

Grade 9 Advanced
English
Term 1

Lessons 5-6





Lesson 5 & 6-
World famous
historical sites



Lesson aims:

- To read about famous historical sites
- To learn new vocabulary
- To practice “intensifying adverbs”



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- ● What historical or cultural sites do you know in your country?
 - Do you like visiting historical places?
 - Why/ why not?
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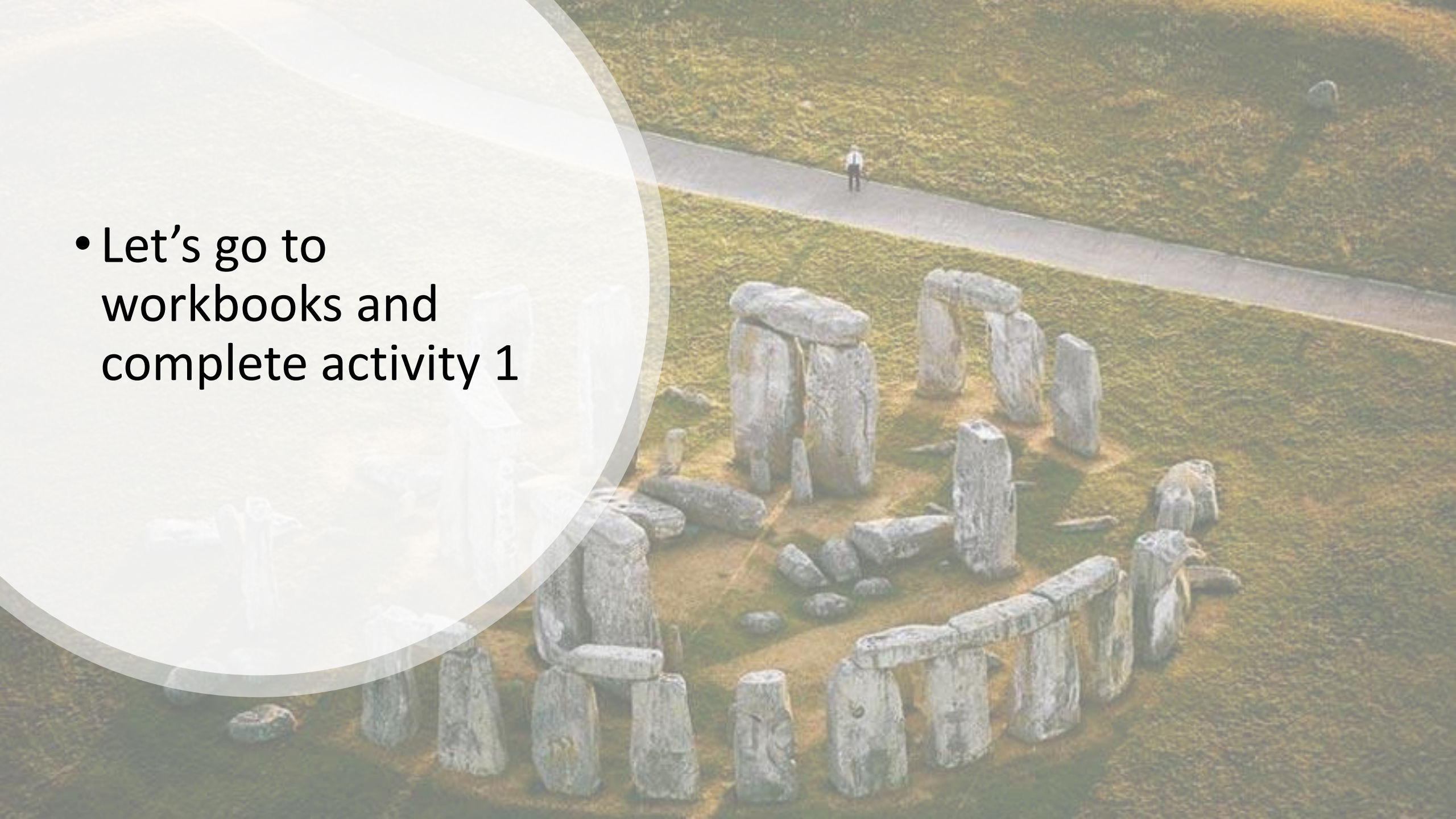
Look at these places. Where do you think they are? How old are they? Why are they there?



