

Theme 4

Innovation

Summary

Overview

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Lead-in: activating prior knowledge of the topic area

Unit 1 Smart Homes (Reading)

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Coursebook: Activities 2, 3, 4 Reading activities

Coursebook: Top Tip Extensive reading

Workbook: Activity 1 Matching words to meanings

Workbook: Activities 2, 3, 4 Reading for understanding

Workbook: Activity 5 Writing: sentence building

Coursebook: Time to Talk

Discussion and paragraph writing

Unit 2 Questions and Answers (Grammar)

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Unit 3 The Best and the Worst (Vocabulary)

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Top Tip Increasing vocabulary through reading

Workbook: Activities 1, 2, 3 Vocabulary development

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Unit 4 Virtual Reality (Listening and Speaking)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2 Reading for specific information

Coursebook: Soundbites Indirect questions

Top Tip Making a listening text easier

Workbook: Activity 1 Listening for specific information

Workbook: Activity 2 Vocabulary practice: gap-fill activity

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Workbook: Activity 3

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Unit 5 E-Shopping (Writing)

Lead-in E-Shopping: discussion

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Coursebook: Activity 2 Reading and understanding

Coursebook: Activity 3 Reading for specific information

Workbook: Activity 1 Listening for specific information

Workbook: Activities 2, 3, 4 Vocabulary development

Coursebook: Activity 4 Writing an e-mail of complaint

Theme 4 Unit 1

Smart Homes

Overview

Lead in:

Direct students to page 49 of their Coursebooks. Tell them to look at the title of Theme Four and the pictures. Ask if they can guess what 'innovation' means.

Innovation (n) new ideas, methods or inventions; the introduction of new ideas, methods or inventions

Ask students what topics they think will be covered in this theme. They should look through the titles of the five units to get the answers.

Answers:

Smart homes, the best and worst innovations and inventions, virtual reality and e-shopping.

Coursebook, page 49, Activity 1

In groups, students discuss the three items they would miss most if they had to live without technology for a week. Elicit ideas from different groups, and write them on the board.

Coursebook, page 49, Activity 2

Students read the short text and check the meanings of the words and phrases, using dictionaries if necessary. They can work individually or in pairs. All the words will occur somewhere within the theme. 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 4 appear in the Glossary in the Review and Reference section on page 64 of the Coursebook. Explain to students that they should learn these words and that you will be checking them at the end of the theme.

electronic (adj) using electricity

devices (n) machines or pieces of equipment

discoveries (n) things that were unknown in the past and have now been found

innovations (n) new ideas, methods or inventions; the introduction of new ideas, methods or inventions

inventions (n) things that have been made or designed for the first time

appliances (n) equipment used in the home – for example, refrigerators, washing machines, and coffee makers

technology (n) advanced scientific knowledge or equipment

improved (adj) made better

nuclear weapons (n) bombs made with energy from the central part of atoms

CAD (Computer Assisted Design) (n) computer software that helps designers

virtual reality (n) an environment produced by a computer that looks and seems real to the person experiencing it

Coursebook, pages 50 and 51 Workbook, pages 44 and 45

Lead-in

The aims of this unit are to introduce the topic of smart homes and to provide reading practice. Tell students to look at the title of the unit and the pictures on pages 50 and 51 of their Coursebooks. Ask if they can guess what a 'smart home' is.

Smart home (n) a house in which the appliances, heating system, cooling system, security systems and other features are connected by an electrical system, and controlled by computer

Coursebook, page 50, Activity 1

Students listen to four people talking about the technology they would miss if it disappeared from their lives. Although each person mentions two types of technology, students are asked to write down only one type. They should do this in their exercise books. They then listen again for the reasons each person gives as to why they would find it hard to do without this technology and write them down. Play Listening 4.1.1 twice.

Listening Script 4.1.1

1
Oh, I think I would miss my mobile phone and the Internet definitely! How else would I stay in touch with my friends?

2
I would have to say my car first of all. I have a long way to drive to work and it would be too expensive in a taxi. The second thing? (Pause) I think I would have to say electricity. Without it, nothing would work at home – no lights, no computer, no TV, nothing. Yes, electricity – if it counts as one thing.

3
Is a watch a kind of technology? I like to know what time it is wherever I am. And my digital camera. No, no, I'm going to go for my mobile phone and my digital camera because my mobile has a clock in it. Mind you, it also has a camera. OK, final choice, my mobile phone and my DVD player. I need to stay in touch with my family and I love watching films. That's it, my mobile phone and my DVD player.

4
Mmm...Ooh, a difficult one. The TV for the first thing. I can't do without my soap operas. It keeps my kids entertained while I'm doing the housework, too. The second thing? My fridge. I hate food shopping and in this heat, I would have to go every day if I didn't have a fridge to keep things fresh.

Answers:
Speaker 1:

Would miss: mobile phone and the Internet
Reason: needs them to stay in touch with friends

Speaker 2

Would miss: car, electricity

Reasons: taxi too expensive, nothing would work at home

Speaker 3

Would miss: mobile phone, DVD player

Reasons: stay in touch with family, loves to watch films

Speaker 4

Would miss: TV, fridge

Reasons: loves watching soap operas and TV keeps kids entertained. Without a fridge it would be necessary to go food shopping every day.

Coursebook, page 50, Activity 2

Students read the short text, then discuss the three questions in their groups. Elicit answers from a few of the groups. If you prefer, open the discussion out into a class discussion.

