g. What time do you go to bed?

Task 1

Step 1

Ask students to **Look at Activity 3 on page 21 of the Classbook** and read the rubric. Point to the chart and ask **What kind of chart is this?** Elicit **a pie chart**. Then ask **What does it show?** Elicit that **it shows some results from a survey about the average number of hours Grade 10 students sleep per night**. Read the instruction text and explain that students have to discuss what the chart shows with a partner.

Organise students into pairs and ask them to complete the activity. Circulate around the classroom offering guidance and support.

Elicit feedback from students.

Note: For Activity 4 in the next step, there is a full-size version of the survey on page 42 shows a person feeling stressed of the Skills Book. Students have to use this to complete the activity.

Step 2

Tell students to **Look at Activity 4** and read the rubric. Draw students' attention to the picture and ask **What are the students in this photo doing?** Elicit that **one student is asking another student a question/doing a survey.** Ask students to read the first part of the instruction text and explain that Khalifa is doing a survey about his classmates' sleep habits. Students have to listen and complete the missing information in the survey.

Tell students to turn to the full-size version of the survey **on page 42 of the Skills Book.** Ask some questions about the survey, for example:

- **What is the title of the survey?**
- **How many questions are there in the survey?**
- **How many options per question are there?**
- **How many people completed the survey?**

Tell students to look at the questions and missing words. Ask them to make some predictions about the missing words with their partner.

Play Listening 2.6.



Listening Transcript 2.6

- Khalifa:** Hi Ahmed, do you mind helping me with my survey by answering some questions about your sleep habits?
- Ahmed:** Hi, Khalifa. Sure, no problem!
- Khalifa:** Great! Thank you! So the first question is, what time do you go to bed? Before 10 pm, between 10 and 11pm or after 11pm.
- Ahmed:** Hmm, I usually stay up quite late. I would say, after 11pm.
- Khalifa:** Okay, question 2. On average, how many hours of sleep do you usually get?
- Ahmed:** Well, I have to get up early for school so usually only about 6 hours.
- Khalifa:** Okay, so less than 7 hours. Do you feel tired when you wake up?
- Ahmed:** Yes! Always!
- Khalifa:** What stops you from sleeping well? The options are, using your phone late at night, feeling stressed or worried, or not feeling tired?
- Ahmed:** I don't usually feel too stressed but I do use my phone to look at social media – sometimes I do that when I should be sleeping.
- Khalifa:** Okay, using your phone. And the final question, do you think you get enough sleep?
- Ahmed:** Hmm, sometimes, but I would like more!
- Khalifa:** Okay, that's the end of the survey. Thanks for your help.

Do a whole class check and elicit the answers.

Answers

.....

Example: What

- 1 How many
- 2 Do
- 3 your
- 4 think

Step 3

Read the second part of the instruction text. Explain that students will listen again and this time, they have to add the answers from Ahmed to the survey.

Play **Listening 2.6** again and ask students to tick Ahmed's answer for each question.

Before you check the answers, ask students to complete the final column of the survey by adding up the total number of answers for each option.

Do a whole class check. Elicit the answers Ahmed gave for each question. Then elicit the total number of answers for each question.

Answers

- 1 After 11pm
- 2 Less than 7 hours (6 hours)
- 3 Yes
- 4 Using a mobile phone late at night
- 5 Sometimes

Total number of answers for each option are shown in the column on the right in the table below.

1	What time do you go to bed?	
	Before 10pm	3
	Between 10pm and 11pm	5
	After 11pm	7
2	How many hours of sleep do you usually get?	
	Less than 7 hours	11
	7 to 9 hours	3
	More than 9 hours	1
3	Do you feel tired when you wake up?	
	Yes	10
	No	2
	Sometimes	3
4	What stops you from sleeping well?	
	Using my phone late at night	6
	Feeling stressed or worried	5
	Not feeling tired	4
5	Do you think you get enough sleep?	
	Yes	5
	No	6
	Sometimes	4

Task 2

Step 1

Ask students to **Look at Activity 5 on page 21 of the Classbook** and read the rubric and the first part of the instruction text. Check they understand that they have to listen to the questions from Khalifa's survey and decide whether the intonation goes **up** or **down** at the end of the question.

Draw their attention to the example and the arrow at the end of the question to show the intonation goes down. Play **Listening 2.7** and ask students to listen carefully to the intonation.



Listening Transcript 2.7



What time do you go to bed?

Tell students to copy questions **1-4** into their exercise books. Play **Listening 2.8**. Pause after each question to give students time to draw the arrow. Repeat the CD if necessary.



Listening Transcript 2.8







- 1 How many hours of sleep do you usually get?
- 2 Do you feel tired when you wake up?
- 3 What stops you from sleeping well?
- 4 Do you think you get enough sleep?

Step 2

Ask students to compare their answers with a partner. While they are doing this, copy the questions onto the board. Do a whole class check and ask volunteers to draw arrows to show the question intonation.

Answers

.....

- 1 How many hours of sleep do you usually get? 
- 2 Do you feel tired when you wake up? 
- 3 What stops you from sleeping well? 
- 4 Do you think you get enough sleep? 

Play **Listening 2.8** again. Pause the CD after each question and ask students to repeat the question, focusing on the intonation.

Step 3

Ask students to read the second part of the instruction text. Check they understand that they have to copy and complete the sentences in their exercise books. They can do the activity individually or in pairs.

Do a whole class check and elicit the answers.

Answers

.....

In **Yes/ No questions** the intonation **goes up/ rises** at the end of the question.

In **Wh- questions**, the intonation **goes down/ falls** at the end of the question.

Task 3

Step 1

C21st Creativity

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 design their own survey to find out about the health habits of their classmates. They can choose any topic related to health and wellness. Check they understand that they have to give their survey a title and then write five questions. Wh- questions should have three answer options. Yes/No questions can have just two options.

Optional Activity

If you think your students need help generating topics for the survey, do a quick brainstorm activity. Organise students into pairs and ask them to brainstorm as many ideas as possible for the topic of the survey. Elicit feedback and write their ideas on the board.

Ask students to complete the activity individually. Circulate around the classroom, give students support, and feedback on their writing.

Step 2

When students have finished their surveys, ask them to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to ask ten or more of their classmates to complete their survey. Ask them to stand up and move around the room. Circulate around the classroom, offering guidance and support.

Note: In order to practise listening and speaking skills, it is important that students ask their questions and give the options, rather than just show the survey to their classmates. Check that they are doing the activity properly.

Note: If students do not manage to ask ten classmates to complete their survey, they will have some time at the start of the next lesson to complete their surveys.

Lesson 8

Writing

In this lesson, students will:

- read and understand a report
- analyse the structure and key features of a report
- summarise information

Target language

- chart
- Reports: background information, conclusion, findings, recommendation, survey
- Wh- questions, e.g. Why is sleep important?

Task 1

Step 1

If students have not completed their surveys from the previous lesson, give them some time to finish them.

Step 2

Tell students to **Look at Activity 1 on page 22 of the Classbook** and read the rubric and instruction text. Explain that Khalifa has written a report about the results of his sleep habits survey. Students have to read the report and think of a suitable title for his report. Organise them into pairs and ask them to complete the activity. Remind them to write their title in their exercise books.

Circulate around the classroom offering guidance and support. Do a whole class feedback and elicit students' suggestions.

Suggested Answers

.....
The sleep habits of my Grade 10 classmates

Grade 10 Sleep Habits

How much sleep do my classmates get?

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to complete sentences **1-4** with the subheading of the section each sentence describes. Tell students to write the numbers **1-4** into their exercise books and complete the activity individually.

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

Answers

-
- 1 Main findings
 - 2 Conclusion
 - 3 Background information
 - 4 Survey

Step 2

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to read the report from **Activity 1** again and discuss the questions with a partner and make notes about their answers in the exercise books. Read the questions together and check students understand them. Then ask them to complete the activity in pairs. Circulate around the classroom, offering guidance and support.

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

Answers

-
- 1 Sleep is important because it helps students concentrate at school, feel happy and maintain a healthy weight.
 - 2 Fifteen
 - 3 Three (questions 1,2 and 3)
 - 4 Khalifa thinks that his classmates can improve their sleep habits because they do not get enough sleep.
 - 5 He recommends that they go to bed earlier so they can get more sleep.

- 6 The report is written in the present and past tense. The present tense is used to describe the background information, the survey results and conclusions. The past tense is used to describe how Khalifa did the survey.

Homework

If students want to use charts to show their survey results or images related to their survey in their reports, ask them to prepare these for homework and bring them to the next lesson.

Lesson 9

Writing

In this lesson, students will:

- make notes about their survey results
- ask and answer questions about their survey results
- use information from their survey to complete sentences
- complete the plan for their report

Target language

- Reports: background information, conclusion, findings, recommendation, survey
- Language for describing survey results, e.g. The survey had (five questions), (Ten) people answered the survey, The main finding was..., Another important finding was..., In conclusion..., etc.

Task 1

Step 1

Tell students to **Look at Activity 1 on page 18 of the Skills Book**. Ask a volunteer to read the rubric and the first part of the instruction text. Check students understand that they have to look at the results of their survey **on page 17 of the Skills Book** and make some notes about their findings in the table. Remind students that note form means that they do not have to write full sentences.

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

Step 2

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that students have to use the question prompts to ask a partner about their survey results. Organise students into pairs. Before they start discussing their results, ask them to spend a couple of minutes forming the questions. There is a given example to help them make the questions. Do a whole class check and elicit the correct way to form each question and write the question on the board.

Suggested Answers

- 1 Why did you choose this topic?
- 2 How many people completed your survey?
- 3 What were the main findings from your survey?
- 4 Were these findings expected or surprising?
- 5 What conclusions can you draw from the findings?

Step 3

Ask students to ask and answer the questions with their partners. Circulate around the classroom, offering guidance and support.

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

Task 2

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they have to use prompts **1-7** to write sentences about their survey. Read the prompts together and check students understand them. Then ask them to complete the activity individually. Circulate around the classroom, offering guidance and feedback on their writing.

Step 2

Ask students to share their sentences with their partner. Encourage students to give each other feedback and help their partners correct any errors in their writing. Then ask volunteers to share their sentences with the class.

Step 3

Ask students to **Look at Activity 4 on page 19 of the Skills Book** and read the rubric and instruction text. Explain that students have to plan their report using the plan provided **on page 45 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 report 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 report
- self-edit their report using a writing checklist

Target language

- Reports: background information, conclusion, findings, recommendation, survey
- Language for describing survey results, e.g. The survey had (five questions), (Ten) people answered the survey, The main finding was..., Another important finding was..., In conclusion..., 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 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

C21st Written Communication

Step 1

Ask students to **Look at Activity 5 on page 19 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 report.

Draw students' attention to the **Learning Strategy**. Remind students that when writing reports, they should make sure that they give clear details describing the topic and survey sample. Before they start writing, review the report structure and useful language in the **Writing Reference on pages 50-61**

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 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 report, 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 feedback on their writing
- write a second draft of their report
- self-edit their work using a checklist

Target language

- Reports: background information, conclusion, findings, recommendation, survey
- Language for describing survey results, e.g. The survey had (five questions), (Ten) people answered the survey, The main finding was..., Another important finding was..., In conclusion..., etc.

Task 1

C21st Collaboration

Step 1

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 report with their partner. Explain that they have to read their partner's report 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 report. 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 report. If students have not completed their report, 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 report, ask them to complete it for homework and bring it to the next lesson.

Lesson 12

Project

In this lesson, students will:

- analyse the content of a flyer for an event
- listen for specific information about an event
- brainstorm ideas for a healthy living event

Target language

- active
- event
- flyer
- healthy living
- schedule
- special guest

Note: One of the outcomes of this project is a flyer for an event. The flyers can be made by hand or using computers. Decide how the students will make their flyers before starting this lesson, so that you can inform them.

Task 1

Step 1

Ask students **Have you ever been to any events related to healthy living?** Elicit information about any events they have attended.

Step 2

Tell students to **Look at Activity 1 on page 24 of the Classbook** and read the rubric. Draw students' attention to the picture and ask **What is this?** Elicit that it is a flyer/advertisement for an event at a school. Then ask **What kind of event is it for?** Elicit or establish **an event for teenagers about being more active.** Finally ask **What kind of information is provided on the flyer?** Elicit **details about the event including date, time, location, activities, schedule,** etc.

Step 3

Ask a volunteer to read the instruction text. Explain that Manar and her group are planning a healthy living event at their school. They have designed a flyer for their event. Ask students **What is a flyer?** Elicit or establish **a flyer is a small piece of paper advertising a business, show, event,** etc.

Check students understand that they have to discuss the questions about the flyer. Organise students into pairs and ask them to discuss the questions. Circulate around the classroom, offering guidance and support.

Do a whole class check and elicit the answers.

Answers

.....

- 1 The event focuses on being active/doing exercise.
- 2 The aim of the event is to help students learn how to live a more active lifestyle.
- 3 The event is for Grade 10 students.
- 4 Activities include trying a sport, making healthy snacks, creating a personal plan for a more active life and doing yoga.
- 5 The special guest is Maha from Star Gym.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that students will listen to Manar and her group planning for their event. The table contains some notes about their plans. Students have to listen and complete the missing information in the notes. Give students some time to read the notes. Then ask them to write the numbers **1-5** into their exercise books.