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- We are going to read about historical places. First, let's go to quizlet and learn some of the words we need for this lesson

<https://quizlet.com/8q57d6?x=1qqt&i=1k3h74>

- Let's go to workbooks and complete activity 1



Hadrian's Wall

Hadrian's Wall, on the border of England and Scotland, is the most famous frontier of the Roman Empire. The Emperor Hadrian created it as a border between *conquered* Britain (England and Wales) and the *unconquered* north (Scotland).

Work started on the wall in 122 CE and it took over six years to build. About 15 000 highly skilled men worked on it. It stretched for 117.5 kilometres, and was six metres high at the highest point and up to three metres wide. It is built mainly from stone, and had forts and towers all along the wall.

For over 300 years, it was occupied by different groups of soldiers. Today, you can visit the remains of Hadrian's Wall and explore the *absolutely fascinating* sections of forts which still exist. You can also walk along the footpath which follows the wall from coast to coast.

Uffington White Horse

Uffington White Horse is a figure carved into the chalk hills of what is now called White Horse Hill in Oxfordshire, England. It is 110 metres long and its outline is made from deep trenches filled with crushed chalk.

It has to be regularly cleaned so that it can be clearly seen. There are other *ancient* hill figures in England, but the Uffington White Horse is thought to be the oldest - it is believed to be about 3000 years old. Similar images have been found on coins of the same period.

Nobody knows who made it or what it was for, but it may have been the symbol of a local tribe. What we do know is that it is *utterly beautiful*, especially if you're lucky enough to get an aerial view of it.

Stonehenge

Stonehenge is an *extremely ancient* monument in Wiltshire, England. It's a circle of huge standing stones, which was started over 5000 years ago. It was built in stages, over hundreds of years.

There are 83 stones, of two different types. Some of them came from over 250 kilometres away in Wales, while the largest came from around 40 kilometres away. The stones are incredibly heavy. It is thought that the stones were dragged on rollers when they crossed land, then put onto rafts to be carried along water.

No one is sure what it was used for, but it is in an area of the country which has hundreds of burial mounds, so it may have been connected to death and burial. Amazingly, the position of the stones matches the summer and winter solstice dates, and many people go to Stonehenge to watch the sunrise on these days.

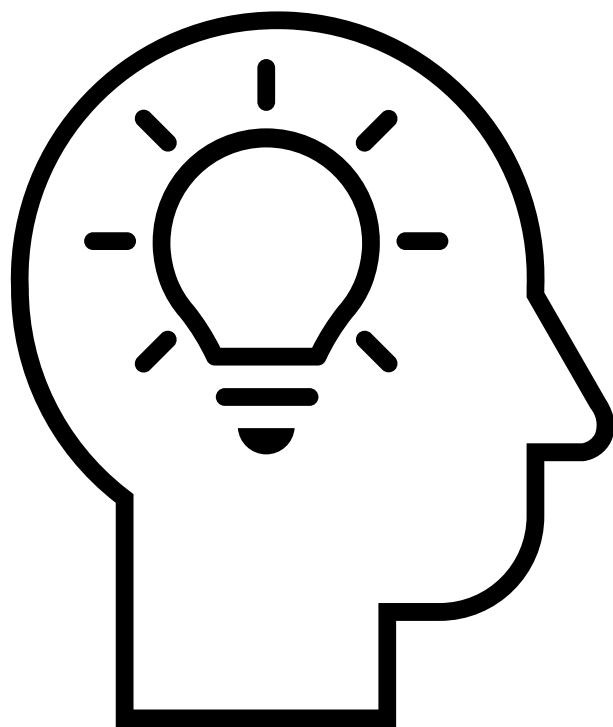
- What did you understand from the texts?
- In which country are all these world-famous sites found?
- Which is the oldest?



Now read the text again and decide if the questions are true (T) or False (F)

1. Hadrian's Wall was built to protect the Roman Empire. **T**
2. Hadrian's Wall took over 70 years to build. **F**
3. The Uffington White Horse is painted on the hillside **F**
4. The Uffington White Horse is the only hill figure in England. **F**
5. Stonehenge is in Wales. **F**
6. It took hundreds of years to build Stonehenge. **T**

Answer in your coursebooks



Use of English: Intensifying adverbs

We call very common adjectives 'weak', for example *happy, sad*, and other adjectives 'strong', for example *delighted, miserable*.

We can intensify the meaning of an adjective by placing an adverb before it. To intensify weak adjectives we mostly use *very*.

With strong adjectives we can use strong adverbs instead of *very*. Here are some examples of strong adverbs:

absolutely, completely, deeply, extremely, highly, incredibly, positively, simply, totally, utterly

Choose the best adverb for these sentences:

1. I was **very** / **absolutely** delighted to meet your family.
2. It's **very** / **absolutely** sad.
3. My brother is **deeply** / **highly** intelligent.
4. This is an **extremely** / **very** ancient monument.
5. The film was **very** / **completely** awful.
6. I'm **very** / **extremely** happy you came.

Lessons 5–6 **World-famous historical sites**

1 Match the words and phrases to their meanings.

- | | |
|-------------------------|--|
| f 1 frontier | a A long narrow hole cut into the ground. |
| g 2 border | b A simple vehicle for transporting people or things on water. |
| c 3 fort | c A strong building for protection. |
| a 4 trench | d A shape that is used to represent something else. |
| d 5 symbol | e A place where the ground is raised and a person or people is buried underneath. |
| i 6 tribe | f The furthest extent of a country – we usually don't know what is after it. |
| b 7 raft | g The edge of a country. |
| e 8 burial mound | h The longest and shortest days of the year, when the sun is at its highest or lowest point in the sky. |
| h 9 solstice | i A group of people who live together and share the same culture. |



2 Answer the questions with full sentences.

1 What was Hadrian's Wall the northern border of?

It was the border of England and Scotland

2 What can you see if you visit Hadrian's Wall today?

You can see the remains of the wall and sections of the forts

3 Why does the Uffington White Horse have to be regularly cleaned?

It has to be regularly cleaned so that it remains clearly visible

4 What do people think the Uffington White Horse was made for?

They think, it was made as the symbol of a local tribe

5 How long did it take to build Stonehenge?

It took hundreds of years to build stonehenge

6 What do some people think rafts were used for in building Stonehenge?


They think rafts were used to transport large rocks by water

**Now complete
activities 3 & 4 in
LMS or workbooks**

And finally..

Write a sentence with an intensifier in the LMS course home





Lesson 3-
Traditional
Emirati
Embroidery

Lesson aims:

Learn new
vocabulary

Listen and answer
questions



- What is this?
- Is it still used today?
- Why/why not?



First, read the sentences. Can you work out the meaning of the red words?

1 The bisht is a **garment** which is worn over the thobe by Emirati men on special occasions.

2 These long, thin **threads** are made from cotton and other fibres.

3 The wool we use for **knitting** comes from sheep.

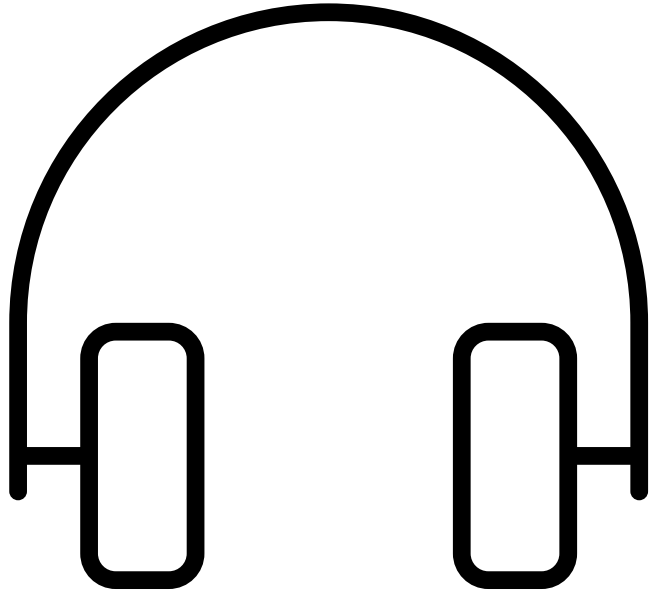
4. **Silk** is much finer and more expensive than wool, and it is mostly made in China.

