

## Theme 2 Unit 4

### Western Influence – Good or Bad?

*your bed, make a fortune, make a profit.*

Examples of collocations with *do* are: *do your homework, do your duty, do the washing up, do the shopping.*

#### Coursebook, page 23, Activity 4

Discuss poetry with students. Do they like poetry? What are their favourite poems? Do they write their own poems? If yes, what do they write about?

The teenage years are a time when friendships can change as new interests are discovered. Sometimes young people move away from old friends and form new friendships. So the situation described in the poem is one that teenagers may have experienced themselves, or can understand. The writer of the poem, a teenage girl called Hilary, feels that she is losing her best friend, another teenage girl, to someone else, and she is very hurt about it.

Students first read the questions for discussion and then the poem. They can either read the poem silently, or you can read it to them. Some students might also like to read the poem aloud to a partner, or to the whole class. After they have read it, discuss the questions with them and ask what they think Hilary should do now.

#### Additional Activity

As a homework activity, ask students to try their hand at writing a short poem in English, either to their best friend or another person. The best poems could be read aloud in class, and/or put up on the walls.

**Note:** Students do NOT have to write about a situation which has upset them, as in the poem in the Coursebook – they can write to the person about anything they like.

If it is too difficult for them to make the poem rhyme, that doesn't matter. They don't have to make it rhyme.

Coursebook, pages 24 and 25  
Workbook, pages 22 and 23

#### Lead-in

This unit deals with the influences of Western culture on traditional Omani culture and values. Teenagers are particularly susceptible to new ideas. Discuss with the class whether they think young people in Oman are in danger of forgetting their own culture. Will the old Omani traditions survive the influence of the Internet and the Western media?

#### Coursebook, page 24, Activity 1

Give students a few minutes to look at the pictures and decide which are associated with Western culture and which with traditional Omani culture. Can they think of other examples of things from the two different cultures?

#### Omani Culture

- b henna painting
- c young Omani in dishdasha
- d Omani food
- g Omani dance
- i traditional sandals
- l traditional souk

#### Western Culture

- f Western make-up
- a teenager in jeans
- e pizza/burger/can of soft drink
- h fast sports car
- j trainers
- k shopping mall

#### Coursebook, page 24, Activity 2

Students quickly read through the twelve phrases. They draw two columns in their exercise books and write 'Eating' and 'Shopping' at the top of each one respectively.

Play Listening 2.4.1. As they listen, students write the numbers of the phrases they hear into the appropriate column. Repeat as necessary.

#### Listening Script 2.4.1

Good afternoon. The subject of my talk today is changing tastes among young people in Oman. We're going to look at changing tastes in two areas – eating and shopping.

First, let's take eating. Many Omani teenagers are attracted to fast food outlets. One reason for this is the food itself. Pizzas and burgers are not only delicious and tasty, but also quick and convenient. Another reason is that fast food outlets are cool places to hang out with friends.

Next, shopping. Why do we see so many Omani teenagers in the shopping malls these days? Well, the main reason is that they want to copy the Western fashions they see on TV and the Internet. They're looking for stylish jeans, as well as fashionable shoes, and hats and sunglasses.

Both eating and shopping are fun activities which teenagers can enjoy doing with their friends.

#### Answers:

##### Eating

- 1 fast food outlets
- 6 pizzas and burgers
- 9 delicious and tasty
- 8 quick and convenient
- 10 cool places to hang out

##### Shopping

- 7 shopping malls
- 4 Western fashions
- 5 stylish jeans
- 2 fashionable shoes
- 3 hats and sunglasses

##### Both

- 12 changing tastes
- 11 fun activities

#### Workbook, page 22, Activity 1

Tell students that predicting the kind of information a listening text may contain help with understanding. Examples of topics that might be covered in the interviews, they are going to hear, are fashion, food, health, music and behaviour.

**Note:** It doesn't matter if students don't guess the actual topics correctly as long as they make sensible predictions about the *types* of topics they think might be mentioned.

#### Workbook, page 22, Activity 2

Play the first interview (Listening 2.4.2.) As they listen, students fill in the required information. Repeat the listening as necessary, then go over the answers.

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

#### Listening Script 2.4.2

Interviewer (Int)  
Mohammed (Moh)

- Int: Do you think Omani teenagers are in danger of forgetting their culture, Mohammed?
- Moh: **No**. I think they've still got a sense of their own traditions. But it's true their behaviour has changed in some ways.
- Int: Why do you think that is?
- Moh: Well, **they are strongly influenced by Western culture on the Internet and TV. They think it's very cool and exciting.**
- Int: Can you give me some examples of areas where changes have taken place?
- Moh: Well, take **fashion**, for example. Young Omanis have changed the way they dress. They wear jeans and T-shirts now. And then there's **food**. Many Omani teenagers don't want to eat traditional Omani food. They prefer pizzas and burgers.

## Theme 2 Unit 4

### Western Influence – Good or Bad?

Int: Anything else?  
 Moh: Yes. There have been some changes in **behaviour**.  
 Int: What kind of changes?  
 Moh: Well, unfortunately some teenagers have picked up **bad habits like smoking, or even drugs**. That's very worrying.  
 Int: Do you think the changes are generally good or bad?  
 Moh: **Generally good**. But young Omanis shouldn't copy everything they see on TV or the Internet. They should also understand the value of keeping their own culture.

Play the second interview (Listening 2.4.3.) Again, students fill in the required information as they listen. Repeat the listening script as necessary, then go over the answers.

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

#### Listening Script 2.4.3

Interviewer (Int)  
 Mr Ahmed (Mr A)

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Int: Have things changed since you were a teenager, Mr Ahmed?  
 Mr A: Definitely. When I was young, we never forgot who we were. But I think young Omanis today do **sometimes** forget about their own culture.  
 Int: Why do you think that is?  
 Mr A: Oh, because of **the Western media. And the Internet**, of course.  
 Int: What are the main areas where we see these changes?  
 Mr A: **Fashion and dress**. You see teenagers wearing the most ridiculous clothes. And **food**. All this fast food. It's not proper food at all.  
 Int: Any other areas?  
 Mr A: Yes, **language**. Teenagers don't seem to use language properly any more. They cut things short. I suppose it's all this –

what do you call it? – texting they do on their mobile phones.

Int: Is there anything that worries you about today's teenagers?  
 Mr A: Lots of things. Firstly, **they smoke too much**. They don't realise that it can cause cancer. And **they drive too fast**. Teenagers often cause accidents.  
 Int: Why do you think that is?  
 Mr A: Well, they can't judge situations on the road properly. Teenagers are dangerous drivers!  
 Int: Do you think the changes in teenage behaviour are generally good or bad?  
 Mr A: Oh, **definitely bad**. Things were much better when I was a teenager!

#### Coursebook, page 25, Soundbites

Before you do the Soundbites, ask a few volunteers to make up questions orally. Elicit a number of questions beginning with different question words. Then direct students to the Soundbites box of phrases used in asking questions. Play Listening 2.4.4. Practise the language with students, paying attention to the intonation.

#### Listening Script 2.4.4

##### Soundbites

##### Asking Questions

**Do you think . . . ?**  
**Why** do you think . . . ?  
**Can you give me some examples?**  
**What kind** of changes?  
**What** are the main areas?  
**Is there** anything that . . . ?  
**How do you mean?**  
**Can you tell me . . . ?**

#### Coursebook, page 25, Activity 3

In pairs, students ask and answer questions about things that are important to them as