

Unit 1 My generation

Students will learn how to:

- Talk about life in the present and the past
- Ask and answer questions about time
- Make sentences about the past in relation to the present using 'ago'
- Listen to a variety of texts for general understanding and for specific information
- Read a variety of texts for general understanding and for specific information
- Write a description of a traditional house, and of a memory
- Interview a family member about life in the past
- Plan and organize a piece of writing
- Analyse paragraphs in a story
- Recognise and identify stress patterns in two, three and four syllable words
- Discuss ways of learning new words

Main language

- [Ali] is wearing the traditional dress of [Morocco]
- Tariq finishes his talk . . . at [ten past ten].
- What time do [Vicky and Maha] start?
- Years ago, people used oil lamps for lighting.
- Now, people use electricity.
- The house had [a flat roof]. It didn't have [any windows].
- Where did you go to school?
- How long ago did Tariq [learn to ride a bike]? [Five years] ago.
- How long ago did you [eat an ice-cream]?

Vocabulary

- **Countries:** India, Japan, Morocco, Oman, Scotland, Tanzania
- **Traditional dress:** dishdasha, jellaba, kilt, kimono, rubeka, sari
- **Past and present:** electricity, henna, herbal treatment, oil lamp, tent
- **Types of traditional houses:** bait al qufl house, barasti house round house
- **Topic areas:** education, employment, entertainment, health, transport
- **Structure of a story:** conclusion, events, introduction, paragraph, setting
- **Adjectives:** exact, frightened, general, modern, particular, sensible, specific, traditional
- **Verbs** (*past tenses of regular and irregular verbs*): accept, shuffle
- **Time expressions:** five past [eight], half past [three], o'clock, quarter past [five], quarter to [ten], ten to [seven]
- **Other language:** blood, cable car, category, coffee powder, coin, conference, daily routine, dentist, generation, hug, in relation to, memory, pile, pillow, programme, score, time expression, time line, tooth fairy, topic heading

Skills and strategies

- Apply prior knowledge
- Categorise
- Use deductive reasoning skills
- Ask and answer questions to find out factual information
- Ask and answer questions to find out personal information

- Read a variety of texts for general understanding and specific information
- Listen to a variety of texts for general understanding and specific information
- Recognise and understand paragraph structure
- Recognise and identify stress patterns in two, three and four syllable words
- Recognise the stress, rhythm and intonation patterns of English through a song
- Conduct an interview
- Discuss letters to a problem page and write a reply
- Independent learning skills: plan work, interview, research information, write, check spelling and punctuation, reflect on what skills they are good at, record stages of a project, write a Learning Journal

Activities

- Design and make a badge
- Sing a song
- Write descriptions
- Play a game
- Read and match
- Read and sequence
- Take part in quizzes
- Do a project: interview a family member
- Write a Learning Journal

Lesson 1

YOU WILL NEED

- OMAN - PAST AND PRESENT POSTER
- BLU-TAC
- A COMPLETED IKC BADGE TO SHOW AS AN EXAMPLE

In this lesson, students will:

- understand the meaning and purpose of a conference
- listen to a song
- complete a gap-filling activity
- design and make a badge for a conference

Target Language

- What time does the conference start / finish?
- What days is it on? What is it about?
- [Ali] is wearing the traditional dress of [Morocco].
- It is called the [jellaba].

Vocabulary

Countries:

India; Japan; Morocco; Oman; Scotland; Tanzania

Traditional dress:

rubeka; dishdasha; kilt; sari; kimono; jellaba

Other language:

conference; generation

Before this lesson

- ◆ Prepare an IKC badge following the instructions on page 129 of the Skills Book to show students as an example for the homework activity.
- ◆ Put the 'Oman - Past and present' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster** and ask **Can you guess what the unit will be about?** Elicit that it is about life in Oman in the past, when their parents and grandparents were young, and life in Oman today. Discuss with students some areas where changes have taken place, for example, education and transport.

Task 1 (10 minutes)

Step 1

Tell students to **Look at pages 2 and 3 of your Classbook**. Tell them to **Look at the picture of the children** and discuss in their groups where they think the children are. Say **Look at Activity 1** and read the rubric and information text. Ask **Where are the children?** and elicit that they are attending a conference. Explain the meaning of **conference** and give examples of different kinds of conferences that have taken place in Oman or elsewhere.



Conference: a large formal meeting where people come together to discuss important matters, for example, topics related to business, politics or science. Conferences often last for several days and are attended by people from different nationalities. In 2010 an important conference about road safety took place in Oman. Other themes for conferences could be world peace, or the environment or global warming. Many conferences about education are also held.

Step 2

- ◆ Tell students to **Look at the picture on page 2** and **Look at the notice board**. Ask questions about the information on the notice board to check understanding, for example:

- What is the conference about?
- What days is the conference?
- What time does it start?
- What time does it finish?

Step 3

- ◆ Tell students to **Look at the heading at the top of pages 2 and 3** and ask a volunteer to read this aloud: **We're all for one and one for all!** Ask students **What does this phrase mean?** and elicit that it expresses the idea that all members of the IKC should support each other through sad and happy times, wherever they are in the world.

Step 4

- ◆ Tell students that the conference begins with a song, and that they are going to hear the phrase **We're all for one and one for all!** several times in the song. Ask students to listen for the number of times it is repeated. Play **Songs and Rhymes 1.1** straight through.

Songs and Rhymes Transcript 1.1

Hands across the sea

All over the world and across the sea
Hear us shout, 'We're the IKC!'
Come along and join us, we're waiting for your call,
We're all for one, and one for all!

If you're unhappy or if you're sad,
The IKC will make you glad.
Drop us a line! Give us a call!
We're all for one, and one for all!

When times are hard, when times are bad,
Don't be unhappy! Don't be sad!
Don't worry if you stumble! We'll catch you if you
fall!
We're all for one, and one for all!

When you feel lonely, when you feel blue,
The IKC will be there for you.
Across the world, hear us call,
WE'RE ALL FOR ONE, AND ONE FOR ALL!

Answer:

The phrase **We're all for one, and one for all!** is heard four times.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at page 2 of your Skills Book**. Ask a volunteer to read the title of the unit – **My generation**. Explain what **generation** in this context means - all people of about the same age. Explain that **the younger generation** in a society means the younger people in that society, and **the older generation** means the older people.

Step 2

- ◆ Tell students to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to complete each gap in the song with one of the words in the membership card at the bottom right of the page.

As with Grade 7A, it is suggested that teachers follow the procedure below for checking understanding when setting up a task.

- Tell students to read the rubric and instruction text silently, then check with their group what

they have to do. Do NOT have students read the rubric aloud.

- Ask a volunteer to explain to the class what students have to do.
- Make sure that all students are clear about what they have to do.

Step 3

- ◆ When students have finished, tell them they are going to hear the song again, and they should listen and check their work. Play the song again, then do a whole class check.

Answers:

Verse 1
IKC
call

Verse 2
sad
call

Verse 3
bad
sad
fall

Verse 4
you

Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2 on page 2 of your Classbook** and read the rubric and instruction text. Explain that they are going to take part in a competition. They have to look at the clothes which each of the six IKC members in the picture is wearing, and guess the country where he or she comes from. Tell students to write the numbers **1 – 6** in their exercise books.



Make sure that throughout the course, students do NOT write anything in their Classbooks. Any written work which is not done in their Skills Books should be done in their exercise books.

Step 2

- ◆ Explain that next to each number, students should write the letter of the country which they think the IKC member is from, and then the corresponding number of the name of the traditional dress. Do number **5** with the class as an example. Ask **Which letters should we write**

beside number 5? and elicit **d** (for Scotland) and **i** (for kilt). Tell students to match the remaining numbers and letters.

Step 3

- ◆ Tell students they are going to hear the answers, and they should listen and check their work. Play **Listening 1.1** straight through.

Listening Transcript 1.1

Paul: Welcome to the IKC conference competition. As you know, participants were asked to identify where the 6 IKC members in our conference poster are from, and their national dress. All winners will receive a free ticket to tonight's international music and dance show. Vicky, will you read out the answers to our competition?

Vicky: Yes, of course, Paul. Hello, everyone. Now let's see.