Coursebook, pages 50 and 51, Activity 3

Before students start reading the text 'Smart Homes', it is helpful to give them a question to focus on so that they have a purpose for reading – i.e. to find the answer to this 'focus question.'

As the focus question, use Question **a** from Activity 2 - **What do you think a smart home can do?** Write this question on the board or on an OHT, and tell students to look for the answers as they read the text.

Note: There are many things that a smart home can do.

When students have finished, get them to compare their answers in groups. Do a whole class check and elicit the answers.

Answers:

According to the text, a smart home can:

- turn on lights
- control temperature
- play one's favourite music
- display one's favourite pictures
- cupboards and fridges can say what food is needed or contact shops through the

Theme 4 Unit 1

Smart Homes

- Internet and have food delivered
- they can also tell you if you have everything needed to cook a certain food, or what can be cooked with the food you have
 - coffee makers, lights and air conditioners can be told when to turn on
 - when you are at home, you can use your voice to turn things on and off
 - when you are away, you can use a mobile phone or computer to send a message to turn things on and off
 - save you money by turning off lights and air conditioners when they are not needed
 - tell you how much money you are saving

Coursebook, page 51, Activity 4

Students read the text 'Smart Homes' again and find answers to the comprehension questions. Do a whole class check and elicit the answers.

Answers:

- 1 Smart homes can have special lights, heaters and air conditioners (implied), video screen pictures, refrigerators, washing machines, electronic cupboards, coffee makers.
- 2 They are connected through the electrical wires in the home.
- 3 Electronic cupboards and fridges can talk to shops.
- 4 Yes. You can turn things on and off with a mobile phone or send a message over the Internet from a computer.
- 5 It can save you a lot of money, and also tell you how much money you are saving.

If time allows, have a discussion about what other features students think smart homes will have in the future.

Coursebook, page 51, Top Tip

Direct students to read the Top Tip. Mention again that extensive reading practice is the only way to improve reading. If students read things

that they enjoy, however simple, they will become more interested in reading.

Workbook, page 44, Activity 1

This vocabulary activity focuses on some of the words from the reading text, 'Smart Homes', on pages 50 and 51 of the Coursebook. Students complete the activity and then compare answers in their groups. Elicit the answers and write them on the board or display them on an OHT.

Note: Tell students there is one word in the box for which no meaning is given. The presence of 'distractors' or extra words helps students improve their discrimination skills when reading.

Answers:

- | | |
|-----------------|--------------------|
| 1 available | 6 electronic |
| 2 appliances | 7 increases |
| 3 features | 8 decreases |
| 4 convenient | 9 washing machines |
| 5 refrigerators | |

Extra word (distractor): control

Workbook, page 44, Activity 2

As a lead-in to this activity, ask students if they have grandparents who talk about life in Oman in the old days. Do their grandparents think life was better or worse in the past? Tell students they are going to read a text about an old couple, Mr Ahmed and Mrs Aysha, discussing past times.

Tell students to read the three possible titles **a**, **b** and **c**, then read the text to determine which is best. Elicit the best title, and ask students to explain why they chose it.

Answer:

The best answer is **a** - (**Oman then and now**.) The focus of the text is on differences between the past and the present, not on technology or electricity, as in titles **b** and **c**.

Workbook, page 45, Activity 3

Students fill in the gaps in the sentences with the words in bold from the reading text in Activity 2. Elicit the answers and write them on the board.

Note: Tell students there are two ‘distractors’ in this activity – i.e. two words in bold in the text which do not fit into any gap.

Answers:

- | | |
|--------------------|----------|
| 1 Storing | 5 closer |
| 2 Dried . . . kept | 6 shaded |
| 3 able | 7 Heat |
| 4 unwell | 8 roof |

Distractors: healthier, grandmothers

Workbook, page 45, Activity 4

The aim of this activity is to check students’ understanding of the text about Mr Ahmed and Mrs Aysha. Students read each pair of sentences, and choose the one whose meaning best fits the text. They will have to reread the text in order to do this. Elicit the answers from the class.

Answers:

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

Workbook, page 45, Activity 5

Students make complete sentences from the prompts using the structure ‘used to’ (positive) or ‘didn’t use to’ (negative). Point out the two examples. After students have completed the activity, elicit the answers and write them on the board or display them on an OHT. Alternatively, this activity could be given as a homework exercise.

Answers:

- 1 They used to go to bed very early.
- 2 She didn’t use to have a cooker.
- 3 Their children used to play outside.
- 4 She used to cook on an open fire.

- 5 They used to store water in clay pots.
- 6 She didn’t use to have a washing machine.
- 7 She used to wash clothes by hand in the falaj.
- 8 Their family used to be much closer.

As a homework exercise, students can be asked to write four sentences about their own lives, describing two things they used to do, and two things they didn’t use to do.

Coursebook, page 51, Time To Talk

Before they start the discussion, tell students to note down individually their answers to the four questions in their exercise books. They should then discuss the questions in their groups. Elicit the answers.

As a homework exercise, students can write their answers out as a paragraph. If possible, get them to write the first draft of their paragraph in class. After editing and proofreading, they should write the second draft at home and store their paragraph in their portfolios.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence, for example:

Many things about my home are different from ten years ago.

My home has changed a lot in the past ten years.

Many changes have taken place in my home in the last ten years.

They should then say whether their homes have any smart features. If not, they should give examples of the smart features they would like it to have, and give their reasons. They should link their sentences together using conjunctions and other connecting words. For example: