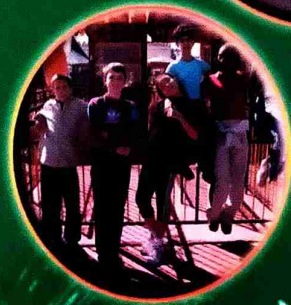
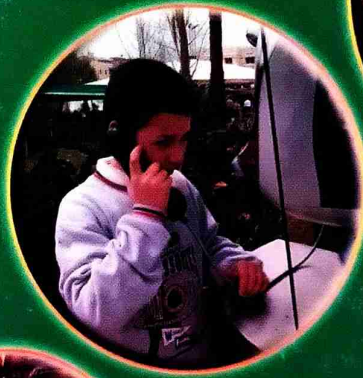


Approuvé par le Ministère de l'Education Nationale et de la Jeunesse

FOCUS



Teacher's Book

NIVEAU 1

de l'apprentissage de l'anglais



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Map of the Student's Book

Introduction

About the course

Description

This book has been designed in conformity with the set of values and aims as stated in the National Charter, and the National Curriculum. It addresses teachers and students in their **first year of English**.

Therefore, the book helps students to be familiar with some basic vocabulary and functions as well as a clear and systematic introduction to English grammar.

The book is first and foremost a communicative course that teaches students **how to use language in real situations**. It also pays careful attention to English grammar, vocabulary and pronunciation. Besides, the book aims at developing important language skills that will enable students to communicate both fluently and accurately.

The book encourages students to see English as a language that enables them to get an insight into the outside world. They are asked to read, talk, listen or write about a **variety of subjects**. They have the opportunity to compare themselves with people in other cultures, and talk about their own lives outside the classroom.

Competencies

The National Charter of Education and Training specifies that the whole curriculum should be based on competencies. These competencies are defined in the Framework Document derived from the Charter. They are presented as follows :

In order to acquire and adequately develop the learner's competencies, it is necessary to approach these from a global angle, consider their pedagogical grading, and decide on the adequate strategies to implement them.

The competencies fall into these categories :
Communication competencies
Cultural competencies
Methodological competencies
Strategic competencies

In order to acquire and develop these competencies, the learner should be able to :

Communication competencies :

- master the Arabic language, develop a feel for the Tamazight, and know foreign languages.
- acquire different communication skills to be used inside and outside the school institution and in different learning situations.
- acquire the various types of discourse: literary, scientific, or artistic to be used within the school institution or in the immediate environment.

Cultural competencies :

- consider the symbolic side related to the development of his/her cultural heritage and his/her view and attitudes towards the world and the human civilisation in accordance with his/her own personality, his/her identity as a Moroccan and as a being in harmony with his/her environment and the rest of the world.

Methodological competencies :

- develop his/her thinking skills.
- implement and build the necessary study skills to be used inside and outside the classroom.
- develop his/her ability to manage his/her time, and projects.

Strategic competencies :

- be aware of own self and able to express it.
- locate oneself in time and space.
- locate oneself vis-à-vis the others and other social institutions: the family, the school, and the society as a whole.
- modify one's expectations, orientations and behaviour according to the ongoing development of knowledge, attitudes and society.

The competencies built in this book draw on the general competencies students should achieve in lower and upper secondary education. Therefore, this course aims at helping students develop the following competencies:

Communication competencies :

- Speak clearly and effectively.
- Write efficiently to exchange information, ideas and experiences.
- Read and understand simple material to gather and organise information.
- Listen, understand and respond appropriately to others.

Cultural competencies:

- Consider other cultures and compare them to their own.
- Convey cultural concerns to other users of English.
- Attain an understanding and appreciation of attitudes and values of other cultures.
- Develop an interest in cross-cultural aspects and other ways of doing things.

Methodological competencies:

(concern the student not the teacher)

- Plan work over a certain time span.
- Search out information from dictionaries and other reference materials appropriately and effectively.
- Manage mini-projects efficiently.
- Use the knowledge of language creatively and imaginatively.
- Organise learning in efficient ways.