1. Ali is wearing the traditional dress of Morocco. It's called the jellaba.
2. Rama is wearing a traditional Indian dress – a sari.
3. Manka is from Tanzania and is wearing the traditional rubeka.
4. Toshi is wearing the traditional dress of Japan – a kimono.
5. Robert is from Scotland and is wearing a kilt.
6. Rashid is from Oman and is wearing a dishdasha.

Paul: Well, thank you, Vicky, for reading out the answers. All the winners will be on the notice board next to the café. Hope you enjoy our concert. Now for our next competition . . .

a partner, then do a whole class check and elicit the answers.

Answers:

1. c, l
2. a, j
3. e, g
4. b, k
5. d, i
6. f, h

Homework

- ◆ Show students the completed IKC badge you have brought in. Tell them to **Look at Activity 3 on page 3 of your Classbook** and read the rubric and instruction text. Show them the designs of the two badges, and elicit ideas about what the badges represent (Badge **a** shows that IKC promotes international friendship; Badge **b** shows that IKC is a global organization). Explain that students are going to design their own IKC badge. Ask them to **Look at page 129 at the back of your Skills Book** and to **Cut out the page carefully**. They should make their badges according to the instructions and put them into their portfolios.



Throughout the course, whenever students do an activity on a cut-out page from the back of their Skills Books, they should put the completed cut-out pages into their portfolios.

For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 4, Activity 2 for Task 4 of the next lesson.

Step 4

- ◆ Get students to compare their work briefly with

Lesson 2

YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 4, ACTIVITY 2 (optional)

In this lesson, students will:

- listen and fill in missing times in a conference programme
- decide whether sentences are true or false
- match times in figures and words
- write questions and answers about times

Target Language

- Tariq finishes his talk . . . at [ten past ten].
- Petra's talk starts . . . at [ten past twelve].
- What time does Tariq start / finish?
- When do Vicky and Maha start / finish?

Vocabulary

conference programme

Homework check (5 minutes)

- ◆ Tell students to get out their portfolios and take out their IKC badge designs. Tell them to show these to the rest of their group. While they are doing this, play the **Hands across the sea** song quietly in the background (**Songs and Rhymes 1.1**) Circulate round the classroom looking at the badges.

Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 3 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Explain that they are going to hear some information about times in the conference, and they should use this information to complete the gaps in the conference programme. Play **Listening 1.2** straight through.

Listening Transcript 1.2

Carlos: Hi, Vicky.

Vicky: Hi, Carlos.

Carlos: Listen, Vicky, can you help me? Some of

the times are not clear on my programme, so I can't tell when some of the talks start or finish.

Vicky: Yes, of course, Carlos. Which one do you want to know about?

Carlos: Well, what time does Tariq start?

Vicky: Er, let me see . . . Tariq starts at twenty five past nine. //

Carlos: And what about Yu Li? When does she start?

Vicky: Yu Li starts at ten to three. // Anyone else?

Carlos: Yes, I really want to speak to Ahmed after his talk. What time does he finish?

Vicky: Ahmed finishes at eleven o'clock. //

Carlos: Thanks. Oh, there is one more person I need to know about. When does Suzy finish?

Vicky: Suzy, er . . . she finishes at quarter to three. //

Carlos: That's great. Thanks a lot, Vicky.

Step 2

- ◆ Tell students to compare their answers briefly, then play **Listening 1.2** again so that they can check their work. (The listening is repeated on the CD). Do a whole class check. Elicit the answers and write the times on the board.

Answers:

Tariq – 9.25
Yu Li – 2.50
Ahmed – 11.00
Suzy – 2.45

Task 2 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the sentences, decide if they are **True** or **False** according to the information in the conference programme in Activity 2, and put a tick (✓) or a

cross (X) in the box after each sentence. Go over the first sentence with them as an example. To save time with this activity, students can do it in groups.

Step 2

- ◆ Do a whole class check, and elicit the answers.

Answers:

1. ✓
2. ✓
3. X
4. ✓
5. X

Task 3 (5 minutes)



The following activity should be a quick revision of times.

- ◆ Tell students to **Look at Activity 1 on page 4 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task, and show them the first time which has been done as an example. Students have to match the times in the clock on the right with the written times in the column on the left. Write the times in figures on the board. When students have finished, elicit each time from a volunteer and get that student to tell you the time in words.

Answers:

1. 9.00
2. 11.45
3. 2.25
4. 1.15
5. 4.50
6. 7.30

Task 4 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write questions and answers about the times that various people start and finish their talks, following the model of the example in Question 1. They only need to write the times in figures, not in words. Circulate around the classroom, offering guidance and support.

Step 2

- ◆ Do a whole class check and elicit the answers.

Write them on the board, or display them on the OHT you have already prepared. Make sure that students have used the correct question and answer forms.

Answers:

2. What time does Tariq finish?
He finishes at 10.10.
3. When do Vicky and Maha start?
They start at 3.40.
4. When do Vicky and Maha finish?
They finish at 4.00.

Homework

- ◆ Tell students to read the e-mail on page 4 of their Classbooks in preparation for Lesson 3, and write the answers to the four questions at the top of the e-mail into their exercise books.

Lesson 3

In this lesson, students will:

- ask questions to find out missing information
- find specific information in an e-mail
- listen for gist
- write sentences about the past and the present

Target Language

- What time does [Vicky] start?
- What time does [Toshi] finish?
- Years ago, people used oil lamps for lighting.
- Now, people use electricity.

Vocabulary

daily routine; traditional; modern; oil lamp; electricity

Homework check

- ◆ This will be done as part of Task 2.

Task 1 (10 minutes)

Step 1

- ◆ Organise students into pairs - **Student A** and **Student B**. Tell them to **Look at Activity 3 on page 4 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to look at page 127 at the back of the Skills Book.

Step 2

- ◆ Explain that this shows the conference programme for Sunday, but that some of the times are incomplete. Tell students to remove the page carefully. **Student A** should look at **information page A** and **Student B** should turn the page over and look at **information page B**.

Step 3

- ◆ Explain that students should take turns to ask their partner questions which will enable them to complete the information on their side of the programme. For example, **Student A** asks **What time does Vicky start?** **Student B** consults their programme and replies **9.15**. **Student B** asks **What time does Toshi finish?** **Student A** consults their programme and replies **10.20**. As students are asking and answering questions, circulate around the classroom offering guidance and support.

A This activity provides an opportunity for students to practise finding specific information, and asking and answering questions about time.

Step 4

- ◆ For further practice, when students have completed their programmes, ask a few questions about the start and finish of some talks, such as **What time does Rashid's talk start?** Then ask **What is his talk about?** Elicit that it starts at **10.25** and is about **Daily life in Oman in his granddad's generation**.

Task 2 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 4 of your Classbook** and read the rubric and information text. Check their understanding of the task. You have already asked them questions about the time and subject of Rashid's talk in Step 3 of Task 1.

Step 2

- ◆ Students should already have read the e-mail on page 4 for homework, so the content should be familiar to them. Ask a few questions as a quick comprehension check, such as:

- Who is the e-mail from? (Ahmed)
- Who is it to? (Rashid)
- Who is Rashid's talk about? (Ahmed's granddad)
- When is Rashid giving his talk? (Sunday)
- What is Ahmed's talk about? (Homes in Oman – past and present)

- ◆ Check that students understand the meaning of **daily routine** and explain this phrase if necessary.

Step 3

This step is the homework check for the work that students did after Lesson 2.

- ◆ Tell students to get out their exercise books and compare their answers to the four questions at the top of the e-mail, then do a whole class oral check of the answers.

Answers:

1. Information about what Ahmed's grandfather did in his free time, and information about his granddad's daily routine.
2. For his IKC conference talk.
3. Hawalees.
4. Because Ahmed's grandfather's family didn't have a camera.

Task 3 (5 minutes)

Step 1

- ◆ Tell students to think about the differences between their lives and their grandparents' lives. If possible, give them one or two examples of your own. Elicit a few examples from volunteers.

Step 2

- ◆ Tell students to **Look at Activity 2 on page 5 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to match each picture to one of the four sentences underneath. Tell them to write the numbers **1 – 4** in their exercise books, and write the corresponding letter beside each number. Do a whole class check.

Answers:

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

Task 4 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They are going to hear Ahmed's grandfather talking about how houses were built when he was young, and decide whether he mentions the information in the five listed statements. Before students listen, get them to read the statements.

