

تم تحميل هذا الملف من موقع المناهج العمانية



الملف دليل المعلم في 2 Theme ( Things Teenage Those )

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روابط مواقع التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

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# Theme 2

## Those Teenage Things

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## Theme 2 Unit 1

### Goodbye to Childhood

#### Overview

##### Lead-in

Discuss the photos with students. What is the relationship between the people? How are the man and woman feeling about the boy? How is the boy feeling?

##### Coursebook, page 17, Activity 1

Students consider the four choices provided and discuss what they think 'adolescence' means. The answer is **c**.

##### Coursebook, page 17, 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 2 appear in the Glossary in the Review and Reference section on page 32 of the Coursebook. Explain to students that they should learn these words for spelling and that you will be checking them at the end of the theme.

**adolescence:** period between childhood and adulthood

**angst:** strong feeling of unhappiness and worry

**hanging out:** spending time

**acne:** skin condition which causes a lot of red spots and affects mostly teenagers

**teens:** teenagers

**suspicious:** thinking that someone is doing something wrong

**critical:** expressing disapproval

**mood swings:** sudden changes in the way you feel

**circle of friends:** group of friends

**peer pressure:** strong feeling that you must do the same as people the same age as you

**influence:** power to affect the way someone behaves

**media:** newspaper and magazine publishers, TV and radio

Coursebook, pages 18 and 19  
Workbook, pages 16 and 17

##### Coursebook, page 18, Activity 1

Direct students to page 18 in the Coursebook and the photo of the teenager with the questions. Discuss the differences between being a child and being a teenager. Encourage students to think about it and discuss the four questions the teenager is asking himself, and any other questions they may have asked themselves. Go around the different groups, asking for feedback. Write up the most interesting questions on the board.

**Note:** Make sure that students understand the difference between **adolescence** (a period of time) and an **adolescent** (a young person in that time period). A **teenager** is someone aged between 13 and 19. **Teenage** is an adjective – for example, the **teenage** years. Teenagers are often referred to informally as **teens**. This word is derived from the endings of the years of age from 13 to 19.

##### Coursebook, page 18, Activity 2

Students skim the reading text on 'Adolescence.' Before they read the text, ask them to read through the four topics listed, so that as they read, they can decide which topic relates most closely to which paragraph. Ask them to identify the key words in each of the four topics – i.e. *family, adolescence, physical, mental* – as these will direct them to the correct paragraphs.

##### Answers:

a Paragraph 4

b Paragraph 1

c Paragraph 2

d Paragraph 3

#### Coursebook, page 19, Top Tip

Remind students that 'skimming' means reading only parts of a text, for example, the beginning and end of a paragraph, in order to get an idea of how the text is organised. Skimming is an excellent pre-reading habit. When students do a detailed reading of a text after skimming it first, they will find that they read it more fluently and accurately.

#### Coursebook, page 19, Activity 3

The focus of this activity is vocabulary development.

**Note:** Remind students of the advice you gave them in Theme 1 (page 5 of the Teacher's Book) – that it is very 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 their meanings, and sentences containing the new words. Alternatively, students buy a vocabulary notebook, they should create a special section in their exercise books to record new vocabulary.

One helpful strategy for students for this type of activity is to identify the part of speech of the word they have to find. In the example phrase, they are asked to find a word which means the same as a period between 13 and 19 – in other words, a noun. So they should look for a noun in the text. This leads them to the right answer which is 'adolescence'. Point out that sometimes, a word can be used both as a noun and a verb as with **a** – *change*.

#### Answers:

- a** transition
- b** stressful
- c** physical
- d** spurt
- e** mental
- f** spots/acne
- g** security
- h** conflict

#### Coursebook, page 19, Activity 4

The four comprehension questions in this activity can be done as a quick oral activity to check understanding. If you prefer, give students time to note down the answers in their exercise books and check them with their groups before doing a whole class check.

#### Answers:

- a** Adolescence is an exciting time of discovery and new things, but also stressful and confusing.
- b** The growth spurt in girls takes place much earlier than in boys. Girls can begin their growth spurt as early as 10 years old; the growth spurt in boys occurs between 12 and 17 years.
- c** Acne is ugly red spots which appear on the face or neck during the teenage years.
- d** Family conflict will occur if a teenager regards his friends as more important than his family.

#### Workbook, page 16, Activity 1

This discussion activity generates more thought about the topic by relating it to students' personal experience. This is a very good way of deepening understanding.

**Note:** The quotation, the opening sentence to Charles Dickens' novel, *A Tale of Two Cities*, is one of the most famous opening sentences to a novel in English literature. The novel is set against the background of the French Revolution which took place in France in the late eighteenth century.

#### Workbook, page 16, Activity 2

Tell students that the best strategy for completing a gapfill activity like this is to read the whole text with the gaps before they start trying to fill in the gaps. This will give them a sense of the *gist* or meaning. They should then go back and look at each gap, then turn to the original text in their Coursebooks to select the most suitable word for each gap.

Remind students of the importance of following instructions carefully. Each answer should

## Theme 2 Unit 1

### Goodbye to Childhood

consist of only one word, and its form should not be changed from how it appears in the original text.

#### Answers:

- |               |                  |
|---------------|------------------|
| 1 adolescence | 5 self-conscious |
| 2 stressful   | 6 acne           |
| 3 hormones    | 7 independent    |
| 4 spurt       | 8 conflict       |

#### Workbook, pages 16 and 17, Activity 3

The picture highlights young people's search for identity during the adolescent years. With a partner, students briefly discuss how the young person is feeling.

The young person is probably feeling confused, not very sure or confident about himself, curious, and wanting answers to important life questions.

Students then read in detail the text 'A Time to Experiment' on page 17 of their Workbooks. As a lead-in, ask students if they or any other teenagers they know have experimented with new fashions, hairstyles etc. Were their experiments successful or not? What was the reaction of:

- parents?
- other family members?
- friends?
- teachers?

Remind students to note down new vocabulary in their notebooks or exercise books. You may also ask comprehension questions on the text.

#### Workbook, page 17, Activity 4

Students complete the multiple choice vocabulary activity. Tell them to read all three choices before deciding on one.

#### Answers:

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

#### Coursebook, page 19, 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 to the whole class.

Before starting the discussions, make sure that students understand the meanings of 'stereotype' and 'mood swings'.

- **Stereotype** – a belief or idea of what a particular person is like. However, stereotypes are often untrue (see Theme 1, *Across Cultures*, Coursebook, page 13).
- **Mood swings** – sudden changes in mood, when someone changes quickly from being happy to being angry or depressed. Many teenagers experience mood swings, which are caused by hormonal changes.

#### Workbook, page 17, Activity 5

This activity provides material for further discussion in class. Students choose one of the topics to write about, illustrating it with examples from their own personal experience.

Tell students to write a first draft, then a second draft. They should put both their drafts and their final pieces of work into 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, then give two or three reasons or examples to support it.

#### Topic (a)

There are several reasons why it is easier (more difficult) to be a teenager than a child.

One important reason is .....

Another reason is .....

A third reason is .....

**Topic (b)**

Teenagers have several bad health habits.

One habit is ..... This is bad for their health because .....

Another bad habit is .....

A third bad habit is .....

**Topic (c)**

I miss many things about my childhood.

One thing I miss is ..... because .....

Another thing I miss is ..... because .....

A third thing I miss is ..... because .....

Coursebook, pages 20 and 21  
Workbook, pages 18 and 19

**Lead-in**

Discuss with students the differences between the past simple and the past continuous. Ask them to note down what they did last weekend, last night, yesterday, last week. To answer, they should use the past simple – *I visited my friend, I went to the cinema*. Then ask them to note down what they were doing when something else happened or was happening – e.g. *What were you doing when I called you? I was listening to music, I was watching TV*.

Introduce the topic of changing relationships. Many teenagers find that their relationships with adults change during the teenage years, especially with parents. Parents give teenagers more responsibility and freedom, but at the same time, expect more from them. Teenagers have to make more of their own decisions than when they were children.

**Coursebook, page 20, Activity 1**

In groups, students discuss the three questions, and think about their own relationships with their parents. They discuss the reasons why there might be a communication breakdown between teens and parents. This usually happens because of misunderstandings between the generations. One common teenage complaint is that “My parents don’t understand me.”