Play **Listening 2.9.**



Listening Transcript 2.9

- Manar:** Okay, so our event is going to be called, Active Teens and it will be on April 4th, from 8.30 to one o'clock at our school?
- Halima:** Yes, that information is confirmed.
- Manar:** Great. So we've decided that students can try tennis and aerobics at the event but I think it would be good to include one more sport. What do you think?
- Noor:** I agree. What about cricket?
- Manar:** Hmm, it's a good idea, but I don't know if we can get all the equipment.
- Halima:** What about volleyball?
- Manar:** Volleyball? What do you think, Noor?
- Noor:** I think volleyball would be fun.
- Manar:** Perfect. Oh! Noor, did you confirm our special guest?
- Noor:** Yes, Maha – who is a personal trainer from Star Gym is going to come and give us a talk. She will also help people put together their action plans.
- Manar:** A personal trainer - that sounds great! Thank you for organising that. What else do we need to plan?
- Halima:** We need to think about the food. I think it would be a good idea to have healthy salads for lunch.
- Manar:** Yes! That would be lovely. So, healthy salads for lunch. Is there anything else we need to think of?
- Noor:** We need to tell students to wear sports clothes and trainers.
- Manar:** Good point. We should put that on the flyer too.
- Halima:** Yes. I just remembered, we need to buy the food to make healthy snacks.
- Manar:** Oh yes! Can you do that Halima?
- Halima:** Sure.

Step 2

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

Answers

- 1 volleyball
- 2 personal trainer
- 3 healthy salads
- 4 sports clothes and trainers
- 5 food (for healthy snacks)

Task 3

Step 1

Tell students to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text. Explain that students have to plan a healthy living event for their school. Explain that students have to discuss the questions to help them brainstorm ideas for their events.

Organise students into groups of four. Read the questions together and check students understand them. Then ask them to discuss the questions in their groups. Ask each group to nominate one person to take notes about their ideas. Circulate around the classroom, offering guidance and support. Encourage students to speak in English as much as possible.

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

Briefly elicit feedback and ask each group to share their ideas with the class. Tell students that they will have the next lesson to work on their flyers and presentation. Explain how they will make their flyers (either by hand or using computers).

Homework

If there is anything specific they need for their group's flyer (image, photos, markers, paper, etc.) ask them to prepare it for homework and bring it to the next lesson.

Note: Depending on how your students will make their flyers, you will need to make arrangements for the next lesson.

If your students are going to make their flyers by hand, you will need to prepare coloured A4 paper, scissors, glue, marker pens, etc. If your students are going to make their flyers using computers, you may need to arrange to hold this lesson in the Learning Resource Centre or in a room with computers and printers.

Lesson 13

Project

In this lesson, students will:

- plan a healthy living event
- create a flyer for their event
- prepare a presentation about their event

Target language

- active
- event
- flyer
- healthy living
- schedule
- special guest
- Expressions for presenting the event, e.g. The theme of our event is..., During our event students can..., The food at the event includes..., Our special guest is..., etc.

Note: In this lesson, students will be preparing the flyer for their event and their presentation. The flyers can be made by hand or using computers.

If your students are going to make their flyers by hand, prepare coloured A4 paper, scissors, glue and marker pens. If your students are going to make their flyers using computers, arrange to hold this lesson in the Learning Resource Centre or in a room with computers and printers.

Task 1

Step 1

C21st Oral Communication

Ask students to Look at **Activity 4 on page 25 of the Classbook** and read the rubric and the first part of the instruction text. Explain that students are going to create a flyer for their event. Read through the information that should be included in the flyer.

Then ask students to read the second part of the instruction text. Check they understand that in the next lesson, they will give a short presentation about their event to the rest of the class. The presentation should be no longer than four minutes and each member of the group should participate. Explain that at the end of the presentations, the class will vote on which event they would like to hold at their school. Draw students' attention to the **Useful Language box** and read the phrases for **Talking about your event**. Explain that students can use these to help them 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.

Writer – is responsible for planning and producing the written information on the flyer.

Designer – is responsible for creating or sourcing the images for the flyer and designing the layout of the flyer.

Lead presenter – is responsible for leading the preparation of the presentation.

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

Step 2

Explain that students have the rest of this lesson to plan their event and work on their flyer design. They should decide, in their groups, the best way to divide the work to prepare the flyer and the presentation.

Circulate around the classroom, offering guidance and support. Encourage students to speak in English as much as possible.

Step 3

At the end of the lesson, tell students that they will have 10 minutes at the start of the next lesson to practise their presentations.

Homework

If students have not finished their flyers or presentations, ask them to finish them for homework and bring their completed work to the next lesson.

Lesson 14

Project

In this lesson, students will:

- present their event
- listen to presentations from other groups
- vote to select an event for their school
- reflect on their project

Target language

- active
- event
- flyer
- healthy living
- schedule
- special guest
- vote
- Expressions for presenting the event, e.g. The theme of our event is..., During our event students can..., The food at the event includes..., Our special guest is..., etc.

Task 1

Step 1

Tell students to think back to the first semester when they gave presentations. Ask some questions to review how to give a good presentation, for example:

- **What is important when giving a presentation?**
- **What are some things that you should not do when giving a presentation?**
- **How should you start a presentation?**
- **How should you end a presentation?**

Elicit students' ideas and write them on the board. Some important points to highlight include:

- It's important to practise before giving a presentation
- Use notes to help you but do not read directly from notes or slides
- Relax and smile
- Have open body language
- Make eye contact with the audience
- Speak clearly
- Pause regularly
- Greet the audience at the start of the presentation, and explain what the presentation is about
- Thank the audience at the end of the presentation and give them time to ask questions

Step 2

Tell students that they will have ten minutes to practise their presentations in their groups. Remind them to think about the points from Step 1. Circulate around the classroom, offering guidance and support.

Task 2

Step 1

Ask students to **Look at Activity 5 on page 25 of the Classbook** and read the rubric and instruction text.

Organise the classroom and seating for the presentations. Then ask each group to present their event. Time the presentations to make sure students do not go over the time limit. After each presentation, give the other students an opportunity to ask questions about the event. Give each group feedback on their presentation skills and their language.

Step 2

When each group has presented their events, ask students to display their flyers on tables around the classroom. Ask students to walk around the classroom and look at the flyers.

While students are doing this, write the name of each event onto the board.

Step 3

When students have finished looking at the flyers, ask them to sit down. Explain that students are going to vote on which event they would like to hold at their school. Read the name of each event and ask students to raise their hand if they want to vote for that event. Check they understand that they can only vote once. When you have finished voting, add up the votes and announce the winning group.

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's 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 **Healthy Lifestyle**. 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

Tell students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to use the clues to write questions. Then they have to write an answer for each question.

Draw students' attention to the example. Read the words and elicit what the pictures show. Ask students **What is the first picture clue?** Elicit **a clock**. Then ask **Which part of the question does the clock relate to?** Elicit **'How many hours'**. Do the same for the second picture clue. Then read the question and the answer.

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

Do a whole class check and elicit the questions. For each question, ask students to share their answers.

Answers

-
- 1 Do you like exercising?
 - 2 How often do you eat junk food?
 - 3 Do you drink enough water?
 - 4 When do you feel stressed?

Step 2

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that students have to complete the missing word in each sentence. Ask students **Where would you use these phrases?** Elicit **at the doctors**. Then ask students to complete the activity individually. Tell them that they can look back through the unit to find any words they are not sure of.

Do a whole class check and elicit the answers.

Students will learn how to:

- talk about the future of transport
- read and understand factual texts about the future of transport
- infer the meaning of vocabulary from context
- form and use the future tense to make predictions
- produce sentences using will and going to
- listen to a conversation for general and specific information
- identify idioms in their contexts
- identify words related to one type of transportation
- develop arguments for a debate
- listen to ways and expressions of giving opinions
- plan and write an opinion essay (advantages-disadvantages)
- self and peer-edit written work
- prepare a drawing or a picture to use in their presentation
- give a presentation about a future means of transport
- reflect on their learning

Main language

- **Idioms**, for example:
a piece of cake, in the same boat, around the corner
- **Expressions for debates**, for example:
We believe that..., It might be... In our opinion..., it sounds interesting..., I feel..., You are absolutely right..., Perhaps, but..., I see your point, That's a good point, That's true, You are right to some extent, but...
- **Language related to the future of transportation**, for example: flying cars, driverless cars, etc.
- **Language for presentations**, for example:
Good morning everyone, Welcome to our presentation about..., This means of transport..., It has two features ..., The main advantage of this means of transport is..., Thank you for listening, etc.

Vocabulary

- Future modes of transport: hovercrafts, hyper-loop, self-driving cars
- Linking words: First of all, For example, Furthermore, However, In conclusion, Moreover, On the other hand, Secondly, Therefore
- Words related to the future of space travel:
atmosphere, comet, launch, magnetic levitation, outer space, planets, space elevator, spaceship
Future prediction: could, going to, may, might, will
- Words related to hyperloop: capsule, float, friction, high pressure, low pressure, magnetic levitation, passengers, pod, traditional rail, tube, tunnel
- Adjectives: auto-electric, automated, autonomous, time-saving

Skills and strategies

- Skim texts for general information
- Identify the means of transportation with its special feature
- Infer the meaning of vocabulary from context
- Make predictions about the content of reading texts
- Review the use of will for future predictions
- Write sentences making future predictions using will
- Discuss the use of modal verbs in the future tense
- Read two short dialogues to predict the meaning of idiomatic expressions
- Practise giving opinions for given situations
- Brainstorm arguments for and against a debate topic
- Participate in a debate
- Read and analyse an opinion essay
- Identify examples of future prediction words and linking words in the essay
- Review features of paragraphs
- Write drafts of an opinion essay (advantages-disadvantages)
- Self-edit their work using a checklist
- Listen to a description of a new type of cargo ship
- Listen to a text and choose the best drawing
- Prepare a presentation about a future means of transport
- Prepare a drawing or a picture to use in their presentation

Activities

- Read and answer, read and complete, read and match, read and choose, read and circle, read and discuss, read and order, read and label, read and find, read and guess, read and write
- Use context to infer the meaning of vocabulary
- Write sentences making future predictions using will
- Transfer information to a picture
- Use the future tense to make predictions
- Listen and tick, listen and answer, listen and match, listen and write
- Identify idioms in their contexts
- Listen to a conversation for general and specific information
- Identify words related to one type of transportation
- Listen to ways and expressions of giving opinions
- Brainstorm arguments for and against a debate topic
- Read and analyse an opinion essay
- Identify examples of future prediction words and linking words in the essay
- Write drafts of their essay
- Prepare a presentation about a future means of transport
- Prepare a drawing or a picture to use in their presentation
- Give presentations about a future means of transport

Lesson 1

Overview

In this lesson, students will:

- explore the topic of this unit
- activate their knowledge about words related to the future of transport
- read a short text about 'the future of transport' and answer related questions
- discuss an argumentative statement

Target language

- automated
- distances
- self-driving
- passenger
- non-stop
- efficient
- future modes of transport e.g. self-driving cars, hyperloops, jetpacks and flying cars

Note: At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **the 5th of April.** Get students to repeat it after you and write it on the board, for example, **Sunday, 5th April 2020.**

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 **The Future of Transport.**

Ask students **Do you know the names of any transport that may be used in the future?** Elicit students' ideas.

Background Information

This unit focuses on the future of transport. The unit presents different means of transport that may be used in the future, including hyperloops, flying cars, self-driving cars and jetpacks. The unit talks about the advantages of these modes of transport and how they can change travel for the better.

The Future of Transport includes modes of transport that may be sent into outer space that would help make space tourism more likely in the future.

More information about these types of future transport can be found at the following link:

<https://www.raconteur.net/business-innovation/five-futuristic-transport-modes>

Task 2

Step 1

Tell students to **Look at Activity 1 on page 26 of the Classbook.** Point to the six pictures and ask students **What can you see?** Elicit a brief description of each picture.

A description of each picture is provided below:

- Picture 1 shows a hover bike
- Picture 2 shows a time machine
- Picture 3 shows a flying car
- Picture 4 shows an electrical tram
- Picture 5 shows a smart pod vehicle
- Picture 6 shows a horse carriage

Ask a volunteer to read the rubric and the instruction text.

Then draw students' attention to the questions. Organise them into pairs and ask them to discuss the questions.

Circulate around the classroom, offering guidance and support.

Step 2

Do a whole class check and elicit the answers. For question two, ask students to explain their answers.

Note: The aim of this activity is to get students to predict what means of transport can be used in the future.

This activity helps students practise prediction skills.

Task 3

Step 1

Ask students to **Look at Activity 2 on page 27 of the Classbook** and ask a volunteer to read the instruction text. Explain that students should read the text about the future of transport and answer the questions. Students can answer the questions orally. Organise students into pairs and ask them to do the activity.

Step 2

Do a whole class feedback and elicit the answers.

Answers

.....

- 1 The Future of Transport
- 2 Self-driving cars, hyperloops, flying cars.
- 3 Technology

Step 3

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 the unit**. Ask students to discuss the meaning of the words they know with their partners and make notes in their exercise books. Circulate around the class offering guidance and support.

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

transport – a system of carrying people or goods from one place to another using vehicles.

automated – controlled by a machine rather than a person.

self-driving – driven and navigated by a computer without the need for a human

hyperloops – a high-speed ground transportation system

hover crafts – crafts that can travel in the air or over land, etc.

efficient – working well

non-stop – done or made without stopping

distance – the space between two places (points)

Task 4

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that students have to discuss the argumentative statement provided with a partner.

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

Circulate around the classroom, offering guidance and support.

Step 2

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

Lesson 2

Reading and Understanding

In this lesson, students will:

- skim texts for general information
- identify the means of transportation with its special feature
- infer the meaning of vocabulary from context

Target language

- speed
- levitation
- vehicle
- licence
- passengers
- autonomous
- destination
- capsules
- float

Note: This lesson focuses on the different types of transport that may be used in the future.

Task 1

Step 1

Ask students some questions to elicit their thoughts and ideas about different means of transport in the future:

- Do you think that transport will undergo changes in the future? In which ways?
- Do you think travelling will be easier or more difficult in the future? Why?

Step 2

Ask students to **Look at Activity 1 on page 28 of the Class Book** and read the rubric and instruction text. Explain that students have to read the texts quickly to get a general idea

(skimming) and then match the titles with the correct texts. Remind them to write their answers in their exercise books.

Do a whole class check and elicit the answers. For each answer, ask students to explain why it is the correct match.

Answers:

-
- 1 c Hyperloop
 - 2 a Self-driving vehicle
 - 3 b Jetpack
 - 4 d Flying Car

Task 2

Note: This activity helps students practise inferencing skills.

Step 1

Tell students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Read the four statements together. Check students' understanding of the activity. They have to read the four texts again and decide which means of transport each statement is describing. Students can complete the activity individually or in pairs.

Do a whole class check and elicit the answers.

Answers

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

Step 2

Ask students to go back to the texts and find more features for the means of transport. They can write their answers in their exercise books.

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Choose volunteers to read the words in the box. Explain that students have to use the words to complete the gaps in the sentences. Ask them to go back and read these words in their contexts in the texts. Remind students to use their exercise books to write the missing word or the whole sentence.

Step 2

Once they have finished, elicit the answers.

Answers

-
- 1 speed
 - 2 Autonomous
 - 3 licence
 - 4 levitation
 - 5 vehicles
 - 6 destinations

Task 4

C21st Global Awareness

Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that this is a speaking activity and they should discuss the three questions in groups.

Organise students into groups. Encourage students to use the expressions and use some of the new vocabulary from **Activities 2 and 3** in their discussions. Circulate the classroom, offering guidance and support.

Do a whole class feedback. Go through the questions and ask volunteers to share their answers with the class.

Lesson 3

Reading and Understanding

In this lesson, students will:

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

Target language

- space travel
- spacecraft
- magnetic levitation
- nuclear-powered
- comets
- space elevators
- rockets
- might/can/may/will/could

Task 1

Step 1

Ask students to tell you what they already know about space and space travel. Ask them if they already know about some of ways/methods used both in the past and currently to travel into outer space.

Ask them to share their information and ideas with the class. **Is travel into outer space possible? What countries have already launched space shuttles? What are the current methods used to travel into outer space?**

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. Explain that students should look at the pictures and name each method of travel into space. Then they have to go through the text and match the texts with the correct pictures.

Check that students understand the meaning of each method to travel into space. Do a whole class check and elicit the answers.

Answers

-
- 1 b Space Elevator
 - 2 c Nuclear Powered Spaceships
 - 3 a Comets

Background Information

Space tourism is when a person travels into space for leisure. There are several different types of space tourism, including orbital, suborbital and lunar space tourism. To date, orbital space tourism has only been undertaken by the Russian Space Agency.

Work is also continuing towards developing suborbital space tourism vehicles. Aerospace companies are involved in creating these. In addition, SpaceX (an aerospace manufacturer) announced in 2018 that it is planning to send two space tourists on a return trajectory around the Moon free of cost.

By 2007, it was believed that space tourism would become one of the main drivers for commercial spaceflights in the future.

On June 7, 2019, NASA announced that starting in 2020, the organisation aims to start allowing private astronauts to travel to the International Space Station. This will cost around \$35,000 USD a day for each astronaut.

http://www.spacefuture.com/archive/designing_the_orbital_space_tourism_experience.shtml

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check they understand that they have to use the words in **bold** in the reading texts to complete the definitions.

Explain that students should understand the words in bold within context to match them with the correct meaning.

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

Answers

-
- 1 outer space
 - 2 spacecraft
 - 3 solar system
 - 4 equipment
 - 5 sustainable

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check they understand that they have to read the text again and decide whether the information in the statements 1-5 is **true (T)** or **false (F)**.

Before starting the task, read the first statement and ask students **in which paragraph do you think you will find the information to check this statement?** Elicit the second paragraph. 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 2

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
- 3 F
- 4 T
- 5 T

Task 4

Step 1

Tell students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to read the texts again and tick the method of space travel that each statement describes.

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...	Space Elevators	Nuclear Spaceships	Comets
1 The idea was inspired by the Eiffel Tower.	✓		
2 It is quite far from reality these days.			✓
3 The idea is possible by 2030.	✓		
4 It will be used to travel to other planets at high speed.		✓	
5 It is less expensive than launching rockets into space.	✓		

Task 5

Step 1

Ask students to **Look at Activity 5**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to read the statement:

“Space travel will be possible for everyone in the coming years.” and use the information in the reading texts to write what they think is or is not possible from their point of view. Make sure that students provide reasons to support their point of view.

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 2

Do a whole class check. Elicit sentences from volunteers.

Possible Answer
.....

I do not think that space travel will be possible for everyone in the coming years because the technology has yet to be developed.

Lesson 4

Grammar and Vocabulary

In this lesson, students will:

- identify predictions
- recognise and use future tense
- use the future tense to make predictions
- produce sentences using will and going to
- discuss the use of modal verbs in the future tense

Target language

- will
- going to
- may (not)
- might (not)
- could (not)

Note: The activities for the first part of this lesson are in the classbook. The activities for the second part of this lesson are in the skills book.

Task 1

Step 1

Write the word **predictions** on the board. Explain the meaning of the word and ask them **Can you make a prediction about the future?** Explain that **when making predictions, we use the future tense.**

Step 2

Tell students to **Look at Activity 1 on page 30 of the Classbook.** Read the rubric and the instruction text. Explain that students have to read the phrases provided about some predictions about the future of transport and order them based on their probability.

There are no exact answers for this activity. Students will order them according to the level of possibility that they will happen in the future based on their

own opinions. The aim of this activity is to help students understand the structure of the sentences and to contextualise the grammar items that will be presented later.

Ask students to write the numbers **1-4** in 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.

Ask some students to explain their answers.

Answers

.....

Students' own answers

Step 3

Read the second part of the instruction text and ask students what they noticed about the verbs in the sentences. Elicit or establish that the verbs are in the future tense.

Task 2

Step 1

Ask students to **Look at the Grammar Focus box.** Read the information about **future tense** and **modal verbs.** Explain the difference between using going to and will in making future predictions. We use **going to** for predictions based on something we know while we use **will** for predictions based on just our personal opinions. Read the examples together. Draw students' attention that we can also use modals (could, may & might) to make future predictions.

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 text on **page 22 of the Skills Book** again, and underline the modal verbs and write them in their exercise books.

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

Answers

.....

could, will, may and might

Step 3

Ask students to **Look at Activity 1 on page 24 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Explain that students have to read the sentences and choose the appropriate option (**will / going to**).

Do a whole class check and elicit the answers.

Answers

-
- 1 am going to
 - 2 are going to
 - 3 will
 - 4 is going to
 - 5 will
 - 6 will

Step 4

Ask students to tell you, which sentences are more likely to happen. Elicit that sentences contain **going to** because the predictions are based on a reason/evidence.

Task 3

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to reorder the words to make a meaningful sentence.

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

Answers

-
- 1 I'm sure Amnah will help you with your project.
 - 2 You are going to miss the train.
 - 3 They are playing in the room and they might break the TV.
 - 4 Hyperloops could reduce traffic in big cities.
 - 5 I may not come to the barbecue tonight.

Step 2

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check that students understand that they have to look at the pictures, and write sentences on what **may** happen.

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

Suggested answers

-
- 1 He may/might/could buy a new car.
 - 2 In the future, people may/might/could live in space.
 - 3 The baby may/might/could fall off the bed.

Note: Students can also use **will** or **going to** in their sentences.

Lesson 5

Grammar and Vocabulary

In this lesson, students will:

- read dialogues to predict the meaning of idiomatic expressions
- learn about idioms
- identify idioms in their contexts

Target language

- Idioms, e.g. to let the cat out of the bag, to keep your fingers crossed, a piece of cake.

Note: The activities for the first part of this lesson are in the classbook. The activities for the second part of this lesson are in the skills book.

Note: This lesson focuses on idioms. The dialogues in Activity 3 are a way of illustrating how the meaning of an idiom is not always literal and that its meaning can be understood from the context or its popular use.

What are idioms?

Idioms are a fixed combination of words (expressions) whose meaning is different from the meaning of the individual words. It is often difficult to guess the meaning of idioms from the meaning of each individual word.

As idioms have a figurative or idiomatic meaning, it is helpful to try and use the context to understand the meaning. In general, students often have to familiarise themselves with idioms and memorise their meanings.

Task 1

C21st Critical Thinking

Step 1

Ask students to **Look at Activity 3 on page 31 of the Classbook**. Ask a volunteer to read the rubric and instruction text. Check that students understand they should read the two dialogues in pairs and try to predict the meaning of the phrases in bold.

Organise the students into pairs and ask them to read the dialogues together and try to predict the meaning of the idioms highlighted in bold from the contexts.

Step 2

Do a whole class check and elicit ideas from volunteers.

Answers:

.....

- **Let the cat out of the bag** means *Hamzah's brother told a secret*.
- **Keep your fingers crossed** means *Derrick strongly hopes that Tony will get the job*.

If you feel that your students need extra support with this task, you can write the idiomatic expressions on the board and explain their meanings.

Note: It does not matter if students do not know the answers. The aim of this activity is to get them to think about the concept of idioms and raise their awareness about them.

Step 3

Write the word idiom on the board. Ask students **Have you ever heard of this word? Do you know what it means?** Elicit anything students know about this word.

Task 2

Step 1

Tell students to **Look at Activity 4** and read the instructions. Explain that they should go back again to the reading texts on page 28 of the Classbook and find the two idioms in bold. Get them to discuss the questions in pairs or small groups.

Answers

1 **Just around the corner** means that something is likely to happen very soon.

The best of both worlds means it has the advantages of two things.

2 Students can say any idioms they know.

Step 2

Direct students' attention to the information box about **idioms**. Read the information and examples together. Check that students understand that:

An idiom is a group of words or a phrase that have a different meaning from the meaning of individual words.

Optional Activity

Ask students **Can you think of any examples of idioms in Arabic?**

Task 3

Step 1

Tell students to **Look at Activity 4 on page 25 of the Skills Book** and read the rubric and instruction text. Explain that they have to read the short texts, which have idioms in **bold**. For each idiom they have to choose the correct meaning from the given options.

Remind students to look at the context to help them work out the meaning.

Step 2

Do a whole class check and elicit the answers.

Answers

1 a

2 c

3 b

Task 4

Step 1

Tell students to **Look at Activity 5 on page 25 of the Skills book**. Ask a volunteer to read the instruction text and explain that students have to complete the sentences using the idioms from Activity 4. Check they understand that they have to use each idiom only once.

Ask them to complete the activity individually.

Step 2

Do a whole class check and elicit the answers.

Answers

1 in the same boat

2 in the driver's seat

3 a bump in the road

Task 5

Step 1

Ask students to **Look at Activity 6**. Read the rubric and the instruction text. Explain that they are going to play a game. Students have to work in pairs to mime and say idioms. **Student A** has to choose an idiom and mime it to **Student B**. **Student B** has to say the idiom. When **Student B** has guessed the idiom, they can swap roles and play again.

Note: This activity is designed to familiarise students with some common English idioms.

Get volunteers to read out the eight idioms. Let students work in pairs and discuss the meaning of each idiom. Elicit answers from students and discuss them with the whole class.

Meanings:

See eye to eye

Meaning: *you agree with someone about something*

Just around the corner

Meaning: *something is likely to happen very soon*

Miss the boat

Meaning: *miss the chance to do or have something*

Cry over spilled milk

Meaning: *there is no use in worrying about something that happened in the past and cannot be changed*

Add fuel to the fire

Meaning: *to make a problem worse*

Call it a day

Meaning: *to stop doing something*

The ball is in your court

Meaning: *it is your responsibility now to deal with something*

Kill two birds with one stone

Meaning: *to achieve two goals at once/the same time*

Demonstrate the game by playing it together as a whole class. Choose one idiom from the idioms provided and mime it out and encourage students to work it out.

Step 2

Choose volunteers to mime in front of the class. Encourage the rest of the students to work out the idiom and say it.

Then the teacher asks volunteer students to mime the idioms to the whole class. The rest of the class has to say the idiom being mimed.

Optional Activity

Ask students to find more idioms and their meaning and write them in their exercise books.

Lesson 6

Listening and Speaking

In this lesson, students will:

- listen to a conversation for general and specific information
- identify words related to one type of transportation
- listen to ways and expressions of giving opinions
- practise giving opinions for given situations

Target language

- entrepreneur
- manufacture
- tube
- pod/ capsule
- magnetic levitation
- float
- friction
- trapped
- congestion

Task 1

Step 1

Tell students to **Look at Activity 1 on page 32 of the Classbook**. Tell them to look at the picture of Sophie and Jean and ask **What are the two girls in the picture doing?** Elicit or explain that **they are having a conversation**.

Draw their attention to the photo of the man on top of the page and ask **Do you know the person in the picture that the two girls are talking about?** Elicit their responses but do not confirm any answers.

Step 2

Ask students to read the rubric and instruction text. Check they understand that they are going to listen to a conversation between two students talking about the person in the picture and select the correct option for each item.

Give students some time to read the questions and the options. Then ask them to write the numbers 1-6 in their exercise books and write the letter of the correct option, A or B, for each item.

Play Listening 3.1 straight through. Repeat a second time if necessary.



Listening Transcript 3.1



- Sophie:** Jean, do you know this person?
- Jean:** Yes, sure I do. It is Elon Mask, the famous entrepreneur.
- Sophie:** You're right, but his second name is not Mask, it is Musk. M U S K.
- Jean:** Oh, Ok good you told me that.
- Sophie:** I have read a lot about him and I think he's an inspiring person.
- Jean:** Ok so tell me. What have you learnt about him?
- Sophie:** Well, from a young age he was interested in reading and computers. When he was ten, he taught himself programming skills and two years later when he was twelve, he built a video game which he sold for \$500.
- Jean:** Wow...he made his own video game when he was 12. Ok, Sophie, I know that he is interested in Space and he founded SpaceX. Do you know anything about that?
- Sophie:** Yes, I do. SpaceX is a space exploration company that makes spaceships. He is also committed to doing something about global climate change, and because he cares so much about protecting the environment, he founded Tesla Motors which manufactures electric cars.
- Jean:** That sounds very positive. Ok, Sophie, I read that Elon Musk is also very interested in all kinds of future transport.
- Sophie:** Yes, he has invested a lot in developing a new concept of transport called the hyperloop.
- Jean:** The hyperloop!' What is that?
- Sophie:** Well the hyperloop is a new mode of ground transport that is expected to enable people to travel between major cities within minutes! Imagine that!