Step 2

- ◆ Tell students to write the numbers **1 – 5** in their exercise books and, as they listen, put a tick (✓) or a cross (X) beside each number accordingly. Play **Listening 1.3** straight through, then do a whole class check.

Listening Transcript 1.3

Granddad: Well, Ahmed, there are lots of modern buildings nowadays but years ago, we built houses very differently.

Ahmed: How were they built, granddad?

Granddad: In those days, we built our own houses. We didn't pay others to do it for us.

Ahmed: I imagine that was hard work. What did you build the houses with?

Granddad: I remember my father built our house with his own hands using large stones – we didn't use bricks.

Ahmed: Amazing! What was your house like inside? I expect it was rather different from our house now.

Granddad: Yes, it really was quite different. We got all our water from wells. You know, our house didn't have electricity and at night we used oil lamps for lighting.

Ahmed: Wow! What a difference! Houses are quite different nowadays. What was your living room like then, granddad?

Answers:

1. ✓
2. ✓
3. ✓
4. X
5. X

Task 5 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 5 of your Skills Book** and read the information and instruction text. Discuss the differences between the two living rooms in the pictures – the traditional and the modern. Get students to model sentences orally based on the dialogue in the speech bubbles under the two pictures, for example:

- Years ago, people didn't have much furniture.
- Now, people have chairs and tables.

Homework

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to write sentences about the past and present following the example sentences. They should do this work in their Skills Books. Make sure students understand that the first sentence should begin with the phrase **Years ago** and the second sentence with **Now, ...** Do a couple more sentences with students, and write them on the board. Ask students to write the rest of the sentences at home.



You should allow time to give students as much help in class with this writing activity as possible. This applies to any written activity in the Grade 7B *English for Me* course that is begun in class and finished for homework.

Lesson 4

In this lesson, students will:

- consider and discuss traditional houses in Oman
- listen for specific information
- write a description of a traditional house
- find specific information in a reading text

Target Language

- This type of house is called a [round house].
- The house had [a flat roof]. It didn't have any [windows].
- The house was made of [large stones].
- This type of house was traditional in [Musandam].

Vocabulary

Types of traditional houses: barasti house; round house; bait al qufl house

Homework check (5 minutes)

- ◆ Tell students to get out their Skills Books with the sentences they wrote for homework and compare their sentences with a partner's. Ask a few volunteers to read out their sentences, and write them on the board.

Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 1** on page 6 of your **Classbook**. Say **Look at the pictures of these houses**. Ask if they have ever seen pictures of houses like these before. Tell students to read the rubric and instruction text. Get them to discuss what they know about the three houses in their groups, then elicit some ideas from the class.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1** on page 6 of your **Skills Book** and read the rubric and instruction text. Check their understanding of the task. Explain that they are going to hear part of Ahmed's talk about **Homes in Oman – past and present** and use the information they hear to complete the table in their Skills Books.

Step 2

- ◆ Before students listen, tell them to look at the phrases and think about which type of house each one describes. Explain that, as they listen, they should write the letter that goes with each

phrase into the appropriate section of the table. Point out the parts which have already been completed. Play **Listening 1.4** straight through.

Listening Transcript 1.4

Ahmed:

We're going to talk about three different types of traditional housing seen in Oman.

First of all, there are barasti houses. These were built with palm branches. These houses were special – they were quite large and some had two floors. The sea air could come through the walls so they were quite cool. These houses were traditional to the Batinah coast.

Next, there are the round houses. Round houses were built in the Jebel Qara in Dhofar. They were made of stone and the roof was made of wood and grass. These houses were special because they didn't have any windows – none at all. This made the house cool when it was hot, and warm when the weather was cool.

Finally, there are the bait al qufl houses. These houses were traditional to Musandam. They were strong houses built of large stones and their walls were thick. The roof was flat, and built of wood and soil. These houses were special because they didn't have any windows and only had small doors. They were cool in summer and warm in winter.

Step 3

- ◆ Tell students to check their work with a partner, then play the CD again. This time, pause after each house is described, and elicit the answers from volunteers.

Answers:

TYPE OF HOUSE	Where can you see it?	What's it made of?	What's special about it?
barasti	d	e	i
round house	g	c	h
bait al qufl	a	b	f

Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the description which Ahmed wrote and decide what type of house it describes. They should write the name of the house in the space provided. The answer is **bait al qufl**.

Step 2

- ◆ Tell students they should now write a description about one of the other houses using Ahmed's description as a model. Circulate around the classroom offering guidance and support.

The following descriptions are model answers:

Round house

This type of house is called a round house. The house was made of stone and the roof was made of wood and grass. The house didn't have any windows. This made it cool in summer and warm in winter. This type of house was traditional in Jebel Qara in Dhofar.

Barasti house

This type of house was made of palm tree branches. It was quite big and sometimes had two floors. The sea air could come through the palm branches. This made the house quite cool. This was a traditional house on the Batinah coast.

Optional Activity

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the house shape at the bottom right of page 6. Remind students that they can do these extra tasks whenever they finish early, or in their free time.

Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 2 on page 6 of your Classbook** and read the rubric and information and instruction text. Check their understanding of the task. Explain that this is a page from Ahmed's Learning Journal. Tell students to read the three questions on the right of the page, then read the text on the

left and find the answers to the questions. Do a quick oral check and elicit the answers.

Answers:

1. It was relaxing to sit in and hear the sea.
2. An uncle of some family friends.
3. Open answers.

At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed up to this point in the unit.

For the next lesson

- ◆ Tell students to bring the Learning Journals they made in Semester 1 to the next lesson. Prepare one set of Past and Present information cards for each group of 6.

Lesson 5

YOU WILL NEED:

- PAST AND PRESENT INFORMATION CARDS – one for each group of 6

In this lesson, students will:

- do a quiz about life in Oman in the past
- write two interesting things they have learned about life in Oman in the past
- look at and discuss an example of a Learning Journal
- think about information for their own Learning Journal

Target Language

- What do you know about life in Oman?
- Where did children learn to read and write?
- How long did it take to travel . . . ?
- When did radio and television begin?

Vocabulary

education; transport; health; entertainment; employment; electricity

Before this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 4.

Task 1 (10 minutes)

Step 1

- ◆ Write the following headings on the board and tell students to copy them into their exercise books:

1. Education
2. Transport
3. Health
4. Entertainment
5. Employment
6. Electricity and water

- ◆ Elicit or explain the meanings of each of the words in the list above, and make sure that students understand them.

Step 2

- ◆ Tell students to **Look at Activity 1 on page 7 of your Classbook** and read the rubric and instruction text. Give them a few minutes to discuss the question **What do you know about life in Oman 50 years ago?**

Step 3

- ◆ Tell students to **Look at Activity 2** and read the instruction text. Check their understanding of the task. Organise students into groups of 6 and distribute a set of activity cards to each group. Give one card to each member of the group and tell them to read it, and share the information with their friends. They should write answers to the questions under the headings they wrote in their exercise books in Step 1. Circulate around the classroom offering guidance and support.

Step 4

- ◆ When students have finished, do a quick oral whole class check.

Answers:

1. Qu'ran schools.
2. Nearly a week.
3. Eye disease.
4. Radio – 1970s. TV – 1974.
5. 1980.
6. Wells.

Task 2 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 7 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read the statements about life in Oman 50 years ago, and without looking at their activity cards, see what they can remember. They should decide whether each statement is **True** or **False** and put a tick (✓) or a cross (X) accordingly in the box after it.

Step 2

- ◆ Do a quick oral whole class check, and elicit the answers.

Answers:

1. ✓
2. ✓
3. X
4. ✓
5. X
6. X

Task 3 (10 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Explain that they

should think about what they have learned in this lesson about life in Oman 50 years ago, and write two interesting things on the writing lines. Circulate around the classroom offering guidance and support.

Task 4 (10 minutes)

This task introduces students to the idea of writing their own Learning Journals, a task they will be asked to do every week. If there is time, this can be done in class; if not, as homework. You should remind students regularly that they should not forget to write something in their Learning Journals. The Learning Journals provide an opportunity for students to think and write more freely about their work. This will help them to become more independent learners.

Step 1

- ◆ Ask students what they can remember doing in their Learning Journals in Semester 1 and elicit some ideas. Tell them to get out their Learning Journals, and look through them. Remind them that last semester they spent time thinking about different ways and styles of learning. Tell them that this semester, they will continue to do this and write in their journals every week.