Strategic competencies :

- Value cooperation and sharing, respect and care for others.
- Reflect on the consequences of their own actions.
- Develop self-discipline, a sense of responsibility and self-respect.
- Value one's belonging to a country within an international community.
- Understand the importance of different modes of communicating ideas and thoughts.
- Understand their rights and responsibilities as citizens.

How to use the Student's Book

The map of the book

The map of the book provides you and your students with a comprehensive account of the syllabus for the course. It can be used to

give students an overview of the contents of the course at the beginning of the year, and to help them reflect on what they are learning throughout the book. It can also be a useful reminder of the syllabus to help students prepare for quizzes.

Presenting a sample Unit

In addition, the four introductory pages before Unit 1 help students get a clear idea of the different components of each Unit. They enable them to have an easy access to the material in the book. The instructions are written in Arabic to facilitate the task for students to understand the rationale behind each unit component.

The teaching units

The course is divided into fourteen units, which provide enough materials for 34 weeks with an average of approximately 5 hours per Unit. Each of the fourteen units is divided into 6 parts.

Part 1 : Communication

Part 2 : Grammar

Part 3 : Study skills

Part 4 : Skills work

Part 5 : Cultural studies / interdisciplinary work / mini-projects

Part 6 : Review

The rationale behind the division of the course into six components is mainly to provide students -in the communication, grammar and study skills sections- with input on the language realisations and the necessary vocabulary to complete the tasks and the exercises in the skills work, project work and review sections effectively. These three sections are supposed to be indicators for both the learner and the teacher of how much has been achieved and transferred into output.

In addition, this division presupposes that both parties focus on one main area, for example grammar, without making any major digressions onto other components such as reading or listening, etc.

As for the targeted competencies, they are presented to the students at the beginning of each unit.

Part 1 : Communication

The aim of this component is to introduce the main function of the unit, and give students an immediate grasp of the language functions. The new functions are presented in short dialogues, performed mostly by teenagers with whom students can easily identify.

These dialogues are always followed by a comprehension exercise entitled 'Do this' to ensure that students have understood the events and dialogues. This exercise is followed by a variety of communication exercises for students to listen to and repeat. They then use them as a model to practise the main language function(s) of the unit.

Part 2 : Grammar

Part 2 aims at consolidating students' grammatical knowledge through practice of the new structures introduced in the unit. Students are often asked to complete grammar tables and rules as well as to apply the rules in practice exercises. When appropriate, some rules or targeted grammar elements are highlighted in a box.

Part 3 : Study skills

The Study skills part shows students how to develop language learning techniques that they can use in class and at home in order to become more independent in their learning.

This can be achieved through developing vocabulary by using a variety of techniques, namely association, collocation, classification and so on. Students are introduced to other strategies such as using a dictionary, correcting grammar mistakes, capitalisation, etc.

It is worth noting here that students need to use a special notebook for vocabulary and should be encouraged to apply the tips provided to record their vocabulary. Students at this stage, should be encouraged to use their own drawings and pictures to illustrate the new words.

Part 4 : Skills work :

Reading

When people read, they normally concentrate on the most important information. Learners cannot understand every single word they read. Therefore, they should be trained to read primarily for main ideas. You may find it useful to think of your reading lessons as having three phases:

Phase one: pre-reading

The key to the successful teaching of reading is good preparation. Make sure that :

- you know the text well.

- Help your students to predict the content of the text by discussing the title and topic before they read.
- Pre-teach the meaning of those words you consider will be most difficult for your students because they are unguessable in the context provided. This will help to lessen students' anxiety about new words, and get them to concentrate on the task.
- Explain the task clearly to the class, then check that they have understood.

Phase two : while-reading

- While students are reading the text, go round the class and check that they have understood the instructions and are doing the task. Offer help where necessary.

Phase three : post-reading

- Go through the exercises, checking answers.
- Answer any questions about vocabulary that the students still do not understand.

Listening

The procedure for teaching listening is similar to that for teaching reading.

Phase one : pre-listening

- Students anticipate the content of listening by looking at the title, the topic or picture.
- Introduce any unguessable vocabulary items.
- Students go through the task first before they start listening.

- Make sure that you know what students have to do, what difficulties they might have, and how long you think it will take both you and them to complete the task.

Phase two : while-listening

- While students are listening, make sure that those at the back of the class can hear you.
- Make sure students are doing the exercises.

Phase three : post-listening

- Students may listen to the text again. This allows them to feel that they have achieved something because this time, their understanding will be greater than before.

Speaking

This section is designed to make students acquire confidence in themselves while using English. Here are tips that can help them speak more effectively :

- Explain to the students that the speaking activities aim at communicating a message that somebody else can understand, and that it does not matter if they make a few mistakes.
- Give students some ideas about what they might say by demonstrating in open pairs to the whole class.
- Make a list of useful vocabulary on the board to serve as starters.
- While students are speaking, encourage them as much as possible, and do not try to correct all their mistakes.
- Ensure that pairs of students swap roles to have the opportunity to practise both the questions and answers.

Writing

At this beginning level, care has been taken to systematically introduce the sub-skills of writing. The production of the written text, though somehow limited at this level, forms a clearly significant part of the language learning process.

To this end, most of the writing tasks are based on the speaking ones to maximise the student's ability to gain more confidence when producing a piece of writing. Here are some key points to take into account when teaching writing :

- Students should always keep the notes they record in the speaking tasks, as these will help them to start writing.

- Ask them to spend some time organizing their ideas and making notes before writing.

- Before students start the writing, draw their attention to the model texts and writing guides.

- Go through these carefully with the class, and make sure they understand how they should organize their texts.

- Devise a checklist for each writing task to help students edit their productions.

Part 5 : Mini-projects / Cultural studies/ Interdisciplinary work

Mini-projects

Mini-project work is an ideal opportunity for students to use English in a creative and personal way, which will give them a real sense of achievement. The mini-projects suggested deal with the same topic covered in the corresponding unit. These mini-projects help students share and discuss information about the real world in order to create posters for the classroom wall. In this way, they are encouraged to draw on their knowledge of the world to produce an extended piece of English work that is both meaningful and relevant.

It is ideal to ask students to work on their mini-projects in groups. Working in groups increases motivation by allowing students to exchange ideas and help each other. It is inevitable that students will talk in their own language and make a certain amount of noise, but if they are well motivated and concentrate on producing a high quality project in English, you should not worry about that.

Project work is time-consuming, but if you are short of time, you can ask students to do some of the preparation work at home and set strict time limits for finishing the projects in class. Finally, it is important to display the finished mini-projects on the classroom wall so that students can be proud of their work.

Cultural studies

The Cultural studies section encourages students to compare life in other countries around the world with their own lives. Students get the opportunity to present their habits, life style, and behaviour to other English speaking people. In this way, students can see the value of their own culture and respect the other cultures.

Interdisciplinary work

In the interdisciplinary work section, students use English to read, talk and/write about familiar topics and themes that arise directly from other subjects in the curriculum such as Geography, Science and so on. The purpose of this section is to enable students to use information in other disciplines to activate their prior knowledge, or build up new information. It also encourages students to be open to other school subjects and not to compartmentalise knowledge.

Part six : Review

The aim behind the Review section is to give students an opportunity to look back on the work they have done. The exercises can be done individually at home and corrected in class.

Before you ask your students to do the revision exercises, tell them to look back at the relevant sections: Communication, Grammar, Study skills. Students need to understand that when they feel confident, they can complete the exercises individually.

Before you ask the students to do the exercises, check that they understand the instructions. Then tell them to work through the exercises individually at home. When correcting the Review Part, go through the exercises with the whole class, and give students the opportunity to correct their mistakes in their notebooks. Be prepared to explain again any difficult points that they still have not fully understood, or conduct remedial work if needed.

Grammar summary

We have also provided a grammar section that encompasses the major grammar points covered in the book. It is left to the teacher's and the students' discretion to decide on how to deal with this part.

Vocabulary list

The vocabulary list helps the users of the book to refer to the words through the unit number provided.

How to use the teacher's Book

The Introduction gives a description of the competencies and structure of the course, together with extra suggestions as to how the material might be used in class.

There is also a section about classroom management, which gives advice on areas such as coping with mixed ability classes, and dealing with pair and group work.

At the beginning of each unit there is a table showing the competencies to be achieved through the areas: Communication, Grammar, Study Skills and Skills work and the performance indicators. You are also reminded of the objectives underlying the competencies before each section.

The teaching notes provide detailed guidance on how to present the material in the Student's Book, together with notes to the teacher to help you give particular attention to certain points. The notes also include scripts of the listening material and answers to all the exercises.

To help you use the Teacher's Book easily, we have also included a simulation of the actual classroom BB:

You find in this box the answers to the exercises in the Student's Book, and any tasks or exercises that you can write on the blackboard.

Furthermore, you can find extra information about a grammatical point, vocabulary etc. in a box like this one.

The short forms of the verb 'be' in the simple present tense are used in speaking and the full forms are used in writing.

How to manage your classroom

Lesson planning

Each unit provides enough material for about five 60 minute lessons, and suggestions for planning these are provided in the teaching notes. However, the amount of material you cover in each lesson will of course vary according to your particular teaching situation.

Choosing your objectives

It is important to have a clear idea of the objectives of the lesson. The main teaching points are listed in the Teacher's Book at the start of each unit component. You also may like to add some more personal objectives of your own provided they are conducive to the competencies to be sought.

Anticipating problems

At the end of your lesson planning, it is important to note the problems that you or your students may encounter. You might predict, for example, that they will not understand some lexical items, or that they will have particular problems with a verb tense. It is useful to prepare yourself for these difficulties before the lesson.

Staging your lessons

Staging each lesson is a very important element in lesson planning. In this book, for example, you can stage the communication and the grammar lessons as follows :

Stage 1 : Setting the scene.

Stage 2 : Introducing the new elements or getting students induce the principles governing these elements.

Stage 3 : Giving room to students to practise the new elements.

Stage 4 : Allowing students to use the points in focus.

Stage 5 : Setting homework.

It is useful to spend some time thinking about the different stages of the lesson, and to estimate how long you expect each one to take.

Setting homework

Setting homework is one of the most important tasks in that it helps students complete at home what they have learned in class. It's up to you to judge how much homework students can manage. Before they leave the classroom, ensure that students understand precisely what they are expected to do for homework.

You may want your students to do some exercises that follow on directly from the lessons, or you may want them to preview a particular unit or part of a unit before you deal with it in class. Either way, it is beneficial to give your students a general idea of how much time they should spend on their assignments.

Using pairwork

In most of the exercises in the Student's Book, students are invited to work with a partner to ask and/or answer questions. To enable students to speak English with confidence, they need to practise in open-pairs, and in closed pairs. When they speak together in pairs, the student talking time is increased to the maximum and concurrently the teacher talking time is kept to the minimum. By so doing, students interact with their partners rather than with the teacher. Besides, working in pairs allows students to practise together in a safe, inhibition-free environment without the embarrassment of talking in front of the whole class.

As it is the case in classes in which pair work is used, teachers might expect too much noise and uncontrolled students, especially if all of them talk at the same time. Here are some tips to deal with these situations:

- Give students very clear instructions so that they know exactly what they are supposed to do.

- Demonstrate the activity with a good student while the rest of the class listen.

T It's Fred's birthday next Friday.

Would you like to come?

S Yes, I'd love to.

T It's Fred's birthday next Friday.

Would you like to come?

S No, I'm afraid I can't.

- Ask pairs of students to demonstrate in open pairwork while the rest of the class listen.

S1 It's Fred's birthday next Friday.

Would you like to come?

S2 Yes, I'd love to.

- Move to closed pairwork.
- Do not allow much time for students to work in pairs in order not to get bored.
- Walk round the class, encouraging the pairs, and noting down any serious mistakes you hear.

Teachers should not worry about some mistakes that they will not hear or be able to correct. Making mistakes is inevitable as it is an inherent part of the language learning process.

Using group work

Group work encourages students to share their knowledge and skills. This is especially true when your students are doing projects, comparing answers or solving problems.

Students can be divided into teams or groups according to their normal seating position in class. However, when doing games or competitions, your students may prefer to work in groups with their friends, so that they feel they can really enjoy and participate fully in the activity.

You may also like to allow students to work with their friends when they are doing projects or interdisciplinary and

cultural sections. However, for efficient results within a group, you may group students according to their ability. In this way, you guarantee peer teaching.

Correcting mistakes

In accuracy-oriented activities, it is important that students learn to produce the new language accurately, so it is better to stop them if they make a mistake. Allow students to correct themselves first. If they cannot do this, you could ask another student in the class to give the correct version, or supply it yourself. The motto being: self-correction, peer correction, then teacher correction.

However, in fluency-oriented activities, students are encouraged to communicate ideas fluently and effectively. When students write or speak freely in English, it is inevitable that they will make some mistakes. If they worry too much about this, they will start to hesitate and constantly correct themselves, which will inhibit them from writing or speaking naturally. During a free speaking activity, do not interrupt students to correct them. Make a note of any serious mistakes and write them on the board at the end of the activity. You can then ask the class to try to correct them.

Many mistakes in written work are often the result of carelessness, and, with some prompting, students may be capable of correcting these themselves. Therefore, it is preferable to devise a checklist for students to correct their mistakes or those of their peers. Try to include the elements you want to focus on in grammar, mechanics (capitalisation, spelling, punctuation), content or vocabulary.

When you give students feedback on their mistakes, try to use a simple code to facilitate the task for them to edit their writing, and to remember the codes. First underline the mistake and write the code above it so that students can correct the mistakes on the margin.

Continuous assessment

In order to help you keep an accurate record and constant track of your students' progress, it is important to assess their work continuously. This will enable you to discover early if there are any students who need extra help in a particular area. It will also encourage students to take more responsibility for their own progress, and eventually for their own learning.

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Competencies**Performance indicators****Communication competencies:**

Speak : Greet people and introduce oneself.

- Use adequate ways to greet the interlocutors.
- Ask appropriate questions or give appropriate answers about name and age.

Write : Write a short and simple letter to introduce oneself.

- Use appropriate sentences about name and age to get the message across.

Read : Read and understand a simple text.

- Recognise key information and correct the false ones.

Listen : Understand information about two different people.

- Identify and provide correct information about different people.

Cultural competencies :

Discover the value of national and international cultural heritage (monuments).

- Present local, regional, or national monuments.

Methodological competencies :

Use language in new situations.

- Use elements in functional, grammatical, study skills sections to complete tasks in skills work and review sections.

Strategic competencies :

Situate oneself in a geographical area among speakers of English.

- Identify and give simple information about English speaking countries, people, and oneself.



Communication

- What's your name ?
- How old are you ?

Warm up

- Begin your first lesson by greeting your students.
- Give your name by saying :
My name's
I'm your teacher.
I'm your English teacher.
- Use gestures to help you introduce yourself.
- Go round the class asking individual students :
What's your name?
- Insist that students say :
My name's
- You may want to shake hands with students.

Praising students in this very first lesson encourages them to take part in the different phases of this unit.

Setting the scene

- Introduce briefly : school, supermarket, Language Centre.

Writing these words on BB helps students associate them with French to guarantee quick understanding.

- Make students repeat the words for pronunciation.
- Introduce the characters in the dialogues using : This is

- Students listen to dialogue 1. Books shut.
- Use mime and gestures to help them visualise what the characters are talking about. You may also change the tone of your voice for the same purpose.
- Students listen again and follow on their books.
- Proceed in the same way with dialogues 2 and 3.

Do this

Exercise 1

- Students listen to the dialogues and write true or false. They have to correct the false statements.
- Make sure students understand **TRUE** and **FALSE**.
- Do the first sentence with the class as an example.
- Make students read the dialogues silently and check their answers.
- Invite students to compare their answers before correcting the exercise with the whole class.

Answers

- 1 False. I'm in the park.
- 2 False. I'm in the classroom.
- 3 True.
- 4 False. I'm in the park.
- 5 False. I'm in the classroom.

- Students read out the dialogue : closed pairs take the parts of the participants.
- You can intervene to correct pronunciation mistakes once pairs finish reading.

Communication

- What's your name ?
- How old are you ?

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- Make students read out the dialogue : closed pairs take the parts of the participants.
- You can intervene to correct pronunciation mistakes once pairs finish reading.

What's your name?

Exercise 2

- Read out the mini dialogue. Students listen then repeat the exchanges.
- Make students work in small groups of three to perform the dialogue.
- Explain that each one of them will have to ask the questions, introduce a friend and answer the questions. So, students have to take turns.
- Move around the class to help students with any difficulty they may encounter.
- Give this task as much time as necessary since this is the first time they do such an activity.

How old are you?

Exercise 3

- Practise with the students the pronunciation of numbers from 1 to 20. (most students usually know them).
- Students work in pairs to complete the missing numbers.

Answers :

4. four 13. thirteen 18. eighteen
6. six 14. fourteen 19. nineteen
8. eight 17. seventeen

- Students ask each other about their age.
- They work first in open-pair work, then in closed-pair work.

Exercise 4

Role-play

- Do an open pair work by inviting one student from one part of the classroom to ask another one :
S1 : Hi! What's your name ?
S2 : My name's ...
S1 : How old are you ?
S2 : I'm

- Then do closed pair work wherein each student asks his/her neighbour the same question. After a while make students reverse roles.
- Students work in pairs to rehearse dialogue by dialogue on the first page of the unit.
- Walk around the class to monitor their work.
- Ask pairs of students to act out the dialogues in front of the class.
- Give praise and encouragement.
- You may wish to write students sample dialogues for students to copy in their notebooks.

Grammar

- be : present simple affirmative
- be : present simple (short forms and full forms, singular and plural)
- Indefinite articles : a/an

Setting the scene

- Students look at the pictures. Elicit from them what they see on the pictures. They may not know all of them.
(teacher, classroom, students, a dog, a girl, a boy, a student).
- Students repeat the words for pronunciation.
- Read the sentences to the students who listen and follow, then listen and repeat.
- Use gestures to help students understand the subject pronouns : I, you, we, etc.

Exercise 1

- Ask students to work in pairs.
- Students read the sentences, then put the coloured short forms in the column.

- Do the first one as an example. Make sure students understand "full forms" and "short forms". Use coloured chalk to highlight the difference.
- Ask students to copy the table in their notebooks and complete the missing forms of be.

Answers :

I'm	We're
You're	You're
He's	They're
She's	
It's	

Exercise 2

- Students do the gap-filling exercise.
- Ask students to compare their answers.
- Go around the class asking students to read out the completed sentences.
- Try to deal with any confusion related to subject pronouns by eliciting the answers from students.

Answers :

- 1 I
- 2 He
- 3 We
- 4 you
- 5 It

Exercise 3

- Students do the gapped exercise. Do the first one as an example.
- Students compare their answers. Do a blackboard correction.

Answers :

- 1 She's
- 2 It's
- 3 We're
- 4 I'm
- 5 He's

Exercise 4

- Students complete the short letter. Make pairs of students compare their answers.

Answers :

- 1 is
- 2 am
- 3 is
- 4 are

Exercise 5

a is used before a consonant and **an** before a vowel sound..

- Students do the gap-filling exercise.

Answers :

1 an	3 an	5 - a
2 a	4 an	

- Students copy the sentences in their notebooks. Ask them to write the articles in coloured pens.

Study skills

Vocabulary

Greetings : associate words (parts of the day)

Using days of the week

Spelling

Spelling words

Vocabulary : greetings

Exercise 1

- Students listen and repeat the words for the parts of the day.
- Students match the words with the pictures, then check their answers in pairs/small groups.
- Correct the exercise with the whole class. Make sure students understand the differences between evening and night.

Answers :

- 4. afternoon
- 3. evening
- 1. night

Exercise 2

- Students match 'good' with the appropriate part of the day to form an acceptable way of greeting.
- Do a class correction.

Answers :

Good morning :	08 : 00
Good afternoon :	16 : 00
Good night :	20 : 00

Days of the week

Exercise 3

- Read the names of the days of the week to the students who listen and follow, then listen and repeat.
- Tell the students that the days of the week in their books are not in the correct order.
- Ask them to guess the correct order and complete the calendar.
- Students compare their answers in small groups.

Answers :

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

Spelling : How do you spell ...?

Exercise 4

- Review the alphabet with the students.
- Go through the short exchange with the students. They listen and repeat.
- In pairs, students ask each other questions about the words provided.
- Students may extend this exercise by asking about how their partners' names are spelt.

S1 : What's your name?

S2 :

S1 : How do you spell it?

S2 :

- Whole class correction. Make some students spell the words, and ask the class to listen for mistakes.

Skills work

- Identify details in reading
- Listen for specific information
- Greet and give personal information
- Introduce oneself in writing

Reading

Exercise 1

- Ask students to look at the picture and make a guess about the girl's age.
- Write some guesses on the board.
- Ask the students to read the letter and correct the false statements.
- Students read the letter again and write true or false next to the statements.
- Students compare their answers before the correction of the exercise with the whole class.

Answers :

- 1 She's 13.
- 2 She's a student.
- 3 She's a member of a sports club.

Listening

Exercise 2

- Explain to the students that they have to listen carefully to complete the chart.
- Read out the short text to the students who just listen.
- Once you finish, tell them that they are going to listen to the text again and complete the chart.
- Read out the text again. Students complete the chart.

Script :

Hello! I'm a student. My name's Amira. I'm 15.
My school is Al Farabi.
Hello! My name is Tom. I'm a student.
I'm 14. My school is Hamilton.

- Do a blackboard correction.

Answers :

Name	Age	School
Tom	14	Hamilton
Amira	15	Al Farabi

The purpose of this activity is to help students gain confidence in using English. Do not overcorrect. Students should not bother much about mistakes.

Speaking

Exercise 3

- It is preferable to start this task by demonstrating first in open pairs, then in closed-pairs.
- Choose one or two pairs to perform in front of the class.

- You may like to write the dialogue on the BB for students to copy in their notebooks.

Writing

- Students individually write the short letter about themselves.
- Monitor their work. Make them pay special attention to spelling mistakes.
- Make pairs of students edit each other's writing.
- Students can rewrite their paragraphs in class or at home.

Cultural studies

Vocabulary

Statue of liberty

Materials

Paper glue scissors coloured pens
crayons card photographs/pictures

Welcome to English-speaking countries

Exercise 1

- Introduce "English-speaking countries".
- Students look at the pictures and try to find out which countries these are.
- Students match the pictures with the names of countries.

Answers :

USA Australia Great Britain

Exercise 2

- Introduce : monuments, city.
- Write on BB : London, Sydney, New York.
- Students work in pairs, look at the pictures and try to find the location of the monuments.

- Students compare their answers in small groups.

Answers :

- 1 New York - USA
- 2 Sydney - Australia
- 3 London - Great Britain

Exercise 3

It is preferable to ask students to look for postcards, pictures, or draw pictures of their city and its monuments before coming to class.

- Once in class, students write :
This is (name of the city/town/village).
This is (name of monument) in (name of the city/town/village), Morocco.
- Students share their posters. Exhibit some of them in class. This can prove very motivating for students at this stage of their learning.
- You may wish to give bonuses for the best posters.

Review

This is an opportunity for students to look back on the work they have done.

The exercises also give feedback on the students' progress in this Unit. Any difficulties can be reviewed in class and special attention should be paid to mistakes made by a large number of students.

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students complete the one-sided dialogues. It is important at this stage to provide students with additional exercises as homework.

Grammar

Exercise 2

- Students complete the table to review the affirmative form of the verb 'be', short and long forms.

Answers :

- | | |
|--------|--------|
| 1. are | 4. am |
| 2. is | 5. are |
| 3. is | |

Vocabulary

Exercise 3

- Students rewrite the given words correctly.

Answers :

1. Monday
2. Language
3. School
4. Twelve
5. Years
6. Student

Competencies	Performance indicators
Communication competencies : Speak : Communicate personal information. Write : Write a short and simple letter to give personal information. Read : Read and understand a simple letter. Cultural competencies: Understand and value the differences in school life in Morocco and in other countries. Methodological competencies: Use correct language. Take notes. Do creative work. Strategic competencies: Cooperate and interact with others.	- Ask appropriate questions or give appropriate answers about name, age and school subjects. - Use appropriate language to get the message across. - Recognise key information and fill in a form. - Read and express ideas about school life, one's city and activities. - Identify capitalisation mistakes and correct them. - Write down notes to be used in other situations. - Organise notes in a mini-project - Devise the mini-project in groups and display it for other students.