Teenagers often suffer from mood swings, which makes life at home difficult sometimes. On their side, parents are worried and confused about the changes they see taking place in their children, especially if they have never had to deal with teenagers before. For example sometimes a child who was always very talkative and open, becomes silent and withdrawn.

Regarding question c, it can be easier for a teen if their parents have already been through the



## Theme 2 Unit 2

### Teens and Adults

teenage experience with an older brother or sister. On the other hand, some teens complain that their parents compare them unfavourably to older siblings, and they can't seem to do anything right!

#### Coursebook, page 20, Activity 2

This dialogue between Nasser, a teenage boy, and his teacher, Mr Hamed, can either be read silently, or if you prefer, read or acted out between students in pairs.

As a lead-in, ask students whether they have been tempted to stay up too late online. Have their parents imposed any restrictions on the use of the Internet? If time allows, discuss the benefits and disadvantages of the Internet – e.g. the Internet is a great study resource, but also requires self-discipline as young people often waste time chatting to friends. You can link this theme with Theme 1 (Communication) and the positive and negative effects of using the Internet.

#### Coursebook, page 21, Grammar Recall

Direct students' attention to the Grammar Recall box, which focuses on the differences in usage between the past simple and past continuous. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right. Refer students to the Grammar Reference section on page 74 of their Workbooks for further guidance.

#### Answers:

- 1 c
- 2 a
- 3 b

#### Coursebook, page 21, Activity 3

Students read the dialogue in Activity 2 again and find examples of the past simple and past continuous. They then choose the best form of each verb in the sentences a – e.

#### Answers:

Examples of the past simple

wanted  
did  
was  
looked  
saw  
did you go  
did  
watched  
went  
did you go  
went  
chatted  
did you go

Examples of the past continuous

were falling  
weren't paying attention  
were closing  
were snoring  
was working  
was finishing  
were chatting

#### Answers to Activity 3:

- a were having
- b wrote
- c experienced
- d were you doing . . . was drinking
- e fell

#### Workbook, page 18, Activity 1

Before students attempt the gap-filling activity, direct their attention to the vocabulary in the box on the left side of the page. Go over the words with them and make sure they understand the meanings. New words may be **interrogate**, **critical** and **moody**. Point out that **glued** can be used in an informal sense of giving something all your attention as in, "He's glued to his computer."

When you are sure that students understand all the vocabulary items, ask them to read each sentence and fill in the gaps with one word in each gap. They can do this with a partner.

When they have finished, and their answers have been checked, they should read the sentences again and discuss the views expressed in the sentences. Ask sentences such as:

- Do they share these teenage views about parents?
- Have their own parents ever said these things?
- Are there other things that they or their parents have said?

**Answers:**

- 1 suspicious
- 2 interrogate
- 3 comparing
- 4 critical
- 5 moody
- 6 glued
- 7 treats
- 8 untidy

As a homework activity, students should write sentences containing the words in their exercise books. Make sure they understand that they should create their own sentences, not just copy the sentences from their Workbooks.

**Workbook, page 19, Activity 2**

Tell students they are going to hear a conversation between Carol Brown – a mother of a teenage girl, Jane – and her friend Sally. Their first task is to listen for the reason that Carol is worried about Jane, and write it on the writing line beside question **a**. Play Listening 2.2.1. Repeat as necessary.

**Listening Script 2.2.1**

Carol: I'm really worried about Jane.  
Sally: Oh dear. What's the problem?  
Carol: Well, last night she was upstairs in her room. I went up to ask her to come down to dinner. I knocked on her door but she didn't hear me. So I

So I went inside. There was an awful smell in her room.  
Sally: What kind of smell?  
Carol: Cigarettes.  
Sally: No! Was Jane smoking?  
Carol: No, she wasn't. She was sitting on her bed, reading a book. But then I noticed something under her bed. I bent down and picked it up.  
Sally: What was it?  
Carol: An empty packet of cigarettes.  
Sally: How shocking!  
Carol: I know. I'm so worried. I don't want Jane to start smoking. She's only sixteen.

**Answer to Question a:**

Carol is worried because Jane has started smoking.

Direct students to the part **b** of the activity. Give them a few minutes to focus on what kind of information is needed to fill in the table – i.e. two reasons why Jane likes smoking, and three reasons why Carol says she shouldn't smoke.