Step 2

- ◆ Tell students to **Look at the cut-out page on page 81 of your Skills Book**, and point out the words **My Learning Journal** at the top. Show them that on the left hand side, are some comments that Ahmed has written in his Learning Journal. Direct their attention to his two comments about Week 1. Ask **Was Ahmed happy to start English lessons again?** Elicit **Yes** and ask **How do you know?** Elicit that he said it was **Great!** and **I'm really glad.** Ask **What did he find interesting?** and elicit **reading about traditional homes in Oman.**

Step 3

- ◆ Tell students to look at the right hand side of the page and show them **Week 1**. Explain that they should write their own comments in this space. Ask them to think about their work and write up their Learning Journals in class or at home within the next day or so. Reassure them that the journals are not assessed, but provide an opportunity to write about what they are interested in, what they enjoy and to identify any difficulties. If they want, they can draw pictures too.

Step 4

- ◆ Tell students that towards the end of the following week, they will look at Ahmed's comments for **Week 2** and fill in their own journal for Week 2. The following week, they will complete **Week 3**.



After they have completed all three weeks, they will remove the page from their Skills Books and store it in a separate section of their portfolios. They might like to design a cover and contents page for this section.

For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check in Skills Book, page 8, Activity 2 for Task 2 of the next lesson.

Lesson 6

YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK IN SKILLS BOOK, PAGE 8, ACTIVITY 2 (optional)

In this lesson, students will:

- sort groups of words into categories
- consider information about topic headings
- choose topic headings for groups of words
- start thinking about a project

Vocabulary

topic heading; category; general; particular

Task 1 (5 minutes)

- ◆ Tell students to **Look at Activity 1 on page 8 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the word on the strip coming out of Robby's head – **Headings**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to choose one of the three topic headings for each group of words.

Answers from left to right:

Communication
Entertainment
Education

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to sort the words in the box into three groups, then write them into the correct columns and decide on an appropriate heading for each column. They should refer to Activity 1 on page 7 of their Skills Books to help them find a heading.

Step 2

- ◆ When students have completed the task, tell them they are going to listen and check their work. Play **Listening 1.5**, pausing after each group to do a whole class check. Alternatively, use the OHT you have already prepared.

Listening Transcript 1.5

Employment

engineer
journalist
policeman
architect

Health

clinic
disease
hospital
medicine

Transport

bicycle
boat
bus
car

3.

50 years ago, people used candles and oil lamps for lighting. They used small traditional fans made from palm tree leaves to keep them cool. Nowadays, most people have electric light and air-conditioning or large ceiling fans in their homes, offices and schools. // **Electricity**

Step 3

- ◆ Tell students to read the information texts about topic headings which Robby's hand is pointing to at the bottom of the page. Discuss the ideas in the sentences.



Point out the picture of Portfolio Pete and get students to read the instruction text beside it. Check their understanding of the task. They should make lists of words in the same category, and give each group of words a topic heading. They should do this at home, and put their lists into their portfolios.

Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read each paragraph, decide on the topic and write a topic heading for each. Ask them to check their ideas with their group.

Step 2

- ◆ Tell students they are going to hear the answers. Play **Listening 1.6**, pausing before each answer. Elicit the answer from volunteers, then play it so that students can check their work.

Listening Transcript 1.6

1.

Many years ago, people used a small, thin piece of wood called a 'meswaq' to brush their teeth. Nowadays, people use a toothbrush. They used traditional medicine to treat people when they were ill. // **Health**

2.

Many years ago, many people were fishermen, farmers, handicraft makers and pot makers. Women made caps and clothes. Nowadays, men and women do many different jobs. // **Employment**

Task 4 (10 minutes)

- ◆ Explain to students that they are going to do a project. Tell them to **Look at page 8 of your Classbook** and read the rubric and instruction text. Give them time to read through the stages of the project, then go through these, and check students' understanding. Tell them to think about who they would like to interview, and what topics they would like to ask them about. Explain that they will be spending more time on this in the next lesson.

Homework

- ◆ Students make lists of words for the portfolio task in Task 3, Step 3.
- ◆ Remind students to continue writing up their Learning Journals for Week 1.
- ◆ Students should think of a person to interview. Give them some suggestions – i.e. the best kind of interviewee would be a grandparent, or great uncle or aunt, who has first hand experience of life in the past and can remember it clearly.

Lesson 7

YOU WILL NEED:

- SCISSORS

In this lesson, students will

- match symbols and words
- listen to a longer, more extended text
- listen for specific information
- think about questions to ask in an interview

Target Language

- Where did you go to school?
- What was your school like?
- How did you go to school?
- What time did you usually go to sleep?

Vocabulary

tent; herbal treatment; henna; blood; coffee powder

2. Health
3. Entertainment
4. Electricity and water
5. Education
6. Employment

Task 2 (15 minutes)

Step 1

Ask students to tell the rest of their group who they have chosen to interview, and what topics they are going to ask about. Tell them to **Look at the Project Record Sheet on page 89 of your Skills Book** and write the name of the person in the space under Stage 1. They should then put a tick (✓) in the box beside Stage 1.

Tell students that when they have completed all eight stages of their Project Record Sheets, they should cut them out and put it into their portfolios.

Step 2

Explain that students are going to hear Maha interviewing her grandmother about life when she was young. Tell them to **Look at Activity 1 on page 9 of your Classbook** and read the rubric and information and instruction text. Check their understanding of the task. Get them to write the numbers 1 – 7 down the page in their exercise books. Explain that they should listen, choose the correct answers **a, b** or **c** and write the letter of the answer beside the corresponding number. Give students time to look at the questions and choices, then play **Listening 1.7** straight through.

The listening deals with five main topics – education, electricity, transport, health, employment. There is a pause on the CD after each one has been discussed.

Homework check

- ◆ You will be collecting students' portfolios at the end of Lesson 9 to check the words they wrote for homework in Lesson 6 as well as their other portfolio work. However, if you prefer to collect their portfolios earlier, that is fine.

Task 1 (5 minutes)

For this activity, students will need both their Classbooks and their Skills Books.

Step 1

- ◆ Tell students to **Look at page 3 of your Classbook** and ask **What can you see in the frieze?** Elicit the names, allowing students to use Arabic where necessary. Tell students to write the numbers 1 – 6 in their exercise books to represent each of the symbols in the frieze.

Remind students that they are NOT allowed to write in their Classbooks.

Step 2

- ◆ Tell students to **Look at page 3 of your Skills Book** and read the words and phrases in the frieze. Get them to write the number of the corresponding symbol in the Classbook under each word or phrase. Do a whole class check and elicit the answers.

Answers:

1. Transport

Listening Transcript 1.7

- Maha:** Hello, grandma. Can I ask you some questions about when you were young?
- Grandma:** Of course you can, Maha. What would you like to know?
- Maha:** Well, where did you go to school?
- Grandma:** Granddad and I both went to Qur'an schools.

Maha: What was your school like?

Grandma: I went to school in a small barasti house made of palm branches.

Maha: What was granddad's school like?

Grandma: I think he studied in a small tent.

Maha: How did he go to school?

Grandma: Well, you know we didn't have buses then. So he walked to school every day. It took a long time.

Maha: Well, I think I am really lucky. I go to school by bus and it doesn't take long at all. // Now, what about night time? What time did you usually go to sleep, grandma?

Grandma: When it got dark. So we went to bed at about 6 o'clock.

Maha: Really? That's early.

Grandma: Well, we didn't have electricity then.

Maha: Nowadays, it is quite different. I go to bed much later. Sometimes at weekends I go to bed at 11 o'clock. // Er . . . next question. How did you travel to visit your aunt and uncle?

Grandma: Well, they lived in a different place. We rode donkeys and it was a long journey.

Maha: How long did it take?

Grandma: It took 4 days to get there.

Maha: That's amazing. Of course, nowadays it only takes one hour by car!

Grandma: I know. It's really quite different now. //

Maha: What did you do when you were ill?

Grandma: We didn't have hospitals or clinics. So we often used traditional herbal treatment from plants and trees. We used henna if we had headaches. I remember once I cut my finger and there was a lot of blood.

Maha: What did you do to stop the blood?

Grandma: My mother washed my hand in the falaj and put coffee powder on it.

Maha: Really? Coffee powder?

Grandma: Yes, really!