Step 3

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

Answers

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

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to look at the picture of the hyperloop and study the parts of the hyperloop. Make sure that they understand the words/phrases in the picture.

Step 2

Ask students to try to imagine how the hyperloop works and discuss it with their partners.

Note: The aim of this activity is to give students a clear idea about how the hyperloop is expected to look like and how it will function. This will help students understand the listening transcript in the next activities, Activity 3, Activity 4 and Activity 5 in which they will discuss in details the pros and cons of the hyperloop.

Step 3

Ask students to **Look at Activity 3 on page 33 of the Classbook** and read the rubric and instruction text. Explain that they are going to listen to the second part of the conversation between Sophie and Jean, and decide if the statements are **true (T)** or **false (F)**.

Give students time to read the statements. Then play **Listening 3.2**.



Listening Transcript 3.2



- Jean:** Wow Sophie. That sounds so exciting! I can't wait to find out more about this new invention, the hyperloop! So, what is it?
- Sophie:** Well, a hyperloop is a high-speed public transportation system.
- Jean:** So, how is it different to a high-speed train like those you can find in Japan or China?
- Sophie:** The main difference is that the hyperloop uses floating pods within low-pressure tubes. These pods carry passengers through tubes or tunnels from which most of the air has been removed to reduce friction.
- Jean:** To reduce friction? Do you mean that these pods have no wheels?
- Sophie:** Yes, precisely, the pods have no wheels. They float on air inside the tubes or they use magnetic levitation, which helps to reduce friction.
- Jean:** So, passengers travel in pods like capsules?
- Sophie:** Exactly!
- Jean:** And these pods float on air and do not touch the ground. What a great idea! Does this hyperloop already exist?
- Sophie:** Not yet, but a number of companies are working hard to turn the idea into reality.
- Jean:** Oh! So, the hyperloop will be faster than fast trains or cars, but I think it will be a lot more expensive.
- Sophie:** On the contrary. The hyperloop will be cheaper and it could make travel between cities much easier.
- Jean:** So, do you think it will be available in the coming years?
- Sophie:** Yes, but the technology for the hyperloop is still being developed. The first hyperloop will probably be ready in three years' time, in 2023.
- Jean:** That long! I can't wait to try it! It sounds absolutely fantastic.

Play the listening again if students need to hear it a second time. Then do a whole class check and elicit the answers.

Answers

.....

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

Task 3

Step 1

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they are going to listen to four people giving their opinions about the hyperloop. Students have to match the expressions/phrases in the box to the people in the pictures. The aim of this activity is to provide students with different ways and phrases for giving opinions, which they can use in Activity 5.

Give students time to read the phrases before they listen. Then play **Listening 3.3**.



Listening Transcript 3.3



- 1 It might be dangerous because of the high speed at around 1100 kilometers per hour.
Also, how can we make sure that the pods will not crash into each other inside the tube.
- 2 Well, it sounds very interesting. I can't wait to actually see one in reality. I would like to hear more details about it.
- 3 There is no way that it would cost less than travelling by train. I don't think we have the advanced technology to produce it though.
- 4 I think there is one big problem with the hyperloop. You could get trapped inside one of those pods and you might not be able to get out of them that easily.

Step 2

Play the listening again if students need to hear it a second time. Then do a whole class check and elicit the answers.

Answers

.....

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

Task 4

Step 1

Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and instruction text. Explain that students are going to read the statements about the hyperloop and give their opinion to each statement in one or two sentences.

Tell students that they can use the picture and words in **Activity 2** and the details in **Activity 3**. They can also make use of the expressions/phrases in **Activity 4**.

Step 2

C21st Critical Thinking

Ask students to read the statements first and make some notes (if they like) for each statement. The statements discuss some of the expected **advantages** and **disadvantages** of the hyperloop.

The aim of this activity is to encourage students to develop their critical thinking skills on evaluating things and supporting their point of view with examples or extra details to express their thoughts. They evaluate the **advantages/disadvantages** and either support it with details/examples or reject it by providing details or examples.

Note: The writing task in this unit is to write an opinion essay by discussing the advantages and disadvantages of one type of future transportation. This activity prepares and trains students on how to evaluate a point (advantages/disadvantages) and to include supporting details.

Organise students into pairs and ask them to complete the activity. Circulate around the classroom offering guidance and support.

Step 3

When they have finished, ask pairs of students to perform in front of the class. One student reads the statement and the other one gives his/her thoughts about it.

Optional Activity

If you want to give your students more writing practise, ask them to choose two statements from **Activity 5** and write their points of view about each one.

Lesson 7

Listening and Speaking

In this lesson, students will:

- listen for general and specific information
- brainstorm arguments for and against a debate topic
- develop arguments for a debate
- participate in a debate

Target language

- traffic
- upset
- auto-electric bike
- Expressions for debates, e.g. We believe that ..., It might be ... In our opinion ..., it sounds interesting ..., I feel ..., You are absolutely right ..., Perhaps, but ..., I see your point, That's a good point, That's true, You are right to some extent, but...

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

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

Task 1

Step 1

Ask students to **Look at Activity 1 on page 26 of the Skills Book**. Ask them to read the rubric and instruction text for Part 1. Explain that students have to look at the picture of the two boys and ask them **Where are the two boys? What are they talking about?** Elicit or explain that **they are at school and they are having a conversation**. This part is to familiarise students with the situation and get them ready for the next activity in which they will be reading the conversation between the two boys.

Step 2

Ask students to **Look at part 2 in Activity 1**. Ask them to read the rubric and instruction text. Explain that students have to read the dialogue in their Skills Books and answer the questions. They have to find out what Sami's problem is and how he feels about it. Get them to write their answers in the space provided.

Step 3

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

Answers:

-
- 1 Sami got low marks in his exam.
 - 2 Upset/Sad (other possible answers can also be accepted).
 - 3 The school bus was caught in traffic.

When they have finished, ask students if they have faced this problem and how they felt about it.

Optional Activity

Organise students into pairs. Ask them to role-play the dialogue. One is student A and the other one is student B.

Step 4

Tell students to **Look at Activity 2 on page 27 of the Skills Book**. Ask students to read the rubric and instruction text. Explain that they are going to listen to the second part of the conversation between Sami and Khalid about the school bus and answer the questions.

Before they listen, give them time to read the statements. Then play **Listening 3.5**.



Listening Transcript 3.4

- Sami:** I don't think we need school buses any longer.
- Khalid:** But, how will we get to school? Especially those students who live some distance from school.
- Sami:** I believe we need to look at auto-electric bikes. This might solve the problem of being caught in traffic.
- Khalid:** Auto-electric bikes?!...Mmm how do they work?
- Sami:** They're programmed to take you to school without you having to pedal or control the steering wheel. You just sit and enjoy the ride.
- Khalid:** Oh! I think that could be dangerous. Couldn't it?
- Sami:** No, they're supposed to be very safe.
- Khalid:** How can they be safe?
- Sami:** Well, they have a screen in which you can select your school and it takes you there directly. They have sensors and cameras that keep track of cars, bikes or any other obstacles you might come across on the street.
- Khalid:** That sounds great!
- Sami:** Your parents can also track you from home or from their mobiles in order to make sure you reach your school safely.
- Khalid:** Ok, one more question. Where can you keep your school bag?
- Sami:** I think there is a small storage area at the back of the bike where we could keep our things.
- Khalid:** Brilliant! I'd love to have one in the future.

Play the listening again if students need to hear it a second time. Then do a whole class check and elicit the answers.

Answers

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

Task 2

Step 1

Ask students to **Look at Activity 3 on page 27 of the Skills book** and read the rubric and the first part of the instruction text. Check they understand that they have to listen to the words or phrases and pay attention to how each one is pronounced.

Note: In this activity, students are going to learn about **Elision**. Elision is when some words or parts of a word are not pronounced. For example, a letter might not be pronounced, or a syllable might disappear. It is common in spoken English, especially in fast, informal speech. This will help students to speak fluently and sound natural.

- In some words, especially words with three or more syllables, an unstressed syllable can disappear. For example: *diff(e)rent*. When we pronounce this word, we directly link "f" to "r" and the unstressed syllable disappears. Another example is the word *hist(o)ry*. We drop the 'o' sound and we link "t" to "r".
- Another form of elision is when /t/ or /d/ sounds come in between two consonant sounds, we often do not pronounce it. This is because it makes the words flow together more fluently. It's more difficult to say three consonants together in a row when /t/ or /d/ is in the middle.
- The third form is deleting the /h/ sound in certain words. For example the /h/ is dropped in 'his, her, him, himself, herself' when they are preceded by a consonant.

Draw their attention to the examples. Play **Listening 3.5** and ask students to listen carefully to how each word or phrase is pronounced.



Listening Transcript 3.5



- int(e)rest
- sim(i)lar
- libr(a)ry
- diff(e)rent
- t(o)night

- san(d)wich
- mus(t) be
- you an(d) me

- tell (h)im
- give (h)im

Step 2

Tell students to read the second part of the instruction text. Check they understand that they have to read the words and phrases and underline the deleted sounds. They can do the activity individually or in pairs.

Step 3

Tell students that now they are going to listen to the words and phrases. Play Listening 3.6 and ask students to listen carefully to how each word or phrase is pronounced and check their answers.



Listening Transcript 3.6



- want to
- temperature
- history
- vegetable
- I didn't look
- handsome
- I don't want it
- reasonable
- can't stand
- chocolate
- last summer

Do a whole class check and ask volunteers to write the words on the board, pronounce them and underline the deleted sounds.

Answers

-
- | | |
|-------------------|---------------------|
| ■ wan(t) to | ■ I don'(t) want it |
| ■ temp(e)rature | ■ reas(o)nable |
| ■ hist(o)ry | ■ can'(t) stand |
| ■ veg(e)table | ■ choc(o)late |
| ■ I didn'(t) look | ■ las(t) summer |
| ■ han(d)some | |

Task 3

Step 1

C21st Social Responsibility

Tell students to **Look at Activity 4 on page 27 of the Skills Book**. Ask a volunteer to read the rubric and instruction text. Explain that students are going to debate Sami's point of view about school buses **"We don't need school buses any longer; they should be replaced by auto-electric bikes."**

Divide students into two teams, one team that will argue for the topic and another 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 last speaker for their team. The first speaker will introduce their main argument and start the debate. The last speaker will have to summarise the debate and say why their argument was the strongest. Other students in the team will be the speakers in the debate.

In their teams, students have to brainstorm their arguments and make some notes about them to prepare for the debate. For the sake of the debate they need to think of the **advantages** and **disadvantages** related to Sami's point of view. The team arguing for the topic has to think of the advantages of replacing school buses with auto-electric bikes and the other team has to think of the disadvantages of the idea with examples and details.

Get students to Look at the Useful Language box and explain that they can use these expressions in the debate.

Lesson 8

Writing

In this lesson, students will:

- read for general and specific details
- read and analyse an opinion essay
- analyse the function of each paragraph in the essay
- identify examples of future prediction words and linking words in the essay

Target language

- time-saving
- automated
- challenges
- destination
- advantage
- disadvantage
- traffic jam
- convinced

Task 1

Step 1

Ask students to **Look at Activity 1 on page 34 of the Classbook**. Point to the picture and ask them **What do you see in the picture?** Elicit **a flying car**. Then ask them some questions about the flying car, for example:

- Do you think we will have flying cars soon?
- Would you like to have a flying car?
- Do you think they will be better than the cars we use nowadays?

You can ask other questions to prepare them for the text.

Step 2

Ask students to read the rubric and instruction text. Check they understand that they first have to read the statements and give their own opinions about these statements by deciding if they are True (T) or False (F). Get them to discuss with their partners.

Ask them to write the numbers **1-4** in their exercise books and write **T** if they think the statement is **True** and **F** for the statement if they think it is **False**.

Step 3

Now ask students to read the text and when they finish they have to go back to the statements again and decide if the statements are true (T) or false (F) based on the text. Get them to discuss them with a partner. Then, do a whole class check and elicit the answers.

Answers:
.....

	Your opinion	The text
1		T
2		T
3		F
4		F

Task 2

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Explain that they have to read the text again and answer the two questions. Remind students to write the answers in their exercise books.

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

Answers:
.....

- 1 Time-saving – easy to use
- 2 Expensive – dangerous (more dangerous than cars we use today)

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Check they understand they have to read the text again and choose the correct option for each question. The aim of this activity is to help students understand the type of the text (opinion essay-advantages and disadvantages) and its structure. Remind them to do the activity in their exercise books. Ask them to complete it individually or in pairs.

Step 2

Do a whole class check and elicit the answers. For each question, get students to justify their answers. For example, when they answer that it is an opinion essay, let them explain the reason for their choice. Do the same with the other questions.

Answers

- 1 a
2 b
3 a A discussion about
4 b A discussion about
5 a A summary of

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.

Do a whole class check and elicit the answers from volunteers

Answers

Future prediction may, will, could

Linking words but, moreover, therefore, on the other hand, furthermore, however, first, secondly, also,

Lesson 9

Writing

In this lesson, students will:

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

Target language

- language related to future of transportation, e.g. flying cars, driverless cars, etc.
- linking words

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 **a paragraph 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

Ask 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 read paragraphs 2 and 3 from the opinion essay and complete the table. They have to read the two paragraphs and find out the topic sentence of each paragraph and the two advantages (one advantage has been given in paragraph 2) and the two disadvantages in paragraph 3.

This activity helps students understand what the two body paragraphs include because they will be asked later on to write an opinion essay that discusses the advantages and disadvantages of driverless cars.

Organise students into pairs and ask them to complete the activity. While students are doing the activity, draw the table on the board.

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

Answers

.....