Before you play the second part of the dialogue, pre-teach the phrase *freak out*. This is used informally and describes the behavior of someone who becomes extremely upset.

The answers are given in **Bold** in the Listening Script below.

**Listening Script 2.2.2**

Sally: What did you do? Did you freak out?  
Carol: No, I tried to keep calm. I said, "Jane, are these your cigarettes?" She said "Yes." So then I said, 'But, Jane, why are you smoking? Don't you know it's bad for you?'  
Sally: What did she say?  
Carol: She said, "Yes, Mum, I know it's a bad habit. But **smoking is so cool**. And besides, **all my friends smoke**. I



want to be like them.”

Sally: Oh dear. What did you tell her?

Carol: I gave her three good reasons why she shouldn't smoke. I said that firstly, **smoking is a major cause of cancer and other diseases.** Secondly, **it will spoil her good looks.** Her teeth will turn yellow and her breath will smell. And thirdly, I told her **she'll never get a husband if she smokes.**

Sally: Did she pay any attention?

Carol: Yes, she did. She said she was sorry. And then she said, “You're right, Mum. I'm going to stop smoking!”

### Workbook, page 19, Activity 3

Students read through the text and complete it by writing the verbs in the past simple or the past continuous.

- 1 happened
- 2 caught
- 3 was sitting
- 4 came
- 5 asked
- 6 answered
- 7 saw
- 8 said
- 9 were you doing
- 10 Were you smoking

### Workbook, page 19, Activity 4

Students read the example sentences, and then make up five sentences of their own which contain one verb in the past simple and one verb in the past continuous. Give them time to compare their sentences with a partner. Go round the class and write some of the best examples on the board.

### Coursebook, page 21, Activate Your English

This gives students the opportunity to create a role play based on the ideas in the list.

However, if they prefer, they can think of other things that might lead to conflict between parents and teenagers, and make up a role play. Students can swap roles between parents and teenagers. Emphasise that they should try and reach an agreement in their dialogues.

Choose some of the best role plays, and ask students to act them out in front of the class.

### Workbook, page 19, Activity 5

The Grammar Practice activities on page 65 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on page 74 of their Workbooks for guidance.

### Answers to Grammar Practice Activities

#### 1 a Irregular verbs in the past simple

Students can choose any three of the following:

- met
- was
- came
- had
- saw
- began
- became

#### b Regular verbs in the past simple

Students can choose any three of the following:

- didn't live
- invited
- arrived
- walked
- looked
- started

#### c Verbs in the past continuous

Students can choose any three of the following:

- was spending
- was working
- was living
- was studying
- was wearing

- 2 1 happened  
2 won

- 3 was driving
- 4 was listening
- 5 was playing
- 6 asked
- 7 knew
- 8 called
- 9 was

- 3 a He was watching television when the phone rang.
- b She was driving to work when the police stopped her car.
- c My brother learned English while (when) he was living in Britain.
- d While (When) he was going upstairs, he heard a noise.
- e While (When) Mary was walking on the beach, she found 100 rials.
- f My cousin hurt his leg while (when) he was playing football.

Coursebook, pages 22 and 23  
Workbook, pages 20 and 21

#### Lead-in

Discuss friendship with students. Ask them to think about their own friendships. What makes a good friend? Why are friends particularly important to teenagers? Have their friendships changed since they became teenagers?

#### Coursebook, page 22, Activity 1

This activity can either be done in groups, or if you prefer, opened out into a whole class discussion. Students read the questions around the teenager in the photo and discuss both the questions and possible answers.

Go round the class and ask for feedback. Write any other questions the groups give you on the board.

#### Coursebook, page 22, Activity 2

Ask students if they have any friends from a different culture. Ask them to read through the five questions, and discuss their own views with a partner.

Tell them they are going to hear a short interview with Emily, a 17 year old student at an international school in Muscat. They should note down the main points of Emily's answers to the five questions in their exercise books. It is not necessary to note down details.

Play Listening 2.3.1. Repeat as necessary. The answers are given in **Bold** in the Listening Script below.

#### Listening Script 2.3.1

Interviewer (Int)  
Emily

Int: How important are your friends to you, Emily?

