

Theme I

Communication

Summary

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Lead-in: matching phrases to pictures

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Coursebook: Activity 4 Identifying parts of speech

Workbook: Activity 3 Vocabulary development

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Unit 2 The Internet (Grammar)

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Coursebook: Activity 2 Reading for specific information

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Present simple and present continuous verb forms: review

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Coursebook: Activate Your English

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Unit 3 Mobile Phones (Vocabulary)

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Unit 4 Communication Skills (Listening and Speaking)

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Workbook: Activity 3 Writing an e-mail

Theme 1 Unit 1

Body Language

Overview

Lead-in

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

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

Coursebook, page 1, Activity 1

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

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

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

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

laptop computer: small computer that you can carry with you

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

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

blog: online diary. People can read the diary

and comment or ask questions to interact with the writer

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

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

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

Answers:

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

Coursebook, pages 2 and 3

Workbook, pages 2 and 3

Lead-in

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

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

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

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

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

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

- What is body language?

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

Coursebook, page 2, Activity 1

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

Answers:

1 e 3 a 5 d
2 b 4 c

Coursebook, page 2, Activity 2

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

Answer:

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

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

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

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

Coursebook, page 3, Activity 3

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

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

Answers:

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

Workbook, page 2, Activity 1

Coursebook, page 2, Activity 2 (text)

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

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

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

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

Paragraph 1:

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

Paragraph 2:

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

Paragraph 3:

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

Paragraph 4:

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

Theme 1 Unit 1

Body Language

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

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

Answers:

Paragraph 1:

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

Paragraph 2:

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

Paragraph 3:

- job interviews
- sending the right signals

Paragraph 4:

- answers to questions
- differences between liars and listeners

Workbook, page 2, Activity 2

Coursebook, page 2, Activity 2 (text)

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

Answers:

Sentence a: paragraph 3

Sentence b: paragraph 1

Sentence c: paragraph 4

Sentence e: paragraph 2

The extra sentence is **d**.

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

Coursebook, page 3, Top Tip

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

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

Abbreviations:

n – noun

v – verb

adj – adjective

adv – adverb

pron – pronoun

Coursebook, page 3, Activity 4

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

Answers:

a noun (n)

b noun (n)

c pronoun (pron)

d verb (v)

e adjective (adj)

f adjective (adj)

g verb (v) + (n)

h adverb (adv)

i pronoun (pron)

Workbook, page 3, Activity 3

Coursebook, page 2, Activity 2 (text)

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

Answers:

a gestures

b (facial) expressions

c recognize

d attentive

e clues (signs is also acceptable)

f trustworthy

g purposefully

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

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

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

Workbook, page 3, Activity 4

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

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

Tell students to read the two questions so that they know what information they should be listening for. Play Listening 1.1.1, while students take notes in their exercise books. Do a whole class check.

Listening Script 1.1.1

Animal Communication

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

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

Answers:

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

Coursebook, page 3, Time to Talk

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

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