Paragraph 2

Topic sentence: *There are certainly some advantages to using flying cars.*

Advantage 1: *Flying cars can be time-saving*

Advantage 2: *They have an automated system/ are easy to use*

Paragraph 3

Topic sentence: *On the other hand, flying cars have some disadvantages.*

Disadvantage 1: *Expensive*

Disadvantage 2: *More dangerous than the cars we use today.*

Step 3

Ask students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Explain that students have to read paragraph 2 again and extract the two supporting ideas for the advantages – Flying cars can be time-saving. Encourage students to find out how the writer supports this advantage. They have to write the two supporting ideas in the space provided. This activity is to make students aware that the writer has to support his/her point with examples or other details to make his/her point of view clear in order to convince the reader.

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

Answers

.....

Supporting idea 1: *They can fly to the destination directly without following roads*

Supporting idea 2: *Flying cars do not get stuck in traffic*

Task 2

Step 1

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 2

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 plan provided on page 46 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 one or two advantages/disadvantages for their essay
- write two supporting ideas for each advantage/disadvantage
- write the first draft of their essay
- self-edit their writing using a writing checklist

Target language

- language related to future of transportation, e.g. flying cars, driverless cars, etc.
- linking words

Note: Being able to plan gradually for the advantages paragraph, they will automatically be able to do it for the disadvantages paragraph as it has the same structure (a topic sentence, two disadvantages, and two supporting ideas/examples for each disadvantage).

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 1

Step 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 29 of the Skills Book** and read the rubric. Read part 1 of the instruction text and explain that students have to write their first body paragraph (paragraph 2), which will be about the advantages of using driverless cars. They will produce their paragraph in the plan provided. This plan is to guide students to think carefully about each element in this paragraph.

Ask students first to write their topic sentence. Remind students that the topic sentence should focus on the main idea for the paragraph which is the advantages in this essay. Then they have to think of the first advantage and write two supporting ideas/examples. Next, they have to write the second advantage and support it with two ideas/examples. The diagram is supposed to help them see the link between the three elements in this paragraph (topic sentence, two advantages, and two supporting ideas for each advantage).

Step 2

Tell students that they are going to use what they have written in the framework to write a paragraph. Ask them to use linking words to make their paragraph cohesive. This should not take a long time as students will do it again later in the next task. It is only to train students on how to use their planning to write a real paragraph and show them how planning makes writing easier. Circulate around the classroom, offering guidance and support.

Task 2

C21st Written Communication

Step 1

Ask students to read Part 2 of the instruction text. Explain that students will have the rest of the lesson to work on the first draft of their essay.

Before students start writing, review the essay structure in the **Writing Reference on page 46 of the Skills Book**. 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 feedback on their writing
- write a second draft of their essays
- self-edit their work using a checklist

Target language

- language related to future of transportation, e.g. flying cars, driverless cars, etc.
- linking words

Task 1

C21st Collaboration

Step 1

Ask students to **Look at Activity 7 on page 29 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. Ask students to refer to the feedback guide in the **Writing Reference on page 46 of the Skills Book**.

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 essays. Remind them to consider their partner's feedback and the areas in 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 drafts, 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 essays, ask them to complete it for homework and bring it to the next lesson.

Lesson 12

Project

In this lesson, students will:

- listen to a description of a new type of cargo ship
- listen to a text and choose the best drawing

Target language

- ship
- autonomous
- wind sails
- fuel consumption
- aluminum
- carbon footprint
- advantages
- disadvantages

Task 1

Step 1

Ask students some questions about marine transport, for example:

- **Have you ever been abroad?
Where did you go?**
- **Have you travelled on a ship?**
- **Would you enjoy a holiday on a cruise ship?**

Step 2

Tell students to **Look at Activity 1 on page 36** of the Classbook and read the rubric. Point to the photos and get them to point out what they think about the ship.

Ask a volunteer to read the instruction text. Explain that students have to look at the pictures and answer the questions. Organise students into pairs and ask them to complete the activity. They can answer the questions orally.

Do a whole class check and elicit the answers.

Answers

.....

- 1 It is a ship.
- 2 Fast, has solar panels, use sails, big, etc.

Check students understand that this is a new concept of cargo ships, which will be designed in the future. It is intended to use less fuel by being eco-friendly and to have no crew or sailors.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Check that they understand that they will listen to a student presenting about a cargo ship called **Eco-Ship 2040**.

Ask students to write the numbers 1-5 into their exercise books and tick the numbers of the statements that describe the ship.

Give students time to read the sentences. Then play **Listening 3.7** straight through.



Listening Transcript 3.7

The **Eco-Ship 2040** is a new type of ship that will start sailing in 2040. It is an autonomous container ship that when it sets sail will have no crew as it will be operated remotely.

It will be a superfast ship, so it will cross the oceans faster than any ships known so far. This ship will run on renewable energy using solar cells and wind sail technology. Therefore, the fuel consumption level will be reduced to around 60%.

Aluminum will be used to construct the ship, because it is much lighter than steel. As a result, it will be able to sail faster at about 200 kilometers per hour. Given that it will require less fuel, its carbon footprint will be far less. Engineers believe that about 80% of its energy will come from the action of the wind on its sails and a further 20% from the solar panels fitted on board.

Step 2

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

Sample Answers

- 1 ✓
- 2 ✓
- 3 ✓
- 4
- 5 ✓

Task 3

Step 1

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that they are going to work in pairs to choose the best drawing that resembles the description of the ship. Explain that they can listen again if they need to.

Circulate around the classroom, offering guidance and support.

Answer

Drawing 1

Task 4

Step 1

Ask students to **Look at Activity 4 on page 37 of the Classbook** and read the rubric and instruction text. Explain that they are going to work in groups of 3-4 to do their project. The project is to search for a new means of transport. Make sure that they do not repeat those that have been already discussed in the unit. Then, they are going to present the idea to the class.

Step 2

Organise students into groups of three or four. Draw their attention to questions 1-6 and ask them to discuss the questions about planning their project.

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 all the time.

When students have finished discussing the questions, ask each group to share their ideas for their means of transport with the rest of the class.

Note: Tell students that in the next lesson they will be presenting their idea to the class and make sure to bring a photo or an illustration that shows the idea so that they can present it to the class.

Lesson 13

Project

In this lesson, students will:

- prepare a presentation about the means of transport
- prepare a drawing or a picture to use in their presentation
- work in groups to create the final version of their presentation

Target language

- future
- means of transport
- advantages
- disadvantages
- main features
- design
- drawings

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 technical support.

Task 1

Step 1

C21st Collaboration

Tell students to **Look at Activity 5 on page 37 of the Classbook**. Ask a volunteer to read the rubric and instruction text. Explain that students have to conduct research on a means of transport in the future.

Organise students into groups of three to four. Read the questions together. Explain that students have to work in their groups to brainstorm their ideas for the presentation. They should use the questions to guide their discussion.

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 assume each role in their groups.

Suggested roles for this project are:

Team leader – responsible for organising and leading the group.

Writer – responsible for creating the written information about the means of transport.

Designer – responsible for creating or sourcing the images for, and designing the means of transport based on the description they have.

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

Step 2

Explain that they will have the rest of the lesson to work on their project.

Homework

Explain that students will have to present their means of transport to the class the next lesson.

Lesson 14

Project

In this lesson, students will:

- give presentations a future the means of transport
- listen to presentations by other groups
- give feedback and ask questions about other groups' means of transport

Target language

- advantages
- disadvantages
- presentation
- language for presentations, e.g. Good morning everyone, Welcome to our presentation about..., This means of transport..., It has two features ..., The main advantage of this means of transport is..., Thank you for listening, etc.

Step 3

Make sure you provide each group with blank sheets of paper and give them 5 minutes to draw the means of transportation that they have spoken about.

Get students to stick their drawings on the board.

Then the group which gives their presentation should show the picture/image of their means of transport to the class and ask the rest of the groups to decide which one from among the groups has the closest design.

Task 1

Step 1

Explain that students will have approximately 10 minutes to practise their presentations. Ask them to **Look at Activity 5 on page 37 of the Classbook**. Remind students that their presentations should be no longer than two minutes.

Circulate around the classroom, offering guidance and support.

Step 2

Organise the classroom and seating for the presentations. Ask each group to give their presentation. Remind them to present the idea to the class and make sure they do not to show any images at this stage.

After each presentation, allow each group to ask only one question about the means of transport.

Lesson 15

Review

In this lesson, students will:

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

Note: This lesson contains activities to consolidate learning from this unit. You may want to teach the lesson, or you may prefer to 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 and 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 **The Future of Transport**. 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 partners. 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 complete the sentences using the future tense (will/going to). Remind them to go back to the grammar section in the classbook for more details.

Do a whole class check. Elicit the answers from the students.

Answers

.....

- 1 will
- 2 are going to
- 3 is going to
- 4 will

Step 2

Ask students to **Look at Activity 3** and read the rubric and instruction text. Explain that in pairs, they have to think about what their lives will be like in 15 years time. They have to write sentences using the future tense predicting what life will be like.

While students are doing the activity, write some example sentences on the board. Do a whole class check. Elicit the sentences and get them to compare their answers with the rest of students.

Answers

.....

Students' own answers

Task 3

Step 1

Ask students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction sentences. Check students understand that they have to read the text and complete the gaps with the correct idiom.

Ask students to complete the activity individually. Then do a whole class check and elicit the answers.

Answers

.....

- 1 see eye to eye
- 2 in the same boat
- 3 just around the corner
- 4 the best of both worlds

Step 2

Ask students to **Look at Activity 5 on page 31 of the skills book** and read the rubric. Read the instruction text and explain that students have to match the words provided on the left side with their definitions on the right side. Organise students into pairs and ask them to complete the activity.

Do a whole class check and elicit the answers.

Answers

.....

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

Task 4

Step 1

Ask students to **Look at Activity 6** and read Part 1 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 have 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 Part 2 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 entrepreneurship
- read and understand factual texts about entrepreneurship
- talk and write about their own business
- recognise and use indefinite pronouns
- form and use compound adjectives
- listen to and understand an interview and monologues
- identify expressions of persuasive language in a conversation
- vary their responses in discussions
- pronounce compound adjectives with the correct syllable stress
- plan and write a request email
- self and peer-edit written work
- design a business pitch
- give a presentation
- reflect on their learning

Main language

- **Indefinite pronouns**, for example: anybody, anyone, anything, anywhere, everybody, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something, somewhere.
- **Compound adjectives**, for example: battery-powered, brand-new, high-quality, home-based, low-fat, low-paid, open-minded, record-breaking, risk-taking, six-month, twenty-year, well-known
- **Persuasive language**, for example: why don't you ..., I can guarantee ..., obviously ..., believe me ..., trust me ..., without a doubt ..., how about ..., I am certain ...
- **Formal language for emails**, for example: Dear Sir/Madam ..., I am writing to request ..., I would like to ..., please find attached ..., Yours sincerely, etc.
- **Language for presentations**, for example: Good morning, everyone, My team is going to give a presentation about ..., Our product is called ..., Thank you for listening ...

Vocabulary

- Vocabulary related to entrepreneurship: ambitious, business, challenges, characteristics, consumers, customers, desire, economy, entrepreneurs, entrepreneurship, financial, funding, idea, innovations, innovative, launching, leader, living standards, marketing, passion, persuade, products, profit, project, risks, skills, succeed, target
- Indefinite pronouns: anybody, anyone, anything, anywhere, everybody, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something, somewhere
- Compound adjectives: battery-powered, brand-new, high-quality, home-based, low-fat, low-paid, open-minded, record-breaking, risk-taking, six-month, twenty-year, well-known

- Expressing opinions using persuasive language: believe me, how about, I am certain, I can guarantee, obviously, trust me, why don't you, without a doubt
- Emails: greeting, overview, business description, request, attachments, closing
- Design: business card, business pitch, logo, poster, slides

Skills and strategies

- Skim and scan factual texts and descriptions for general and specific information
- Match paragraphs to subheadings
- Infer the meaning of vocabulary from its context
- Discuss opinions about entrepreneurship
- Transfer information from a text to a table
- Use the context of a text to match words with their definitions
- Use prior knowledge to make predictions about a listening text
- Listen to an interview for general and specific information
- Form and use compound adjectives
- Use appropriate expressions to persuade people
- Use syllable stress for compound adjectives
- Analyse the structure and key features of a formal request email
- Apply learning to plan and write a request email
- Develop parts of a business pitch
- Collaborate in a team to complete a project

Activities

- Read and match subheadings to paragraphs, read and answers questions, read and complete sentences, read and transfer information to a table, read and match words to definitions
- Use context to infer the meaning of vocabulary
- Write a short paragraph about their own business
- Listen and complete a table, listen and identify true/false statements, listen and match statements to speakers
- Find examples of compound adjectives in a text
- Play a card game using indefinite pronouns
- Practise pronouncing correct syllable stress in compound adjectives
- Practise using persuasive language through conversations
- Read some techniques on how to persuade people
- Categorise parts of a request email in a table
- Sort words to write sentences
- Write a request email to get financial funding to start a business
- Use slides to prepare parts of a business pitch
- Listen to a presentation and check answers
- Design a business pitch
- Prepare and give a presentation about their product or service

Lesson 1

Overview

In this lesson, students will:

- explore the unit and the topic of entrepreneurship
- activate their knowledge about words related to entrepreneurship
- listen to three people describing aspects related to entrepreneurship
- read a short text about 'entrepreneurship' and discuss what entrepreneurship means

Target language

- business
- characteristics
- entrepreneurs
- entrepreneurship
- funding
- persuade
- products
- skills

Note: At the beginning of each lesson, ask students **What's the date today?** Elicit the date, for example, **the 26th of April 2020**. Get students to repeat it after you and write it on the board, for example, **Sunday, 26th of April 2020**.

Task 1

Step 1

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

Background Information

Entrepreneurship is a word borrowed from French and refers to the process of launching, developing and running a business venture along with its financial risks. It is very important for the economic development of the expanding global marketplace. A person who undertakes entrepreneurship is called an entrepreneur.

Entrepreneurs should have some special characteristics and possess some soft skills in order to succeed in their business. They should be self-motivated, confident, ambitious, hard-working and creative. They also should master some soft skills including risk-taking, flexibility and leadership.

Entrepreneurship is very important nowadays as it creates job opportunities for not only entrepreneurs but also other people. It also solves problems through launching new products or services. There are different types of entrepreneurship. These types include 'small business', 'large companies', 'home-based', 'online' and 'inventors'.

<https://www.feedough.com/what-is-entrepreneurship-types-importance/>

Check if students know what the word **entrepreneurship** means. Ask them to discuss their ideas in groups and elicit feedback. Then ask them to discuss in groups what different aspects might be involved in entrepreneurship. 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 entrepreneurship in **Task 3, Step 1** of this lesson.

Task 2

Step 1

Tell students to **Look at Activity 1 on page 38 of the Classbook** and read the rubric and instruction text. Point to the illustrations and ask **What do these illustrations describe?** Elicit **words related to entrepreneurship**.

Tell students to read the words and guess their meanings.

Step 2

Explain that students have to read the words in the box and match them to the illustrations. Ask them to write the letters **a-h** in their exercise books and write the correct word next to each letter.

Do a whole class check and elicit the answers.

Answers

-
- | | |
|-------------------|--------------------|
| a idea | e plan |
| b target | f funding |
| c launch | g marketing |
| d partners | h risk |

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 aspects of entrepreneurship which have already been mentioned in **Activity 1**. They have to listen and identify the aspect each person is talking about. Ask them to write numbers **1-3** in their exercise book and to write the aspect next to the number.

Step 4

Play **Listening 4.1**. Pause the CD after each description and ask students to tell you what aspect of entrepreneurship the person is talking about.



Listening Transcript 4.1

Speaker 1: I used many ways to advertise my products. They were so useful. I used YouTube, Instagram, Facebook and WhatsApp. They were very effective as I got many customers and my sales increased.

Speaker 2: What business people or entrepreneurs should do is to think about the challenges they might encounter in running their business that would negatively affect their sales. They should be prepared and should think of solutions to overcome such challenges.

Speaker 3: I really want to get my business up and running as quickly as possible, but my problem is that I am running short of money. I should get some form of financial support. I am thinking of asking my local bank for a loan.

Do a whole class check and elicit the answers.

Answers

-
- 1 marketing
 - 2 risk
 - 3 funding

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 **entrepreneurship** 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 feedback and elicit the answers.

Answers

- 1 Entrepreneurship means the process of starting any kind of business.
- 2 Entrepreneurs should be ambitious, confident, and ready to face challenges.
- 3 Financial funding/Funding

Step 2

Ask students to read the second part of the instruction. Check that they understand that they have to discuss the meanings 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.

entrepreneurship - the activity of making money by starting or running businesses, especially when this involves taking financial risks

business - the activity of making, buying, selling or supplying goods or services for money

entrepreneurs - people who make money by starting or running businesses, especially when this involves taking financial risks

characteristics - typical features or qualities that something/somebody has

persuade - to make somebody do something by giving them good reasons for doing it

skills - abilities to do something well

funding - the act of providing money for such a purpose

products - things that are grown or produced, usually for sale

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 questions. Explain that they have to imagine that they have a great idea to start their own business, what type of business would it be? And why? They should discuss it with their partners.

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

Lesson 2

Reading and Understanding

In this lesson, students will:

- skim an article to match subheadings to paragraphs
- read an article for general and specific information
- discuss issues related to entrepreneurship

Target language

- business
- customers
- economy
- entrepreneurship
- innovations
- launching
- living standards
- market
- products
- profit
- risks
- self-motivated
- succeed

Task 1

Step 1

Ask students some questions about what they know about entrepreneurship, for example:

- **What is entrepreneurship?**
- **Do you know someone who has any kind of business?**
- **Is he/she successful in the business?**
- **What are some of the problems that he/she has faced in his/her business?**
- **What are the essential factors when starting a business?**
- **What are some of the characteristics a businessman/woman should have?**

- Do you think that you can start your own business? How?
- Other possible questions.

Step 2

Tell students to **Look at Activity 1 on page 40 of your Classbook**. Ask them to look at the illustration and read the rubric and instruction text. Check they understand that they have to look at the illustration 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 picture shows some characteristics of entrepreneurs.
- 2 Entrepreneurs can be successful through having good knowledge about the business, being innovative, working within a team, having some soft skills including leadership and risk-taking skills and they must have the passion and enthusiasm to run the business.

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric. Read the title of the text and review the meaning of entrepreneurship from **Lesson 1**. Elicit that it means the process of launching a new business.

Ask a volunteer to read the instruction text. Explain that students have to read the text on entrepreneurship and match paragraphs **1-4** to their subheadings **a-d**. 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 **1-4** in 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 b Definition of entrepreneurship
- 2 a Importance of entrepreneurship
- 3 d Characteristics of entrepreneurs
- 4 c Types of entrepreneurship

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 answer questions **1-4**. 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.

Tell students to write the numbers **1-4** in their exercise books and complete the activity. Do a whole class check and elicit the answers.

Answers

.....

- 1 It improves the living standards for individuals and guarantees the way forward for a sustainable future. It also helps develop the economy.
- 2 Entrepreneurship is the process of planning and launching businesses while entrepreneurs are the people who create these businesses.
- 3 Takes risks; be self-motivated; know what customers need.
- 4 Lifestyle entrepreneurship; home-based business; online business; inventors.

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 sentences. Tell students to write the numbers **1-6** in their exercise books and complete the activity. Do a whole class check and elicit the answers.

Answers

.....

- 1 launching
- 2 passion
- 3 risks
- 4 profit
- 5 essential
- 6 succeed

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 statement in groups. Organise students into groups. Encourage students to use the expressions and use the new vocabulary from the article in their discussions. Circulate around the classroom, offering guidance and support.

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 short texts for general and specific information
- read texts and fill in information
- match words to their definitions
- write a short paragraph about their own business

Target language

- innovative
- financial
- challenges
- ambitious
- give up
- consumer
- project
- leader
- desire
- fund
- passion

Task 1

Step 1

Ask students **Do you know any Omani entrepreneurs? Can you name some? What service or product did they launch?** Ask them to discuss the questions in pairs and then elicit answers from volunteers.

Step 2

Tell students to **Look at Activity 1 on page 32 of the Skills Book** and read the rubric and instruction text.

Step 3

Draw students' attention to the questions and read them together. Ask students to skim the texts quickly and find the answers to the questions.

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 Omani entrepreneurs
- 2 Mariam introduced a company that directs social work and Mohammed introduced the first Omani company that specialised in the production of honey.

At this stage you can give your students a brief background about **Al Raffd Fund** and **Riyada**.

Background Information

Riyada

The Public Authority for Small and Medium Enterprises Development (SME's) - **Riyada** - is the Sultanate of Oman's arm for the development of small and medium enterprises and the strengthening of their contribution to the local economy through a wide range of business advisory services and training programmes.

<https://riyada.om/en-us/aboutus/pages/objectives.aspx>

Al Raffd Fund

Al Raffd Fund is a government organisation which supports, encourages and promotes entrepreneurial growth and the advancement of Omani entrepreneurs. It provides appropriate funding to guarantee the continuity of small and medium sized enterprises (SME's) managed by Omanis.

https://omanportal.gov.om/wps/wcm/connect/en/site/home/gov/gov1/gov5governmentorganizations/raffd/raffd_1

Step 4

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that students have to read the texts again in more detail to find the information about each person to complete the table. Look at the table together and read the column headings. 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

	Mohammed Al Shanfari	Mariam Al Amri
Name of business/company:	National Natural Honey Company	Youth Vision
Type of business (product/service):	product (honey)	service
Year started:	2014	2009
Challenges:	<ul style="list-style-type: none"> ■ issues of finance ■ not knowing how to start his business ■ lack of knowledge about how to market his products 	<ul style="list-style-type: none"> ■ lack of entrepreneurial skills/knowledge ■ lack of financial support ■ the withdrawal of the company's co-founders
Advice given:	<ul style="list-style-type: none"> ■ move forward ■ be passionate ■ work hard to achieve success ■ never give up on your dreams 	<ul style="list-style-type: none"> ■ take the opportunity now ■ love your work ■ be brave and patiently wait for results

Task 2

Step 1

Tell students to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text. Explain that students have to match the words in **bold** in the reading text with their definitions. Tell students to complete the activity.

Step 2

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

Answers

.....

- 1 innovative
- 2 financial
- 3 challenges
- 4 ambitious
- 5 give up
- 6 consumer

Optional Activity

Ask students to make sentences using some of the words from **Activity 3**. You can do this as an oral activity or ask them to write their sentences in their exercise books.

Step 2

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

- **What is your business?**
- **What kind of skills do you need to be successful in your business?**
- **Is your business the same or different to your partner's?**
- **What are some of the skills that you share with your partner?**

Task 3

Step 1

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 a business they want to start. They should include information about their business and the skills they need to be successful in it. Tell students to complete the task individually. Circulate around the classroom, offering guidance and checking students' written work.

Note: If students would like more information or have difficulty, refer them to the reading activity and picture on **page 40 of the Classbook**.

Lesson 4

Grammar and Vocabulary

In this lesson, students will:

- complete a dialogue using indefinite pronouns provided
- discuss the use of indefinite pronouns
- use indefinite pronouns to complete sentences
- play a card game with indefinite pronouns

Target language

- Indefinite pronouns, e.g. anybody, anyone, anything, anywhere, everybody, everyone, everything, everywhere, no one, nobody, nothing, nowhere, somebody, someone, something, somewhere.

Task 1

Step 1

Ask students to **Look at Activity 1 on page 42 of the Classbook**. Ask students to read the rubric and instruction text. Check students' understanding of the activity. They have to read the dialogue and complete the missing gaps using the words in the box. Remind students to write their answers in their exercise book.

Step 2

Do a whole class feedback and elicit the answers.

Answers

-
- 1 nothing
 - 2 anywhere
 - 3 somewhere
 - 4 everywhere
 - 5 someone
 - 6 anyone

Step 3

Ask students to **Look at the Grammar Focus box**. Read the information about Indefinite Pronouns. Explain the meaning and usage of indefinite pronouns. Draw students' attention that there are other indefinite pronouns like **all**, **another**, **any**, **each**, and **many**.

Step 4

Ask students to **Look at Activity 1 on page 34 of the Skills Book**. Ask them to read the instruction text. Check their understanding that they have to read the texts on **page 32 of the Skills Book** again and underline the indefinite pronouns in each text. Do a whole class check and elicit the answers.

Answers

.....

Text (1):

- everywhere

Text (2):

- everybody
- everyone

Task 2

Step 1

Ask students to **Look at Activity 2 on page 34 of the Skills Book** and ask a volunteer to read the instruction text. They have to read the sentences and choose the correct indefinite pronouns to complete each sentence. Ask students to complete the activity individually. Circulate around the classroom, offering guidance and support.

Answers

.....

- 1 anyone
- 2 everything
- 3 Nothing
- 4 Everyone
- 5 somewhere

Step 2

Ask students to **Look at Activity 3** and ask a volunteer to read the instruction text. They have to read the sentences and complete them with indefinite pronouns. Circulate around the classroom, offering guidance and support.

Answers

- 1 Everybody/Everyone
- 2 Everything
- 3 somewhere
- 4 nothing
- 5 anyone/anybody

Task 3

Step 1

Organise students into groups of three. Ask them to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to work in their groups and play a card game with indefinite pronouns. Give each group a copy of the sentence card and a copy of the indefinite pronouns cards from the photocopiable pages at the back of this Teacher's Book.

Note: In this fun teaching activity, students play a card game where they race to complete sentences with indefinite pronouns. The students are divided into groups of three. Each group is given a set of sentence cards, which they shuffle and place face down in a pile on their desk. Each student is then given a set of indefinite pronoun cards, which they shuffle and spread out face up on the desk in front of them. Students then take it in turns to pick up a card from the top of the pile and read the sentence aloud to the other two students using the word '**blank**' for the missing indefinite pronoun, e.g. 'I lost my mobile phone. I've looked for it **BLANK**'. The other two students listen and then race to grab the correct indefinite pronoun card to complete the sentence. The first student to grab the correct indefinite pronoun card from their set and give it to the reader, saying the pronoun at the same time (e.g. everywhere) wins and keeps the sentence card. The indefinite pronoun card is then placed back on the desk facing upwards. If neither student gives the correct answer, the sentence card is placed at the bottom of the pile to be used again later in the game. This process continues until there are no sentence cards left. The student with the most sentences at the end of the game wins.

Lesson 5

Grammar and Vocabulary

In this lesson, students will:

- describe illustrations to infer the meaning of compound adjectives
- practise using compound adjectives
- write sentences using compound adjectives

Target language

- Compound adjectives:
high-quality, risk-taking, open-minded, record-breaking, six-month, low-paid, home-based, brand-new, battery-powered, well-known, twenty-year, low-fat

Note: This lesson focuses on compound adjectives. The cartoon in Activity 1 is a way of illustrating how compound adjectives can be confusing.

What are compound adjectives?

A compound adjective is an adjective that comprises more than one word. Usually, a hyphen is used to link the words together to show that it is one adjective. For example: Please request a **four-foot** table. (**four-foot** here is an adjective describing the table). A hyphen is used to link four and foot to show they are part of the same adjective.

Note: Remind students that when pronouncing compound adjectives, the first syllable of the second word is stressed. Students will come across this on page 36 of the Skills Book.

Task 1

Step 1

Ask students to **Look at Activity 2 on page 43 of the Classbook**. Point to the two illustrations and ask **What is happening in these illustrations?**

Step 2

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

Do a whole class check and elicit ideas from volunteers.

Suggested answers

- 1 The illustrations introduce the use of a hyphen in compound adjectives and how the meaning differs.
- 2 A '**man eating fish**' means the man is eating fish whereas a '**man-eating fish**' means that this type of fish can attack and eat humans.

Task 2

Step 1

Tell students to **Look at Activity 3** and read the rubric and instruction text. Explain that they should look at the compound adjectives in the reading article on **page 40 of the Classbook** and answer the questions in pairs or in small groups.

Answers

- 1
 - **brand-new** – completely new
 - **self-motivated** – doing something because one is interested/keen
 - **home-based** – done at home
- 2 These adjectives consist of two words.
- 3 Students have come across compound adjectives in previous grades. For example, they came across 'skin-whitening' in Grade 9 last year.

Step 2

Draw students' attention to the information box which focuses on the structure of compound adjectives.

Explain that compound adjectives can be formed in different ways for example:

- 1 **adverb + past participle**
- 2 **noun + verb-ing**
- 3 **adjective + noun**

Tell students to look at the structures and to read the examples.

Step 3

Tell students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Show the students the compound adjectives in the box and direct them to the meaning of the missing compound adjectives, given in brackets, after each sentence. Check students understand that they have to complete the sentences with the correct compound adjectives from the box. Tell students to write the numbers 1-5 in their exercise book and complete the activity. Do a whole class check and elicit the answers.

Answers

- 1 open-minded
- 2 high-quality
- 3 low-paid
- 4 risk-taking
- 5 record-breaking

Extra compound adjectives are:
home-based, old-fashioned, six-month

Task 3

Step 1

Ask students to **Look at Activity 5 on page 35 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 missing half of the compound adjectives.

Step 2

While students are doing the activity, write the words on the board. Do a whole class check and elicit the compound adjectives. Alternatively, ask volunteers to write the words on the board to complete the missing half of the compound adjectives.

Answers

- | | | | |
|---|---------|---|----------|
| 1 | new | 5 | battery |
| 2 | year | 6 | home |
| 3 | known | 7 | decision |
| 4 | working | 8 | low |

Step 3

Tell students to **Look at Activity 6** and read the rubric and instruction text. Explain that they have to read the text about a young Japanese trainee and complete the gaps using compound adjectives from **Activity 5**. Ask students to check their answers in pairs. Do a whole class check and elicit the answers.

Answers

- twenty-year
- hard-working
- brand-new
- battery-powered
- well-known

Task 4

Step 1

Tell students to **Look at Activity 7** and read the rubric and instruction text. Explain that they have to write three sentences using compound adjectives they have learned in 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.

Lesson 6

Listening and Speaking

In this lesson, students will:

- discuss questions about using applications
- listen for general and specific information
- practise using persuasive language
- express opinions using persuasive language

Target language

- application
- business
- launch
- products
- design
- persuasive language: e.g. Why don't you ..., I can guarantee ..., obviously ..., believe me ..., trust me ..., without a doubt ..., how about ..., I am certain ..., etc.

Task 1

Step 1

On the board, write the word **application** and then ask students **What do they think the application is used for?** Organise them into pairs and ask them to brainstorm ideas.

Elicit feedback from students and write their ideas on the board. Then ask **Can they name similar international applications?** Elicit their ideas.

Step 2

Explain to students that in this lesson, they are going to listen to an interview with a student who launched an application.

Tell students to **Look at Activity 1 on page 44 of the Classbook**. Draw their attention to the picture of the student's application. Elicit any information they know and then ask **What can you see in the pictures? What do you think this application is used for?** Elicit students' ideas.

Task 2

Step 1

Ask students to **Look at Activity 2**. Draw their attention to the table which has missing information that students have to complete. Organise them into pairs and ask them to guess the answers. Circulate around the classroom offering guidance and support.

Step 2

Tell students they will listen to the first part of the interview with a young entrepreneur talking about how he launched an application to improve his business. Ask them to write the numbers **1-5** in their exercise books and write the missing information.

Play **Listening 4.2** straight through once. Repeat it if necessary.



Listening Transcript 4.2

- Interviewer:** In Today's programme in the series "Young Omani Entrepreneurs" we have **Muntasir Nasir Al Fahdi**, who created an application that helped him in his business. Welcome to the show Muntasir!
- Muntasir:** Thanks for inviting me!
- Interviewer:** So, Muntasir you are still in college, aren't you?
- Muntasir:** Right! I am still in my third year at Nizwa University and I'm studying marketing.
- Interviewer:** Great. So, you created an App. What did you call it and when was that?
- Muntasir:** Yes, I called it 'JA Products'. It all started last year, in 2019.
- Interviewer:** What is its purpose?
- Muntasir:** It aims to sell products that are available in Al Jabal Al Akhdar close to where I live.
- Interviewer:** That sounds good! And have you faced any challenges as a young entrepreneur?
- Muntasir:** Obviously, as a startup I really didn't have enough money to design the application at first. In addition, I am not very knowledgeable when it comes to technology. So, I am always asking my friends and relatives to help and support me.

Do a whole class check and elicit the answers of the activity.

Answers

- 1 Marketing
- 2 JA products
- 3 2019
- 4 To sell products
- 5 not having enough money

Step 3

Tell students they have to listen to the second part of the interview and decide if the statements are **True (T)** or **False (F)**. Ask them to write the numbers **1-4** into their exercise books.

Play **Listening 4.3** straight through once. Repeat it if necessary.



Listening Transcript 4.3

Interviewer: Okay Muntasir. Has the app helped you market your products? Who are your customers?

Muntasir: Without a doubt. The app helps people find out more about my products. I've noticed that since launching it, many people from nearly all regions have access and they order different products from Al Jabal Al Akhdar.

Interviewer: What advice would you give young people who wish to start a small business?

Muntasir: Well as a young entrepreneur they need to consider the positive and negative aspects related to their business. Before starting any business, a person needs to have a good action plan and some funds in place.

Interviewer: Good advice! What are your plans? Have you considered marketing your products internationally?

Muntasir: Well, I am planning to expand my services to cover all GCC countries.

Interviewer: Exciting! Well, thank you for coming in to speak to us today Muntasir.

Muntasir: My pleasure. Thank you.

Do a whole class check and elicit the answers.

Answers

.....

- 1 T
- 2 T
- 3 F

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.

Task 3

Step 1

Ask students some questions, for example:

- **What social networking websites are you familiar with?**
- **Is social media important to market a business? In what way?**
- **Have you ever used social media to advertise or find out more about a product or service?**

Step 2

Ask students to **Look at Activity 3** and read the rubric and instruction text. Ask them to read the dialogue and discuss the questions orally. Ask students to read the rubric and instruction text. Explain that they have to read and discuss the questions with a partner.

Answers

.....

- 1 Printing names, logos and photos on T-shirts and mugs.
- 2 She advises Safa to sell her products online.

Step 3

Ask students to read the second part of the instruction text. Check they understand that they have to read the conversation again and find some phrases which the speakers used to persuade each other. They can give their answers orally.

Do a whole class check and elicit the answers.

Answers

- Why don't you
- I can guarantee
- Obviously
- Believe me

Step 4

Draw student's attention to the phrases for convincing people in the useful language box. Explain that they have to match the phrases in **column A** with similar phrases in **column B**.

Answers

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

Task 4**Step 1**

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they should use the phrases from the useful language box in the three situations provided. They can complete this activity in pairs or groups. Circulate around the classroom offering guidance and support. Do a whole class feedback and elicit some examples from confident students.

Optional Activity

Ask students to think of other situations where they can use persuasive language.

Lesson 7**Listening and Speaking****In this lesson, students will:**

- discuss practises leading to the success or failure of a business
- listen for general and specific information
- practise pronouncing compound adjectives
- practise using some techniques to convince people

Target language

- practises
- business
- products
- techniques
- launched
- repetition
- Vocabulary related to entrepreneurship, e.g. global citizen, action plan, funding, decisions, financial, support, manage, shared, employees.

Task 1**Step 1**

Ask students to **Look at Activity 1 on page 36 of the Skills Book** and read the rubric and instruction text. They have to discuss some practises that might lead to the success or failure of a business. Elicit one or two examples and ask students to complete the activity in their groups.

Task 2**Step 1**

Tell students to **Look at Activity 2** and read the rubric and instruction text.

Explain that students will listen to four entrepreneurs talking about their success or failure in business. Ask students to read all the statements then tell them that they have to listen to the speakers and match what they say with the statements. They have to put a tick in the right boxes.

Step 2

Play **Listening 4.4** and ask students to match each statement with the correct speaker. Give students time to read the statements and then play **Listening 4.4**.



Listening Transcript 4.4



Speaker 1: My name is Aisha. I set up my own sports training centre for disabled children when I was 18 years old. My friends warned me that it would be tough and that I lacked the experience to get it off the ground, but I felt confident and was ready to have a go. A few years later my centre was awarded a prize for being one of the most imaginative and innovative businesses started by a young person.

Speaker 2: Hi, I'm Fahad and I expanded my business far too quickly and it started to lose money. I reduced the costs by firing six employees. The workers had no money for food, rent or bills. They took me to court. I was arrested for breaking the labour laws. The judge ordered me to pay all legal costs. Later, I couldn't increase production due to all my debts and my business collapsed.

Speaker 3: Hello, my name's Reem. Some time back I started a small business making bags with local designs. A famous shop offered to sell my bags. However, this meant that I would not be able to sell my bags anywhere else. I rejected the offer and decided to open an Instagram account. My business expanded and now even very small shops are interested in my products.

Speaker 4: My name is Sultan. In my last year at Mechanical Engineering College I decided to open a small garage. No one in my family wanted to risk their money. The money I saved was insufficient, so I asked two of my friends to join me. They agreed and we manage the business together. Recently, we rented a bigger place and employed two more workers.

Do a whole class check and elicit the answers.

Answers

		Aisha	Fahad	Reem	Sultan
1	Lacked the experience in setting up a business	✓			
2	Was given financial help to start a small business				✓
3	Got an award in recognition of the business	✓			
4	Refused well-known shop contracts to sell products			✓	
5	Fired workers to save money		✓		
6	Used social media to sell products			✓	

Task 3

Step 1

Ask students to **Look at Activity 3**. Draw their attention to the information box about word stress for compound adjectives. Read the information together. Explain that in compound adjectives we often stress the first syllable of the second word. Ask students to look at the examples provided and to pay attention to how the second words of the compound adjectives are pronounced. Then play **Listening 4.5**.



Listening Transcript 4.5



self-**CON**scious
 risk-**TAK**ing
 record-**BREA**king
 bad-**TEM**pered
 old-**FASH**ioned

Step 2

Tell students that they will listen to some more compound adjectives. Check they understand they have to underline the stressed word from the given compound adjectives.

Play **Listening 4.6**.



Listening Transcript 4.6



heavy-**HAN**ded
well-**BE**haved
open-**MIN**ded
well-**KNOW**N
home-**BASE**D

Do a whole class check and elicit the answers.

Answers

heavy-handed
well-behaved
open-minded
well-known
home-based

Step 3

Ask students to go back to **page 43 of the Classbook** and find some more compound adjectives. Tell them to copy the compound adjectives into their exercise book. Read one or two compound adjectives and model how to pronounce the second words. Then organise students into pairs and ask them to practise pronouncing the compound adjectives together. Circulate around the classroom, offering guidance and support.

Task 4

Step 1

Ask students some questions, for example

- **Have you ever visited any water parks? Where?**
- **What activities are there in water parks?**

Step 2

Ask students to **Look at Activity 4** and read the rubric and instruction text. Explain that they have to read and discuss the questions with a partner.

Step 3

Ask students to **Look at Activity 5** and read the rubric. Ask a volunteer to read the instruction text and explain that students have to read the two techniques and find examples in the advertisement above.

Answers

- 1 **Groups of three:** exciting, adventurous and cool activities.
- 2 **Repetition:** Water is all that you need. Water is your guide to happiness. Water is a world of fun.

Step 4

C21st Oral Communication

Ask students to **Look at Activity 6** and read the rubric and instruction text. Explain that they have to work in pairs and use the techniques from **Activity 5** to persuade their classmates to continue their business. The technique of using 'a group of three adjectives' is provided as a model. Students can try the other technique which emphasises the use of 'repetition'. Note that this speaking activity should be simple. Students have to persuade their partners with one or two sentences only. Circulate around the classroom, offering guidance and support. Do a whole class feedback and elicit some examples from confident pairs.

Lesson 8

Writing

In this lesson, students will:

- read a formal request email for general and specific information
- analyse the structure of a request email
- sort words to write sentences

Target language

- Indefinite pronouns, e.g. everywhere, anything
- Compound adjectives, e.g. brand-new, good-looking
- Email greetings, e.g. Dear Sir/Madam,
- Polite closing, e.g. Kind regards, Yours sincerely,

Task 1

Step 1

Ask students what they remember about Al Raffd Fund from Lesson 3 (reading). You may want to remind them about this organisation and what it offers for entrepreneurs.

Step 2

Ask students some pre-reading questions, for example:

- Who sent the email?
- What is the subject of the email?
- How do you start your emails?
- How do you end your emails?

Step 3

Tell students to **Look at Activity 1 on page 46 of the Classbook**. Read the rubric and instructions text. Explain that students have to read the request email quickly to identify its purpose. Ask students to complete the activity individually. Do a whole class check and elicit the answer.

Answer

.....

- 1 To send a request

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric 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** in their exercise books and complete the activity individually.

Do a whole class check and elicit the answers.

Answers

.....

- 1 Selling organic beauty products
- 2 Can help maintain and improve skin quality with no side effects
- 3 OMR 20,000
- 4 Formal (Dear Sir/Madam..., I would like..., I am writing to request..., Yours sincerely,)

Task 3

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 b
- 2 c
- 3 d
- 4 a

Step 2

Ask students to **Look at Activity 4**. Ask a volunteer to read the rubric and instruction text. Explain that they have to read the email again and find an example of a greeting, a request and a polite closing. Tell students to write the numbers 1-3 in 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 Dear Sir/Madam
- 2 I am writing to request
- 3 Your sincerely

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 4

Step 1

Ask students to **Look at Activity 5** and read the rubric and instruction text. Check they understand that they have to re-order the words to write sentences. Ask students to write the numbers **1-4** in 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 would like to launch my own business selling handicrafts.
- 2 My company aims to sell Indonesian textiles.
- 3 I am writing to request a financial loan for 5 years.
- 4 Looking forward to receiving your reply at your earliest convenience.