Maha: How incredible! // One more question. What did you do to get money?

Grandma: Your granddad was a fisherman and I made caps.

Maha: How interesting! Do you know that when I grow up, I want to be a teacher?

Grandma: That sounds good. You'll have to study hard, though!

Maha: Oh, I know. Well, thanks very much, grandma. May I ask you some more questions tomorrow?

Grandma: Of course.

Step 3

- ◆ Tell students to compare their ideas with their group, then play **Listening 1.7** again. Pause after each section and elicit the answers.

Answers:

1. b
2. a
3. a
4. b
5. c
6. c
7. b

A This activity provides an opportunity to assess how well students are able to listen to a longer, more extended text and extract specific information.

Task 3 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the questions again and decide what topic Maha is talking about in each one. Ask them to note down the answers in their exercise books.

Answers:

1. Education.
2. Education.
3. Daily routine.
4. Transport.
5. Transport.
6. Health.
7. Employment.

Task 4 (10 minutes)

Step 1

- ◆ Tell students to think about the topics and questions they would like to ask the person they are going to interview, and share their ideas with a partner. Elicit a few examples of questions from volunteers, such as:

- What was your school like?
- What games did you play?
- Where did you live?
- What was your house like?
- What was your kitchen like?
- How did you travel from one place to another?
- What did you do in the afternoons?
- What did you do in your free time?
- How often did you see your relatives?
- What did you eat?
- How did you cook?

Step 2

- ◆ Tell students to write the questions in their exercise books to create a questionnaire. Tell them to do this in their groups. Circulate around the classroom offering guidance and support.

Step 3

- ◆ Distribute the scissors. Tell students to **Look at page 113 at the back of your Skills Book** and to **Cut out the page carefully**. Then tell them to write their questions neatly on the questionnaire, leaving space between the questions so they can take notes. When they have finished, they can then tick Stage 2 on their Project Record Sheets on page 89.



Tell students to put the questionnaire pages which they have cut out into their portfolios until they need to use them.

Step 4

- ◆ Set a date by which interviews must be completed (they must be completed by

Lesson 12). Tell students to think about how they will conduct their interviews and record the information. When and where will they conduct the interviews? Will they record the information on a recording device, or write it into their exercise books? Encourage them to make notes in their exercise books before writing it out on their portfolio pages.

Step 5

- ◆ Tell students to **Look at Stage 3 of your Project Record Sheet** and complete the information about how they will record their interviews. They should then tick Stage 3.



Encourage students to use English for their interviews if possible. However, they will probably have to carry out the interview in Arabic, and then write up the information they obtain in English.

Homework

- ◆ Remind students to continue writing up their Learning Journals for Week 1.

At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 6 to 8.

For the next lesson

- ◆ You will need to prepare sets of the past tense verbs from the photocopiable pages at the back of this Teacher's Book – one set of 12 verbs for each group of 6 students.

Lesson 8

YOU WILL NEED:

- PAST TENSE VERB FORMS FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one set of 12 verbs for each group of 6 students

In this lesson, students will

- play a game with past and present verb forms
- analyse the different purposes of paragraphs in a story
- match pictures to paragraphs
- describe a memory orally and in writing

Target Language

- I remember [6] years ago, . . .
- Years ago, I remember . . .
- When I was [8], I remember . . .
- [Eight] years ago, . . .

Vocabulary

Structure of a story: paragraph; setting; events; information; conclusion

Other language: memory; dentist; frightened; pillow; tooth fairy; coin; hug; cable car

Before this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 7.

Task 1 (10 minutes)

Step 1

- ◆ Organise students into groups of 6. Give each group a set of past tense verbs. The verbs should be mixed up and not given in any particular order.

Step 2

- ◆ Tell students they are going to play a game. Get them to put the sets of verbs in the centre of their tables, face down, then take two verbs each. Explain that you are going to say one of the verbs in the present tense and the student with the matching past tense should stand up and hold up their verb. The student who stands up first with the correct past tense verb, scores a point for their group.

Step 3

- ◆ Demonstrate the activity first, and then play the game, calling out the verbs in random order.

The verbs are as follows:

forget; give; go; have; hold; make; put; read; run; say; take; wake

Collect the verbs at the end of the activity.

This should be a short, lively activity that reinforces students' recognition of these verbs in the past and present forms.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at page 10 of your Classbook** and read the rubric and the first part of the information text. Ask **What did Paul want from his friends?** Elicit that he wants them to tell him things they remember about when they were young.

Step 2

- ◆ Tell students to read the rest of the instruction text. Check their understanding of the task. Make sure they understand that a girl called Suzy has sent Paul a story about something that happened to her, but the pictures and paragraphs have got mixed up and need to be sorted out. Tell students to read the story and match the paragraphs to the pictures. Remind them to write the answers in their exercise books and not in their Classbooks.

Step 3

- ◆ When students have finished, get them to compare their answers, then tell them they are going to hear Suzy's story. Play **Listening 1.8** straight through.

Listening Transcript 1.8

Suzy:

I remember 6 years ago, when I was a young child, an old lady called Mrs Cheery lived next door. She loved children and was always telling funny stories. One day, my Mum took me to the dentist because I had to have a tooth taken out. I was frightened and cried. Afterwards, the dentist gave me the tooth.

On the way home from the dentist, we met Mrs Cheery. I told her about my tooth. 'Oh,' she said, 'You should put it under your pillow tonight when

you go to bed. The tooth fairy will take away your tooth and leave you a present.' That night, I put the tooth under my pillow before I went to sleep.

The next morning, I looked under my pillow. The tooth was gone! There was something else there instead . . . a large shiny silver coin. I couldn't believe it! I ran to tell my mother, 'Look! Look what the tooth fairy left me!' I held up the coin. My mother smiled and gave me a big hug. 'Well, well,' she laughed. 'Would you believe it? What a surprise!'

Now I'm older, I know that the 'tooth fairy' was really my mother. I'll always remember the lovely story about the tooth fairy. It made me happy and I forgot about my aching tooth!

Step 4

- ◆ Do a whole class check and elicit the answers.

Answers:

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

- ◆ Ask students what helped them decide on the order of the pictures, and what they understood of the story.

A This activity provides an opportunity to assess how well students can read for general understanding.

Task 3 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2**. Read the question **Which paragraph describes each of the following?** Check their understanding of **setting, events, information** and **conclusion** and the definitions of these words. Ask them to decide which paragraph describes each statement. Give students time to discuss this in their groups.

Step 2

- ◆ Do a whole class check, and elicit the answers. Explain to students that when we write stories in English, we organise our writing into paragraphs. We start by giving the background or setting to the story, then we say what happened. We often follow this with more detailed information about the events in the story, then we finish with a conclusion.

Answers:

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

Task 4 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1** on page 11 of your **Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to match the three pictures to the three paragraphs in the text. Remind students to write the answers in their exercise books, and not in their Classbooks.

Step 2

- ◆ When students have finished, tell them to compare their answers with a partner, then do a whole class check. Ask them to tell you which clues in each text helped them identify the right picture.

Answers:

1. c
2. b
3. a

Step 3

- ◆ As a quick comprehension check, ask students to tell you what each character remembered when young.

Task 5 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to remember something about their own lives, and tell a friend about it. If time allows, ask one or two volunteers to tell the class about their experiences.

Homework

- ◆ Tell students to write about one of their memories. Go over the task with them and write one or two examples on the board. If possible, make time for students to start writing in class, and circulate around the classroom offering guidance and support. Refer them to the three texts on page 11 for help with the language. They should begin in one of the following three ways:

- When I was [8], I remember . . .
- I remember [6] years ago, when I was . . .
- Years ago, I remember . .



Point out the picture of Portfolio Pete at the bottom of page 11. Remind students that this means they should put their completed work into their portfolios.

Lesson 9

In this lesson, students will:

- consider the number of syllables in 2, 3 and 4 syllable words
- decide which syllable in a word carries the main stress
- consider stress patterns in words
- consider and talk about Week 2 of their Learning Journal

Vocabulary

stress; syllable

Warm-up (10 minutes)

- ◆ Tell students to get out their portfolios and take out the writing they did for homework. Ask them to describe their memories to their group.

Task 1 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 9 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the word on the strip coming out of Robby's head – **Stress**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to decide how many syllables each of the three words **doctor**, **Internet** and **information** has. Elicit the answers.

Step 2

- ◆ Tell students they are going to hear the words, and they should listen and check their ideas. Play **Listening 1.9**, pausing after each word. Elicit the answer, then continue.

Listening Transcript 1.9

doc / tor //
In / ter / net //
in / form / ma / tion

Answers:

doctor – 2 syllables
Internet – 3 syllables
information – 4 syllables

Step 3

- ◆ Tell students you are going to play the listening again. (It is repeated on the CD). Pause after doctor and ask **Which syllable is stronger?** Students should tell you that the first syllable is stronger. Explain that this is the main stress in the word. Write **doctor** on the board and mark the stress pattern above the syllables. Make it clear that the symbol which marks the main stress above the first syllable is bigger than the second one.

■ ■
doctor

Step 3

- ◆ Repeat the procedure with **Internet** and **information**, showing the stress patterns below.

■ ■ ■ ■ ■ ■ ■ ■
Internet information

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to say the words in the book on the left of the page, and decide how many syllables each word has. They should write each word into the appropriate column.

Step 2

- ◆ Tell students they are going to hear the words, and they should listen and check their answers. Play **Listening 1.10** straight through.

Listening Transcript 1.10

2 syllable words
transport
teacher

3 syllable words
conference
hospital

4 syllable words
entertainment
competition

Step 3

- ◆ Ask students to consider where the main stress lies in each word, and to look at the stress patterns in the boxes under columns of words. Tell them they are going to hear the words again, and this time, they should tick (✓) the correct stress pattern. Play **Listening 1.10** again. (It is repeated on the CD).

Answers:

2 syllables – pattern 1
3 syllables – pattern 2
4 syllables – pattern 2



This activity provides an opportunity to assess how well students can recognise and identify stress patterns in 2 syllable, 3 syllable and 4 syllable words.

Task 3 (5 minutes)

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to find the word in each group of four words that doesn't fit into the stress pattern of the other three words. They have to write the word that is different in the box under each column, and mark where the stress in this word is.

Answers:

■ ■ ■
disease employment kilometre

Task 4 (5 minutes)

Step 1

- ◆ Tell students to **Look at page 81 of your Skills Book** and to **Look at the My Learning Journal cut-out page**. Ask them to look at Ahmed's comments for **Week 2** – numbers 3 and 4. Ask questions such as:

- What were some of his friends scared of when they were very young? (the dark)
- Who is he going to interview? (his grandfather)
- Where does this person live? (Nizwa)
- How does he feel about the project? (very excited)

- ◆ Elicit the answers, then tell students you want them to think about their own Learning Journals for Week 2.

Homework



As mentioned on page x of the Introduction to the Grade 7B Teacher's Book, in some units, the spellings to be learned do not appear until quite a long way through the unit. The material in this new version of Grade 7B has to be covered within a shorter time than in the former version. Because of this, there is sometimes no opportunity to introduce the spellings in the early lessons of a unit. However, if teachers prefer to give the spellings to students earlier, and can make time to do so, that is fine.

- ◆ Tell students to learn the spellings of the past tenses of the following 8 verbs. Write the verbs on the board.

forget – forgot; give – gave; hold – held;
make – made; read – read; run – ran; say – said;
take – took

- ◆ Tell students to write these verbs in their exercise books and remind them of the 'look, cover, write, check' method of learning spellings which they were first introduced to in Grade 5A of the *English for Me* course. Encourage them to use this method. Say you will be checking the spellings of these 8 verbs during the next few lessons.

1. Look at the word.
2. Cover the word.
3. Write the word.
4. Check the word.

- ◆ Tell students to write up their Learning Journals for Week 2. Remind them they can add some drawings if they like.

At the end of this lesson

- ◆ Collect students' portfolios so you can check the words they wrote for homework in Lesson 6, the writing they did for homework in Lesson 8 and other portfolio work they have done in this unit.

For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT with Tariq's time line in Skills Book, page 10, Activity 2 for Task 3 of the next lesson.

Lesson 10

YOU WILL NEED:

- AN OHT OF TARIQ'S TIME LINE IN SKILLS BOOK, PAGE 10, ACTIVITY 2 (optional)

In this lesson, students will:

- make sentences from information in time lines
- make rules about time expressions
- make sentences about their own past using 'ago'
- consider the difference between exact and general time

Target Language

- How long ago did Tariq [learn to ride a bike]?
- [Five years] ago.
- How old was he?
- [Eight].

Vocabulary

in relation to; time expression; time line; exact; specific; general

At the beginning of this lesson

- ◆ Return students' portfolios which you collected at the end of Lesson 9.

Task 1 (10 minutes)

Step 1

- ◆ Tell students to Look at Activity 1 on page 10 of your Skills Book. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **Talking about the past in relation to the present**. Tell students to read the rubric and instruction text and check their understanding of the task. Students have to read the sentence **Suzy went to the dentist 6 years ago** and underline the verb (**went**) and the time expression (**6 years ago**). Explain the phrase **in relation to**.



The phrase 'in relation to' is used to talk about something that is connected with something else, or when we are comparing one thing with another.

Step 2

- ◆ Remind students of Suzy's story about the Tooth Fairy (Classbook, page 10, Activity 1). Tell them to look at the time line in Skills Book, page 10, Activity 1 and answer the questions

underneath. While they are working out the answers, copy the time line onto the board. Point to the word **NOW** and ask **How old is Suzy now?** Elicit **13 years old**. Ask **How many years ago did the story happen?** and elicit **6 years ago**. Demonstrate this on the time line by moving your finger backwards from the word **NOW** and asking them to count the number of years with you until you reach **Suzy went to the dentist**.

Step 3

- ◆ Ask students **How old was Suzy then?** and elicit **7 years old**. Show how by counting back 6 years from now when Suzy is 13 we can work out that Suzy was 7 when the story happened.

Step 4

- ◆ Tell students to read the two rules that Robby's hand is pointing to and complete the missing words. Elicit the completed rules from volunteers.

Answers:

We use a **time expression** + **ago** to talk about time in **the past** in relation to **the present**.

We use the **past tense** with a **time expression** + **ago**.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to look at Tariq's time line and answer questions. Draw a simple time line on the board for Tariq, or display it on the OHT you have already prepared.

Step 2

- ◆ Point to the word **NOW** and ask **How old is Tariq now?** Elicit **13 years old**. Ask **How old was he one year ago?** and elicit **12**. Ask **How long ago did Tariq learn to ride a bike?** and elicit **5 years ago**. Demonstrate this on the time line by moving your finger backwards from the word **NOW** until you reach **He learned to ride a bike**. Then ask **How old was he?** and elicit **8**. Show students that they should write these answers on the appropriate writing lines in Question 1 under the time line.

Step 3

- ◆ Go over question no 2 with students. Elicit the answers – **7 years ago** – and **6**. Show them that they should write these answers on the writing lines in Question 2. Tell them to finish the remaining three questions on their own. Get them to compare their answers with their group, then do a whole class check. Elicit the answers and write them on the board.

Answers:

- 1 year ago
He was 12.
- 12 years ago.
He was 1.
- 2 years ago.
He was 11.

Step 4

- ◆ Draw students' attention to the question form using **How long** or **How many + ago** at the beginning of the question.

Task 3 (10 minutes)

Step 1

Tell students to **Look at Activity 3** on page 11 and read the rubric and instruction text. Check their understanding of the task. They have to read the example conversation between Vicky and Manka in the speech bubble, and find the answers to the questions on the time line. Ask **What month is it now on the time line?** and elicit **February**. Ask **What month was Manka's birthday?** and elicit **October**. Ask **How long ago was Manka's birthday?** and elicit **4 months**.



Please note that there is a spelling error in the instruction text for this activity in the Skills Book. It says 'conservation' not 'conversation.' Teachers with a class of high ability may like to ask their students if they can find this spelling error!

Step 2

- ◆ Tell students to read Questions 1, 2, and 3 under the time line, and answer them in the same way, but using information about themselves. Tell them to write their answers on the line after each question. When they have finished, organize students into pairs and get them to find out about their partner by asking and answering the questions. Circulate around the classroom offering guidance and support.

Task 4 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 4** and read the rubric and instruction text. Check their understanding of the task. They have to read the two sentences **a** and **b** and answer the two questions underneath about whether each sentence describes an **exact** time or a **general** time. Elicit the answers from volunteers.

Answers:

exact time in the past – sentence **a**
general time in the past – sentence **b**

Step 2

- ◆ Tell students to read the sentences again and complete the rule underneath. Then ask them to look back through the unit and find an example of a specific time expression and a general time expression.

Answer:

The time expression always goes **before ago**.

Homework

- ◆ Write the following 10 words on the board and tell students to learn the spellings.

**education; transport; health; entertainment;
 employment; electricity; water; conference;
 generation; traditional**

Remind them of the 'look, cover, write, check' method and encourage them to use it. Say you will be checking these spellings at the end of the unit.

- ◆ Remind students to write up their Learning Journals for Week 2.

For the next lesson

- ◆ Look at Skills Book, page 11, Activity 5 and familiarise yourself with the instructions for the game on page 125 of the Skills Book so that you can explain the game to students quickly and clearly.
- ◆ If you have access to an OHP, you may want to prepare a sample reply to one of the letters in Skills Book, page 13, Activity 3. Alternatively you can make photocopies of a sample reply – one for each group.

Lesson 11

YOU WILL NEED:

- AN OHT OF A SAMPLE REPLY TO ONE OF THE LETTERS IN SKILLS BOOK, PAGE 13, ACTIVITY 2 (optional)
- PHOTOCOPIES OF A SAMPLE REPLY – one for each group (optional)

In this lesson, students will:

- play a game with questions beginning **How long ago . . . ?**
- find specific information in a reading text
- decide what paragraphs in a reading text are about
- discuss letters to a problem page

Target language

- How long ago did you [begin learning English]?
- How long ago did you [eat an ice-cream]?
- How long ago did you [do some exercise]?
- How long ago did you [have a picnic]?

Vocabulary

shuffle; pile; face downwards; sensible; accept

At the beginning of this lesson

- ◆ Make sure you are familiar with the instructions for the game on page 125 of the Skills Book.

Task 1 (10 minutes)

Step 1

- ◆ Organise students into groups of 3. Tell them to **Look at Activity 5 on page 11 of your Skills Book** and read the rubric and instruction text. Explain that they are going to play a game. Ask them to **Look at page 125 at the back of the Skills Book** and remove the page carefully. Tell them to read the **How to play** section at the bottom of the page. Go over the instructions and check students' understanding.

Step 2

- ◆ Explain that at the bottom of the page, there are 3 'wild cards' which only say **How long ago did you . . .** Explain that these wild cards mean that students should make up their own questions. Demonstrate with one group of students how to play the game. Tell students to **Cut out the cards and start playing the game**. Circulate around the classroom offering guidance and support.

A

This activity provides an opportunity to assess how well students are using the language of asking and answering questions with *How long ago . . . ?*



At the end of the game, tell students to store their cards in their portfolios.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 12 of your Classbook** and read the rubric and information and instruction text. Check their understanding of the task. They have to read Maria's story about a problem in her family, and answer the five questions at the top of the page. First, tell them to read the questions so they know what information to look for as they read the story.

Step 2

- ◆ Tell students to write the answers to the questions. Remind them to do this in their exercise books, and not in their Classbooks. When they have finished, get them to compare their answers with their group, then do a whole class check orally.

Possible answers:

2. Rita had a very bad car accident and was unable to walk. The doctors told her she would never walk again, and she became more and more unhappy.
3. The family decided to buy Rita a wheelchair. Everybody in the family worked hard to get the money.
4. Maria washed cars and went shopping for the neighbours after school.
5. Rita is enjoying life, and has even started school again.
6. Maria feels she isn't as selfish and childish as before. She has learned how lucky she is. She has also learned how to look after others, and not just think about herself.

Task 3 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. Say **Look at the story**

again. Ask **How many paragraphs are there?** and elicit **five**. Tell students to answer the questions about the paragraphs and write the answers in their exercise books.

Step 2

- ◆ Do a whole class check. As you elicit the answers, ask students what information in each paragraph helped them decide on the answers.

Answers:

- a. Second paragraph.
- b. First paragraph.
- c. Fifth paragraph.
- d. Fourth paragraph.
- e. Third paragraph. (**NB.** The second paragraph tells us they planned to buy a wheelchair but the third paragraph tells us that they actually bought it).

Task 4 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 13 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read Maria's e-mail and answer the four questions about it. They should read the questions before reading the e-mail, so they know what kind of information they should look for.

Step 2

- ◆ Do a whole class check and elicit the answers orally.

Answers:

1. The IKC members.
2. The IKC conference magazine.
3. Their problems.
4. To put on the problem page in the magazine.

Task 5 (5 minutes)

Step 1

Tell students to **Look at Activity 2** and read the rubric and instruction text. Tell them to read the letters in the activity, then ask a few quick questions to check their understanding of the situation, such as:

- Who is Aggie? (A problem page 'auntie')
- Why are people writing to her? (They want help in solving their problems)

- Where is this problem page from? (The IKC Conference magazine)
- Where are the writers of the three letters? (Salalah, London and Nizwa)

Step 2

- ◆ Tell students to work with a partner and decide what advice they would give each person. Do one problem with the class as an example. Elicit the problem and some suggestions for solving it. Then tell students to look at the other two letters and make suggestions to solve the problem. Circulate around the classroom offering guidance and support.

Homework



Point out the picture of Portfolio Pete at the bottom of the page. Tell students to write a reply to one of the letters and to put their replies into their portfolios.



Give students as much help as you can in class with writing their replies. You may want to photocopy an example of a reply for them to refer to, or show it on an OHT.



At the end of this lesson

- ◆ Collect students' Skills Books so that you can check the work they have completed from pages 9 to 11.

For the next lesson

- ◆ Tell students to bring their notes and questionnaires for interviewing their family members to the next lesson.
- ◆ If students do not already have them, make photocopies of the Writing Route from the photocopiable pages at the back of this Teacher's Book – one for each student.

Lesson 12

YOU WILL NEED:

- PHOTOCOPIES OF THE WRITING ROUTE FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK
- SCISSORS

In this lesson, students will:

- learn more about how to organise a piece of writing
- give headings to parts of a writing plan
- put paragraphs in order
- fill in stages on a Project Record Sheet

At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 11.

Homework check (5 minutes)

Tell students to get out their portfolios with the suggested replies they wrote to one of the problems on Classbook, page 13, Activity 2. Get them to tell a partner about their suggestion. Remind them to put their work back into their portfolios.

Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 12 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the words on the strip coming out of Robby's head – **Organising your writing**.

Step 2

- ◆ Tell students to read the rubric and information and instruction text and check their understanding. Explain they are going to learn more about how to organise a piece of writing. Tell them to refer to the story about the tooth fairy on page 10 of their Classbooks. Ask them if they remember how it was organised (the setting, the events, more information, the conclusion).

Step 3

- ◆ Remind students of Maria's story which they read in the previous lesson (Classbook, page 12, Activity 1) and ask them how it was organised

(Introduction – events – how Rita feels – what Maria learned). Explain that the organisation of a story is very important to help readers understand it.

Step 4

- ◆ Tell students they are going to look at how Maha organised the writing of her project. Tell them to **Look back at page 9 of your Classbook** and read Maha's interview with her grandmother again. Show them how it is organised, according to different topics (education, transport, health, employment).

Step 5

- ◆ Tell students to **Look at Activity 1 on page 12 of your Skills Book**. Check their understanding of the task. They have to look at Maha's plan and give each section a heading. Circulate around the classroom offering guidance and support. Do a whole class check and elicit the answers.

Answers:

Introduction

Grandmother 60

Grandfather 68

Lived in village near Sohar

Education

Qur'an schools

Grandmother – barasti hut

Grandfather – tent

No bus, walked to school

Health

No hospitals or clinics

Traditional medicine

Henna for headaches

Transport

On foot or by donkey

4 days by donkey to visit relatives

Employment

Grandfather – fisherman

Grandmother made caps

Conclusion

Modern life

My feelings

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2** and read the

rubric and instruction text. Check their understanding of the task. They have to read the six paragraphs that Maha has written and put them in order according to her plan in Activity 1.

Step 2

- ◆ Tell students to check their work with a friend, then do a whole class check and elicit the answers.

Answers:

1. e 4. f

2. b 5. a

3. c 6. d

Task 3 (10 minutes)

Step 1

- ◆ Tell students to take out their notes of their interviews with their relatives. Tell them to **Look at page 111 at the back of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**. Read the title – **Organising your writing**. Tell them they should plan their writing using this page, and Maha's map on page 12 of the Skills Book as a model. Circulate around the classroom offering guidance and support.

Step 2

- ◆ Tell students to **Look at your Project Record Sheet on page 89 of your Skills Book and put a tick (✓) in the box beside Stage 4**. Tell them to put the 'Organising your writing' cut-out page into their portfolios.

Step 3

- ◆ Tell students to think about the pictures, photos or drawings they are going to include in their projects. When they have done this, ask them to put a tick (✓) beside **Stage 5** on their Project Record Sheets. Distribute copies of the Writing Route if students do not already have one, and tell them to refer to it. Students should now begin writing up the first draft of their projects. Tell them there will be time to finish their projects in the next lesson.

Homework

- ◆ Remind students to practise spelling the past tenses of the 8 verbs which you gave them to learn at the end of Lesson 9. Tell them you will be checking these words in the next lesson.



forget – forgot; give – gave; hold – held;
make – made; read – read; run – ran; say – said;
take – took

- ◆ Remind students to finish writing up their Learning Journals for Week 2.

Lesson 13

YOU WILL NEED:

- SCISSORS

In this lesson, students will:

- do a spelling test
- complete Stages 6,7 and 8 of a project
- complete these stages on their Project Record Sheet
- continue writing up their Learning Journal

Task 1 (10 minutes)

Step 1

- ◆ Tell students you are going to check their spellings of the past tenses of the 8 verbs which you asked them to learn at the end of Lesson 9. Tell them to **Look at Activity 2 on page 14 of your Skills Book** and show them the writing lines. Tell students they are going to hear each verb in the present tense, and they should write the past tenses on the first 8 writing lines.

Step 2

- ◆ Play **Listening 1.11**. Pause after each verb to give students time to write it in the past tense.

Listening Transcript 1.11

1. forget
2. give
3. hold
4. make
5. read
6. run
7. say
8. take

Step 3

- ◆ Do a whole class check. Ask **What was the first word?** and elicit **forgot**. Write this on the board. Ask students to check the spelling and make any corrections. Repeat the procedure for the other verbs, and tell students to check their work carefully.

Task 2 (25 minutes)

Step 1

- ◆ Use the remainder of this lesson for students to finish writing their projects. They should be

following the Writing Route, and adding pictures. Use the time they are working on their projects to circulate around the classroom offering guidance and support.



Step 2

When students have finished organising their projects, tell them to put a tick (✓) beside Stages 6, 7 and 8 of their Project Record Sheets on page 89 of their Skills Books. Distribute the scissors and tell them to Cut out the page carefully. Tell them to put their Project Record Sheets into their portfolios.

Homework

- ◆ Remind students to practise spelling the 10 words which you gave them to learn at the end of Lesson 10. Tell them you will be checking these words in the next lesson.

education; transport; health; entertainment;
employment; electricity; water; conference;
generation; traditional

- ◆ Tell students to start writing up their Learning Journals for Week 3.

At the end of this lesson

- ◆ Collect any completed projects, and tell the rest of the class to complete their projects at home and bring them to the next lesson so that you can make a classroom display.

Lesson 14

In this lesson, students will:

- do a spelling test
- complete information about themselves for a quiz
- ask a partner questions and record the information
- discuss ways of learning new words

Target Language

- How often do you add words to your word store?
- How often do you practise your spelling?
- How do you remember words?
- What do you do if you don't know a word?

Vocabulary

learning quiz; word store; score

Before this lesson

- ◆ Organise a classroom display of students' projects.

Warm-up (5 minutes)

- ◆ Give students time to walk around the classroom and look at other groups' projects.

Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 2 on page 14 of your Skills Book**. Remind them that this is where they write the words which they have learned to spell. Read out the words you asked students to learn at the end of Lesson 10, pausing after each word to give students time to write it in their books. Number the words as you read them to make checking easier.

education; transport; health; entertainment;
employment; electricity; water; conference;
generation; traditional

- ◆ Ask students to change their books with a partner. Elicit the spelling of each word from a different volunteer, and write it on the board. Students should check their partner's work and give them a score out of ten.

Task 2 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 1 on page 13**

of your Skills Book. Ask **What can you see?** and elicit a **quiz**. Tell them to read the rubric and instruction text and check their understanding of the task. First, they have to complete the quiz with regard to themselves, and then ask a partner the questions. Organise students into pairs. Tell students to answer the questions about themselves and write the answers in the column headed **you**.

Step 2

- ◆ When students have completed the information about themselves, get a volunteer to ask you the first question – **How often do you add words to your word store?** – and respond with an answer. Show students where your response should be marked on the questionnaire – in the column headed **your friend**. Get another student to ask a friend the first question, and make sure that the class understands where to put the response – in the column headed **your friend**.

Step 3

- ◆ Get students to interview each other, and record their partner's answers. Circulate around the classroom offering guidance and support. When students have completed the quiz, get them to add up their scores using the score sheet at the bottom left of the page. Encourage them to check each other's Maths and compare their scores.

Step 4

- ◆ Tell students to look at the section at the bottom of the page entitled **How well do you learn new words?** Ask students to find the corresponding description for their score, and discuss the ideas contained within the descriptions. Discuss ways that students can improve their ability to learn new words.

Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Think about your Learning Journal**. Tell them to **Look at page 81 of your Skills Book** and read Ahmed's comments for Week 3 of his Learning Journal. Ask **Does Ahmed like learning new words?** and elicit the **Yes. He loves learning new words**. Ask students for suggestions to give Ahmed to help him remember new words. Ask **Why did he enjoy the project?** and elicit **Because he learned a lot of new things**.



Students may ask you about the meaning of SOS in Ahmed's information for Week 3. This means literally 'Save Our Souls' and is a message that a ship or plane sends when it is in danger and needs help. But people sometimes use it in everyday life to indicate that they are in trouble and need help. Ahmed is using it in a joking way.

Step 2

- ◆ Ask students questions about their projects such as:

- What did you enjoy about your project?
- What did you find difficult?

- ◆ Tell students to complete their Learning Journals for Week 3. Encourage them to include what they are going to do to learn new words. Circulate around the classroom offering guidance and support.



This is a good opportunity for you to read what students have written in their Learning Journals, and talk to them about their work.

Homework

- ◆ Tell students to complete their Learning Journals for Week 3.

At the end of this lesson

- ◆ Tell students to bring the cards they made for the game **How long ago did you?** which they played in Lesson 11. They should have stored these cards in their portfolios.

Lesson 15

In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

Warm-up (5 minutes)



Tell students to get out the cards they made for the How long ago did you? game which they played in Lesson 11. Organise students into groups of 6 and ask Do you remember the rules for this game? Elicit the rules and check students' understanding. Give them time to play the game in their groups, then tell them to put the cards back into their portfolios.

Task 1 (10 minutes)

- ◆ Tell students to **Look at the Learning Journal for Weeks 1, 2 and 3 on page 81 of your Skills Book** and read the comments they have written. Tell them to read and think about what they have learned, and what they found interesting and not so interesting. Have a brief discussion with students about things they have done.

Task 2 (5 minutes)



This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

Step 1

- ◆ Tell students to **Look at pages 14 and 15 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students to **Write the day and date on the writing lines**.

Step 2

- ◆ Tell students to **Look at Activity 1**. Point to the five faces of Robby the Robot and say **Look at the faces**. Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you understand and talk about life in the present and the past?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**
- ◆ Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face in the diamond**. Repeat the procedure with the other four statements. Circulate around the classroom offering guidance and support.

Task 3 (10 minutes)



Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

Step 1

- ◆ Ask students to **Look at Activity 3 on page 15**. Read the first statement – **These are some things I've learned about this topic**. Get students to discuss in their groups what they think they have learned in Unit 1. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.

- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic**. Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

Step 2

- ◆ Tell students to **Look at Activity 4**. Ask them to read the two statements and then look back through Unit 1 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may want to write useful vocabulary on the board as

they suggest their ideas. This will provide support when students write their responses to the statements.

Task 4 (5 minutes)

Step 1

- ◆ Tell students to **Look at Activity 5**. Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

Step 2

- ◆ Tell students to **Look at Activity 6**. Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

For the next lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and the spellings they wrote for Lesson 15, Activity 2.