Emily: **Very important.** My friends are the

## Theme 2 Unit 3

### Teenage Friendships

first people I ask about everything – homework, social life, music, movies, books and many other things. I don't think that anyone can make it through their teen years without a good circle of friends.

Int: What qualities are important to you in a friend?

Emily: I think it's really important for friends to **have similar interests and personalities**. In addition, **being loyal, dependable and honest** are extremely important.

Int: Do you have friends from other countries? If so, which ones?

Emily: I go to an international school, so I **have friends from all over the world**. My closest friends here in Oman are from **Lebanon, Afghanistan and the UK**.

Int: What are the benefits of having friends from other cultures?

Emily: Well, it **allows me to learn about other cultures and customs in a fun and informal way. And when I go to my friends' houses, it's great fun trying all the food from their different countries**.

Int: Have you experienced any difficulties in having friends from other cultures?

Emily: **Never**. There are sometimes differences in how strict our parents are. But this isn't a difficulty, it's just something we have to deal with.

A possible reason why this boy cannot maintain friendships could be that he is not sufficiently interested in the boys he wants to make friends with. There is an old saying, "To make a good friend, you have to be one." But students may be able to think of other good reasons.

As an optional homework activity, students could write a reply from the Counsellor to the boy.

#### Workbook, page 20, Activity 1

Students read the list of adjectives and check the meanings if necessary. Working with a partner or in their group, they have to decide whether each adjective represents a positive or negative attribute or quality and write it into the appropriate column. Then ask students to choose five adjectives from each column and make sentences containing these adjectives. They can either do this orally or write out the sentences in their exercise books.

#### Answers:

Positive attributes	Negative attributes
dependable	lazy
smart	impatient
hardworking	moody
easygoing	cowardly
sensitive	grumpy
thoughtful	selfish
cheerful	silly
loyal	dishonest

#### Coursebook, page 23, Activity 3

Get students to read and discuss the boy's letter in groups. Have they ever met anyone with this kind of problem?

Students decide on what advice they would give to the boy who wrote the letter. Tell each group to choose a spokesperson to present their advice to the class. Get groups to ensure that their spokesperson uses the language of giving advice, as suggested in the Coursebook.

#### Workbook, page 20, Activity 2

Ask students to read the four proverbs about friendship. Ask if they know any proverbs in Arabic about friendship. If yes, let students say them so that others can hear them. Get students to discuss the meanings of the four English proverbs in their groups, then come together in a class discussion.

Make sure that they have understood the meaning of the first proverb – "A friend in need is a friend indeed." This means that a true

friend is one who supports you through difficult times. The opposite kind of friend is a 'fair-weather friend', referred to later in the unit. This person is very willing to be your friend when things are going well for you, but disappears when you are in trouble.

In groups, students discuss questions **a** and **b**. Go round the groups and ask for feedback. List the important qualities in a friendship on the board. Some may already be in the list in Activity 1, but students may be able to think of other qualities too.

### Workbook, page 21, Activity 3

Tell students they are going to listen to the four recordings of teenagers talking about their best friends, and they should fill in the required information in the chart. First, ask them to identify from the chart what kind of information they should listen for in each person's recording, for example:

1. a name
2. a time period
3. a reason and an attribute or quality (most attributes are in the list on page 20, Activity 1) of the Workbook

Play Listening 2.3.2. Repeat as necessary. The answers are given in **Bold** in the Listening Script below.

### Listening Script 2.3.2

Voice 1: A. My best friend's name is **Katie**. I've known her **since we were four**. She's really important to me because **I can tell her all my secrets** – you know, things I'd never be able to tell my parents. And she's always so **cheerful**.

(Pause)

Voice 2: B. I don't know what I'd do without my best friend, **Ali**. I've known him **for six years**. He's

important to me because **we do lots of things together**, like sports. He's a great guy because he's always very **dependable**.

(Pause)

Voice 3: C. My best friend is called **Clare**. I've known her **all my life**. I think the most important thing to me is that **she really listens when I talk to her about my problems**. She's very **thoughtful**.

(Pause)

Voice 4: D. Best friend? That's easy! My best friend is **my mobile phone**. I've had it **for a year**, and I just couldn't live without it. It's important to me because **it keeps me in touch with what's going on. It's good-looking, smart and cool!**

### Workbook, page 21, Activity 4

This activity focuses on collocations with the word *friend*. Check that students understand the meaning of *mutual*.