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 when writing a formal request, it is important to have a strong subject line, identify yourself clearly, keep the message focussed and use formal language. 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

indefinite pronouns:

anywhere, anything

compound adjectives:

brand-new, good-looking

Lesson 9

Writing

In this lesson, students will:

- categorise parts of a request email
- write phrases/sentences from situations provided
- brainstorm information to include in a request email
- plan a request email

Target language

- greeting
- overview
- business description
- request
- attachments
- Formal language for emails, e.g. Dear Sir/Madam ..., I am writing to request ..., I would like to ..., Please find attached ..., Yours sincerely, etc.

Task 1

Step 1

Ask students to tell you what they remember about writing request 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 38 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 **greeting, overview, business description, request, attachments** and **closing**. 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

Greeting	<ul style="list-style-type: none">■ Dear Manager,■ Dear Sir/Madam,
Overview	<ul style="list-style-type: none">■ I would like to start my own business■ It is located near my village
Business Description	<ul style="list-style-type: none">■ My company aims to sell dairy products■ It will benefit the local people in my area
Request	<ul style="list-style-type: none">■ I will pay monthly installments for the next 10 years■ I aim to get a loan of OMR 10,000
Attachments	<ul style="list-style-type: none">■ Please find copies of my approval papers■ I am attaching my CV
Closing	<ul style="list-style-type: none">■ Yours faithfully,■ Regards,

Task 2

Step 1

Ask students to **Look at Activity 2** and read the rubric and instruction text. Explain that students have to use the situations provided to write phrases or sentences. You can refer students to request email in **Activity 1** in the Classbook if they need more support.

Step 2

Organise students into pairs. Ask them to share their sentences with a partner. Then do a whole class check and elicit answers from volunteers. Write them on the board. If there are any errors in the sentences, work together to correct them.

Answers

.....
Students' own answers

Note: It is useful to collaboratively check and correct sentences with students because this acts as a form of feedback for all students.

Note: If you feel your students need more support with their writing, you can do this activity together as a whole class.

Task 3

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 a local bank. In the email, they have to ask the local bank to give them a loan so that they can start a business.

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 request email. Tell students that they can look at Salima's email on **page 46 of the Classbook** as a 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 request email using the plan/framework 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 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

- greeting
- overview
- business description
- request
- attachments
- Formal language for emails, e.g. Dear Sir/Madam ..., I am writing to request ..., I would like to ..., please find attached ..., Yours sincerely, etc.

Task 1

Step 1

Organise students into pairs. Ask them to show their partners their writing plan from the previous lesson. Explain that they have to explain their writing plan to their partner. Ask students to give feedback and suggestions on their partners' writing plans. 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 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 5** 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.

Before students start writing, review the structure of writing a request email in the Writing Reference on **page 50-61 of the Skills Book**. 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 the overview summary to asking for the funding, 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 the 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 feedback on their writing
- write a second draft of their email
- self-edit their work using a checklist

Target language

- greeting
- overview
- business description
- request
- attachments
- Formal language for emails, e.g. Dear Sir/Madam ..., I am writing to request..., I would like to..., please find attached ..., Yours sincerely, etc.

Task 1

C21st Collaboration

Step 1

Ask students to **Look at Activity 7 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 request email with their partners. Explain that they have to read their partner's request email and give them feedback. Ask students to refer to the feedback guide in the **Writing Reference on page 50-61 of the Skills Book**.

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 request email. Remind them to consider their partner's feedback and the areas 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 request 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 request email, ask them to complete it for homework and bring it to the next lesson.

Lesson 12

Project

In this lesson, students will:

- identify different parts of a business pitch on slides
- listen to a presentation and check answers
- work in groups to develop an idea for parts of a business pitch

Target language

- business pitch
- product
- logo
- interests
- benefits
- risks
- solutions
- funding
- Language for presentations, e.g. Good morning, everyone, My team is going to give a presentation about..., Our product is called..., Thank you for listening..., etc.

Note: A business pitch is a presentation. It includes a number of slides that serve as a presentation aid and background. It is a verbal discussion that begins as a planned talk and ends with questions and answers. The classic pitch is one delivered by startup entrepreneurs to potential investors or funding organisations.

Check students understand that they have to read all parts of the business pitch and match slides **a-e** to the different sections of the business pitch **1-5**.

Do the first one together as an example. Ask a volunteer to read number 1. Then ask **Which slide matches this part of the business pitch?** Elicit Slide c. Ask students to write the numbers **1-5** in their exercise books and complete the activity individually or in pairs.

Step 3

Tell students that they will listen to Salima giving a presentation about her team's project. Ask them to listen and check their answers. Then play **Listening 4.7**.

Task 1

Step 1

Tell students to think back to **Lesson 8** and ask **Can you remember what Salima's request was about?** Elicit **requesting financial funding from Al Raffd Fund to launch her business.**

Step 2

Tell students to **Look at Activity 1 on page 48 of the Classbook.** Draw their attention to the slides and ask **What do these slides show?** Elicit that these are parts of a business pitch for a presentation.

Read the rubric and instruction text. Explain that Salima and her team are giving a presentation about their product.

You can at this stage explain the meaning of a business pitch.



Listening Transcript 4.7

“Good morning everybody. Today my team is going to give a presentation about our product. First, I would like to introduce myself and my team. My name is Salima Al Maskery and we are startup entrepreneurs. Our interest is to produce and sell organic beauty products for customers.

We decided to name our products, ‘Go Organic!’ Our aim is to sell these products in big markets not only in Oman but also in the GCC and beyond. Our products are very special because they are 100% natural and are made using only organic ingredients. I am sure you are all aware of how important natural products have become in recent years. They promote healthy skin and as they have no chemicals, there are no side effects. Anyone can use them, male or female. Our biggest challenge is that the machines which are used to make these products are costly. Also, the ingredients are not always readily available and they expire quickly in Oman’s hot weather. To overcome these risks, we thought of securing funding from Al Raffd Fund so that we can buy the machines and then make our own products here in Duqm. We aim to get a loan of OMR 20,000 and will pay monthly installments for the next five years. Thank you for listening. Does anyone have any questions?”

Do a whole class check and elicit the answers.

Answers

.....

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

Task 2

Step 1

Tell students to **Look at Activity 2**. Ask a volunteer to read the rubric and instruction text. Explain that students have to design a business pitch and give a presentation about their product or service 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 a business pitch. 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 the second 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 business pitch. Circulate around the classroom, offering guidance and support. Encourage students to speak in English all the time.

Step 2

Approximately five minutes before the end of the lesson, ask each group to share their ideas for their parts of the business pitch 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 products or find any logos, they should do it for homework and bring them to the next lesson.

Note: 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 technical support. If it is not possible to do so, you can encourage students to design a poster instead of slides.

Lesson 13

Project

In this lesson, students will:

- finalise their business pitch designs
- prepare a presentation about their product/service
- create a set of slides or a poster to use in their presentation

Target language

- business pitch
- product
- logo
- interests
- benefits
- risks
- solutions
- funding
- Language for presentations, e.g. Good morning, everyone, My team is going to give a presentation about ..., Our product is called ..., 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 technical support.

Task 1

C21st Collaboration

Step 1

Ask students to **Look at Activity 3 on page 49 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 product or service. Every member in the group has to participate in the presentation.

Draw students' attention to the **learning strategy**. Explain that when they present their **business pitch**, they should include a number of slides that cover a background of their product or service. The presentation should be short and focussed.

Ask students to read the information in the box about **Tips for Giving Presentations**. Go through the tips, modelling 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.

Lesson 14

Project

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 – responsible for organising and leading the group

Presentation planner – responsible for planning the structure of the presentation and deciding what information each team member will present

Writer – responsible for creating the written information on the slides or the poster

Designer – 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 throughout 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.

In this lesson, students will:

- give presentations about their products or services
- listen to presentations from other groups
- give feedback and ask questions about other group's products/services

Target language

- business pitch
- product
- logo
- interests
- benefits
- risks
- solutions
- funding
- Language for presentations, e.g. Good morning, everyone, My team is going to give a presentation about..., Our product is called..., 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 4 on page 49 of the Classbook**. Tell them 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

C21st 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 product/service 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 debate, write the errors on the board and ask students how these errors can be corrected. Correct the sentences together on the board.

Lesson 15

Review

In this lesson, students will:

- review learning and key language from this unit
- reflect on their learning and progress

Note: This lesson contains activities to consolidate learning from this unit. You may want to teach the lesson, or you may prefer to 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 and to be aware of areas they feel they have been successful in and the areas they wish 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 **entrepreneur**. 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 partners. 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 read the sentences and choose the correct indefinite pronoun from the options provided.

Give students time to do the task. Then elicit their answers and write them on the board.

Answers

-
- 1 nothing
 - 2 everybody
 - 3 somewhere
 - 4 no one
 - 5 anyone

Task 3

Step 1

Ask students to tell you what they remember about compound adjectives. Elicit that **compound adjectives are formed of more than one word and may be written as one word, with a hyphen**.

Tell students to **Look at Activity 3**. Ask a volunteer to read the rubric and instruction text. Check students understand that they have to complete the compound adjectives **1-4**, and then list four additional compound adjectives that they have come across in this unit.

Ask students to complete the activity individually. Then do a whole class check and elicit the answers.

Answers

.....

- 1 brand-new
- 2 good-looking
- 3 home-based
- 4 self-motivated
- 5 Students' own answers
- 6 Students' own answers
- 7 Students' own answers
- 8 Students' own answers

Step 2

Ask students to **Look at Activity 4** and read the rubric. Read the instruction text and explain that students have to use the clues to work out the words that they will use to 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

.....

Across:

- 1 entrepreneur
- 2 profit
- 3 ambitious

Down:

- 1 financial
- 2 launch
- 3 business
- 4 risk
- 5 products

Task 4

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 have 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**

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.

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 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 Stories

applying prior knowledge sequencing inferring analyzing presenting doing a project	Arabic studies: Omani traditional stories
	Life skills: reading and understanding stories from other cultures telling a story Identifying morals
	Social skills: interacting with a partner co-operating with a partner or a group
	Information Technology: online research, doing a project using computers

Unit 2 Healthy Lifestyle

applying prior knowledge categorizing doing research problem solving conducting a survey doing a project	Life skills: communicating feelings and emotions
	Social skills: discussing healthy and unhealthy lifestyles role playing
	Science: healthy and unhealthy lifestyles diseases, symptoms, medicine, understanding the human body
	Maths: understanding numbers and surveys

Unit 3 The Future of Transport

applying prior knowledge reasoning deductively doing research evaluating ideas doing a project planning presenting	Life skills: plan a balanced argument give reasoned opinions
	Social skills: debating discussing the advantages and disadvantages of some means of future transport reflecting on group work skills
	Science: different sources of energy understanding how transportation works
	Information Technology: doing online research
	Art: drawing a means of transport

Unit 4 Entrepreneurship

applying prior knowledge transferring information analysing planning doing a project presenting	Life skills: learning how to persuade people marketing products writing formal request emails
	Social skills: discussing playing a game interacting with a partner cooperating with a partner or group
	Information Technology: using computers to design a project
	Art: designing a business pitch

Sentence Cards

<p>I lost my mobile phone. I've looked for it BLANK.</p> <p><i>Answer: everywhere</i></p>	<p>There's BLANK left to eat in the house. I'm going to the supermarket.</p> <p><i>Answer: nothing</i></p>	<p>I like the people here. BLANK is really friendly.</p> <p><i>Answer: everybody</i></p>
<p>I'm hungry! I want BLANK to eat.</p> <p><i>Answer: something</i></p>	<p>Do you know Abdullah? Yes, BLANK knows him.</p> <p><i>Answer: everybody</i></p>	<p>The box is empty. There isn't BLANK in it.</p> <p><i>Answer: anything</i></p>
<p>What are you doing here? I'm waiting for BLANK.</p> <p><i>Answer: somebody</i></p>	<p>I put my glasses down BLANK, but I can't remember where.</p> <p><i>Answer: somewhere</i></p>	<p>We have tried BLANK, but the cat won't come out of the tree.</p> <p><i>Answer: everything</i></p>
<p>That house has been empty for years. BLANK lives there.</p> <p><i>Answer: nobody</i></p>	<p>I am going to Paris next week. Do you know BLANK who lives there?</p> <p><i>Answer: anybody</i></p>	<p>It's boring here. There's BLANK to go.</p> <p><i>Answer: nowhere</i></p>
<p>I'm sorry, but there's BLANK I can do to help you.</p> <p><i>Answer: nothing</i></p>	<p>Nasser never uses his car. He goes BLANK by motorcycle.</p> <p><i>Answer: everywhere</i></p>	<p>The teacher said BLANK, but I didn't understand him.</p> <p><i>Answer: something</i></p>
<p>Excuse me, you've dropped BLANK.</p> <p><i>Answer: something</i></p>	<p>There's BLANK at the door. Can you see who it is?</p> <p><i>Answer: somebody</i></p>	<p>It's a great hotel! The beds are comfortable and BLANK is clean.</p> <p><i>Answer: everything</i></p>
<p>Have you seen my wallet? I can't find it BLANK.</p> <p><i>Answer: anywhere</i></p>	<p>Manar lives BLANK on this road.</p> <p><i>Answer: somewhere</i></p>	<p>There's BLANK to sit. Shall we go to another restaurant.</p> <p><i>Answer: nowhere</i></p>

Indefinite Pronoun Cards

everywhere	nothing	something
everybody	nowhere	somebody
everything	nobody	somewhere
anybody	anything	anywhere

Indefinite Pronoun Cards

everywhere	nothing	something
everybody	nowhere	somebody
everything	nobody	somewhere
anybody	anything	anywhere

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