5 The beautiful pattern on this cushion is an example of excellent **embroidery**.

6 In the past, young girls learned to **sew** so that they could make traditional dresses.

- 
- A close-up photograph showing a person's hand applying a dark, paste-like substance (henna) to the shoulder of another person. The person applying the henna is wearing a patterned, light-colored sleeve. The person receiving the henna is wearing a light-colored, patterned garment. The background is blurred, suggesting an outdoor or semi-outdoor setting.
- Next, let's go to quizlet and learn those words and meanings

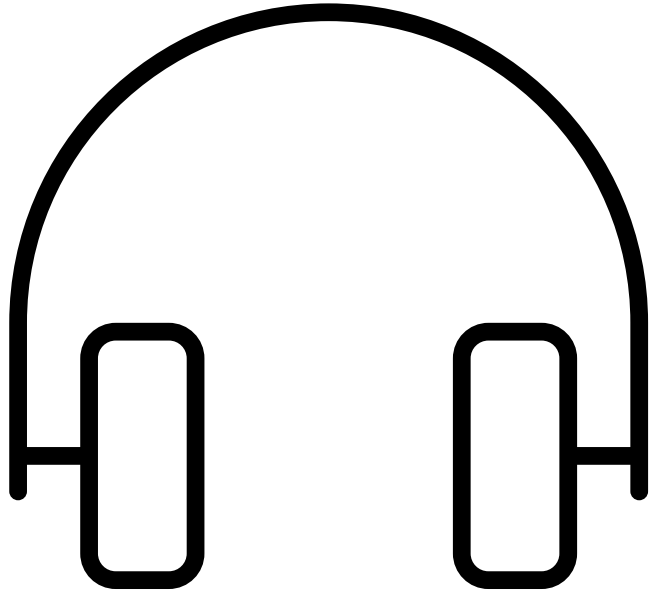
https://quizlet.com/_8q584n?x=1qqt&i=1k3h74




We are going to listen to recording about traditional Emirati embroidery

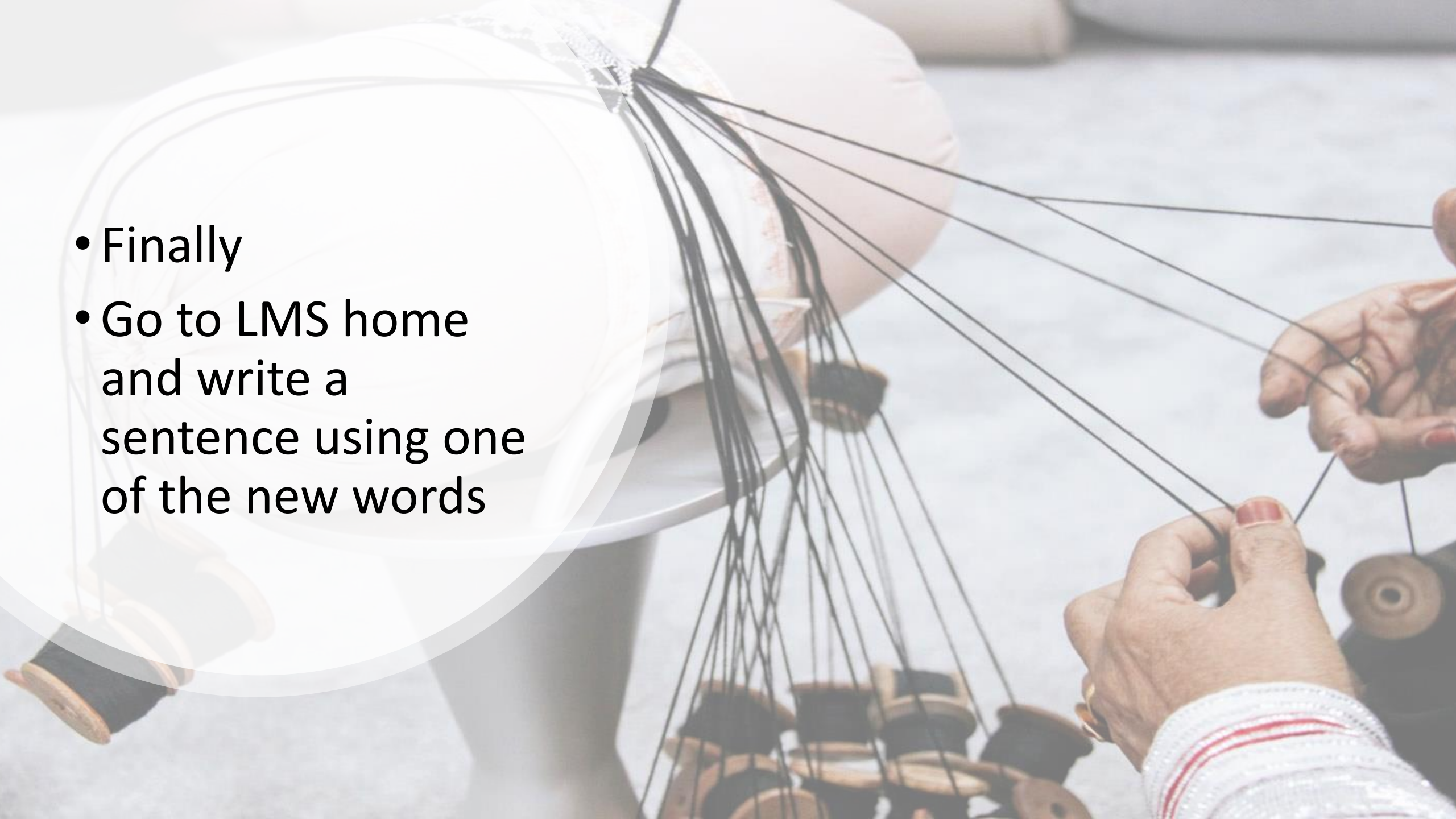
Which of the words do you hear?

*Garment - knitting - silk -
thread - clothes - wool - carpet
- embroidery - craft*



Listen again.
Answer activity 3 in your coursebook

- 
- A close-up photograph of a person's hands working on a traditional textile loom. The loom consists of a large white circular frame with numerous black threads stretched across it. Several wooden spools of black thread are visible, some attached to the threads. The person's hands are positioned on the right side of the frame, manipulating the threads. The background is a light-colored, textured surface. A semi-transparent white circle is overlaid on the left side of the image, containing a list of instructions.
- next..
 - Go to workbook and complete activities 1 & 2

- 
- Finally
 - Go to LMS home and write a sentence using one of the new words



Lesson 4- Traditional Emirati Embroidery



Lesson aims:

- To revise vocabulary about embroidery
- To use verbs in the correct form



- • Look at the picture
- What is she doing?
- What is she holding?
- What is she making?



Quizlet

A close-up photograph of a person's hands adjusting a large, light-colored, textured hat on another person's head. The hat has intricate patterns and a wide brim. The person adjusting the hat is wearing a patterned sleeve. The background is blurred, suggesting an outdoor setting.

- **Let's play quizlet live to revise our words**
- https://quizlet.com/_8q584n?x=1qqt&i=1k3h74

Language tip

Some verbs are followed by *to* + infinitive. These are often verbs expressing thinking, feeling and saying, for example *agree, choose, decide, hope, forget, remember, promise*:

I decided to study history.

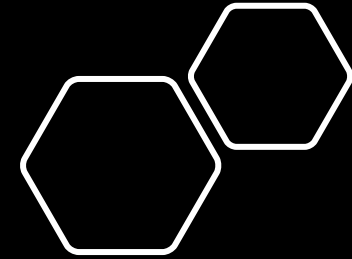
Some verbs are followed by the *-ing* form of the verb, for example *enjoy, stop, miss, avoid, dislike, keep*:

I enjoy learning English.

Some verbs do both, for example *start, begin, continue, like, hate, love*:

I started doing my homework yesterday.

I started to do my homework yesterday.



Read the box:

- next..
- Go to LMS and complete activity “use of English”

- next..
- Complete activity 5
in the workbooks
- Or
- In LMS

And finally..

- Go to MENTI and write 3 words or phrases you have learnt this week