#### Answers:

- |                       |                     |
|-----------------------|---------------------|
| 1 best friend         | 5 old friend        |
| 2 mutual friend       | 6 circle of friends |
| 3 fair-weather friend | 7 make friends      |
| 4 close friend        | 8 lifelong friend   |

### Additional Activity

Students can do the following activity individually for homework, or, if time allows, in groups in class. Write two words make and do on the board.

Ask students to note down collocations with the verbs. For example, *make a mistake*, *make*

## 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)

---

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

teenagers. Encourage them to use phrases from the Soundbites box. In addition, ask them for examples of other question words and phrases. Write these up on the board.

Examples of additional question words and phrases:

- *Who?*
- *Where?*
- *How many?*
- *How much?*
- *How long?*

#### Coursebook, page 25, Activity 4

Students read the four statements about things that are important to teenagers. They write down some statements of their own and explain them to a partner. Their partner should ask questions to obtain further information, e.g.

*How do you mean?*

*Can you tell me . . . ?*

*Why do you think . . . ?*

#### Workbook, page 23, Activity 3

Students read the statements and circle the answers according to their personal views.

#### Workbook, page 23, Activity 4

This activity continues the practice introduced in Theme 1, Unit 4 (Workbook, page 8, Activity 1) of using material in a Fact File to communicate information about a topic.

Tell students to work in pairs. Student A takes the topic of Fast Food and Student B, Music. Students read the information in the relevant fact file about their topic, and prepare a short talk to communicate the information to their partner. Give students time to practise by themselves first. They should speak in complete sentences, use facial expressions, maintain eye contact and present their information clearly.

Go round the classroom offering guidance and support. When students have had time to practise, you may want to ask a few confident students to give their talk to the whole class.

Coursebook, pages 26 and 27  
Workbook, pages 24 and 25

Discuss the meaning of 'angst' with students. They already met this word in the Coursebook, page 17, Activity 2.

#### Coursebook, page 26, Activity 1

This unit focuses on writing informal letters to a problem page. Remind students that there are important differences between writing informal and formal letters in English. Writing formal letters is covered in later parts of the Post-Basic course.

Students discuss the three letters on page 26 to a problem page Auntie, and decide on the advice they would give each writer. Groups can focus on all three letters, or different groups can deal with different letters. Have a presenter from each group give feedback to the class. Remind students about the phrases associated with giving advice which they have previously encountered in Unit 3 (Coursebook, page 23, Activity 3).

#### Coursebook, page 27, Activity 2

This activity can be done individually or in pairs. Students should read through all the sentences before categorising them according to which letter they relate to.

#### Answers:

Letter A

2, 4, 7

Letter B

1, 6, 8

Letter C

3, 5, 9

#### Coursebook, page 27, Top Tip

Students often underestimate the importance of proofreading and editing their work. They should get into the habit of always checking their work for errors. This is particularly important when writing essay drafts.

## Theme 2 Unit 5

### Teenage Angst

**Note:** Sometimes it can be helpful for students to ask a friend to proofread their work. But this is only useful if their friend is reliable at spotting errors!

#### Coursebook, page 27, Activity 3

Students can do this activity orally in pairs.

#### Answers:

- a End
- b Beginning
- c Beginning or end
- d Beginning
- e End
- f End
- g End
- h Beginning
- i Beginning

**Note:** In phrase **g**, PS means 'postscript' – a message written at the end of a letter or e-mail after you have signed your name.

#### Workbook, page 24, Activity 1

The subject of this activity is one which causes teenage sufferers much angst – acne. Make sure that students understand what acne is. Do they, or does anyone they know, suffer from acne? How do they deal with it? Reassure students that acne is a temporary state – it will disappear one day!

#### Possible Answers (students' definitions may vary):

- a period when you change from a child to an adult
- b small red lumps on your skin, especially on your face
- c related to feelings
- d feeling that you are a person of value or worth

#### Workbook, page 24, Activity 2

This activity is an exercise in simple proofreading and editing. Encourage students to refer to the suggested correction code for any

future proofreading and editing work.

Tell students to write the letters related to each type of error clearly.

#### Type of Errors

*support* (line 1) = Voc  
*unbeautiful* (line 2) = Voc  
*look on* (line 2) = GR  
*doesn't* (line 3) = GR  
*birthday* (line 4) = Sp  
*fiends* (line 4) = Sp  
*good look* (line 4) = WO  
*I can* (line 6) = WO

#### Corrected Version

I'm e-mailing you because I **suffer** badly from acne. It's terrible. I've lost all my confidence and I feel so **ugly** and depressed. I don't even want to look **in** the mirror any more.

My parents tell me I worry too much. But they **don't** understand how I feel.

It's my **birthday** next month and I want to have a party for my **friends**. I want to **look good** for my party. But I'm worried about my acne.

What **can I** do? Please help me.

#### Workbook, page 25, Activity 3

Students read the letter to the problem page Auntie and choose the correct answer from each group of words in bold. Tell them to read through the whole letter before they start choosing the words, in order to get the sense of it. Then play Listening 2.5.1 so students can check their answers.

The answers are given in **Bold** in the Listening Script below.

## Listening Script 2.5.1

Have you ever heard the story of the ugly duckling? The bird that was unhappy because it thought it was so ugly? But it grew up into a beautiful **swan**. Well, the same will happen with you. Your acne will not last forever. One day it will **disappear**.

It's hard to be **patient**, I know. You can't cure acne, but you can **treat** it. You can buy special creams to help, but there are other things you can do too.

Look after your health in the weeks before your party. Drink lots of water, and eat a healthy **diet**. Take plenty of **exercise** and always have a shower afterwards. Keep your skin clean and don't squeeze your **spots**. Above all, get plenty of **sleep** because your body needs rest.

### Workbook, page 25, Activity 4

Students write an informal letter to a problem page. They can either use the ideas given in the activity, or write about another problem – either real or imaginary.

For guidance on the layout of the letter, refer them to the three letters on pages 26 of their Coursebooks, and also to the Workbook Writing Guide on page 70 of their Workbooks. Point out how the different parts of the suggested layout in the Writing Guide match the different parts of the letters on page 26 of the Coursebook.

### Across Cultures

Coursebook, pages 28 and 29

Workbook, page 26

Country Focus: United States of America

### Reading for Pleasure Coursebook, pages 30 and 31 Workbook, page 27

Teenagers Who Changed Things

Genre: Biography

Joan of Arc

Workbook, page 27

Teenagers Who Changed Things

Genre: Biography

Louis Braille

### Coursebook, page 32, Review and Reference Workbook, pages 28 and 29

**Note:** At the end of this theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 32 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the Learning Objectives for this theme, then turn to Activity 1 on page 28 of their Workbooks and assess how well they have achieved each objective.

Students work through Activities 2 and 4 on pages 28 and 29 of their Workbooks. They then complete the chart in Activity 3 on page 29 with 15 words of their choice from the theme. Finally, they look back through the theme and complete the 'Personalise It' section at the bottom of page 29.

### Answers to Across Cultures:

#### Activity 1

- 1 The founding of New York 1624
- 2 Declaration of Independence 1776
- 3 Invention of the telephone 1876
- 4 First man on the moon 1969
- 5 The movie Titanic 1997
- 6 Hurricane Katrina 2005

#### Activity 2

- a The United States is part of the North American continent.
- b The city of New York was founded by the Dutch.

## Theme 2 Unit 5

### Teenage Angst

- c Mount McKinley is over six thousand metres high.
- d Hurricane Katrina caused a lot of damage.
- e Thomas Edison developed the first movie camera.
- f The Empire State Building is in New York.

#### Activity 3

- a republic (paragraph 1)
- b immigrants (paragraph 2)
- c hurricanes (paragraph 4)
- d leap (paragraph 5)
- e source (paragraph 6)
- f skyscrapers (paragraph 7)

#### Answers to Review and Reference:

##### Activity 2

- a wasn't doing / called / was listening
- b was walking / crashed
- c Did you visit
- d were you doing
- e rained
- f didn't know
- g were you thinking

##### Activity 4

- a conflict
- b hormone
- c moody
- d growth spurt
- e proofread . . . edit
- f adolescent . . . self-esteem
- g interrogate
- h emotional
- i cool
- j transition

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