Communication

- What's your favourite school subject?
- Where are you from?

Review

- greetings
- asking and giving information about age.

Setting the scene

- Ask students to look at the pictures and match the names in the dialogues with the people.
- Students listen to the dialogues and follow. Then, they listen to cross out the nationalities and the school subjects not mentioned in the dialogues.
(students repeat for pronunciation the words in the lists).

Nationalities :

~~Moroccan~~
American
~~French~~
English

School subjects:

~~Maths~~
Geography
~~Science~~
Computer studies

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first sentence with the class as an example.
- Students read the dialogues and check their answers.
- Invite students to give their answers.

Answers :

1. False. Nancy is from Manchester.
2. True.
3. False. They are in class 7.
4. False. Anna's favourite subject is Computer studies.
5. False. Tennis is Olivia's favourite sport.

- Students read out the dialogues in pairs.

What's your favourite school subject?

Exercise 2

- Practise with the students the pronunciation of school subjects (without explanation).
- Students work in pairs/small groups to match the school subjects with the drawings.

Answers :

h : 2	d : 5	f : 8
c : 3	a : 6	b : 9
j : 4	e : 7	g : 10

Exercise 3

- Read out the mini-dialogue. Students listen then repeat the exchanges.
- Students look at the drawings in exercise 2 and choose their favourite subjects.
- They ask and answer their partners, first in open pairs then in closed pairs, using the expressions in the mini-dialogue.

Where are you from?

Exercise 4

- Students listen to the dialogue, then repeat in closed pairs.
- Students look at the flags and identify the corresponding countries.
- In pairs, students take the roles of the people (Céline, Tom, Loubna, Tina, Jacques) to answer each other's questions.

Role-play

- Students work in pairs to rehearse dialogues.
- Walk around the class to monitor the students' work.
- Ask pairs to act out the dialogues in front of the class. (Encourage students to depart from the dialogues).

Grammar

- **be** : present simple (interrogative and negative). Yes/no questions with short answers
- **be** : present simple (short forms and full forms, singular and plural)

Setting the scene

- Students read the dialogues and check if these statements are true or false.

Lina is a student.
Samir is in class seven.
Mark is Scottish.

Exercise 1:

Short forms are used in spoken English and in informal written English (e.g. letters). Full forms are usually used in formal written English.

- Students read the dialogue and put the coloured forms of the verb **be** in the appropriate columns.

The verb **be** *negative*

singular

I am not/ I'm not
You are not/ You aren't
He is not/ He isn't
She is not/ She isn't
It is not/ It isn't

Plural

We are not/We aren't
You are not/ You aren't
They are not/They aren't

The verb **be** *interrogative*

am I ? are we ?
are you ? are you ?
is he/she, it ? are they ?

- Ask students to complete this table in their notebooks.

Exercise 2

- Students do the gapped exercise.
- Students compare their answers with partners.
- Go around the class asking students to read out the completed sentences.

Answers :

1 aren't 3 aren't 5 isn't
2 isn't 4 aren't

Exercise 3

- Students rewrite the dialogue in the correct order into their notebooks.

Answers :

d - g - a - e - c - f - b

Exercise 4

- In pairs, students look at the pictures and ask each other questions orally. Then, they answer in their notebooks.

Answers :

1 No, he isn't. 4 No, I'm not.
2 No, it isn't.
3 Yes, I am.

- Individually, students prepare five questions in their notebooks. Then they take turns to pass in front of class to answer the class questions.
- Students copy the questions and answers into their notebooks. (Write different personal pronouns).

Study skills

Vocabulary

School furniture
Classroom objects
School subjects

Capitalisation

Days
Countries, cities, towns, villages
Nationalities
Languages
School subjects

Vocabulary: in the classroom

Exercise 1

- Students listen to the pronunciation of the names of the objects and follow on their books.
- Students listen and repeat. Then individual students read out the names of the objects.

Exercise 2

- Students classify the objects that can be found in the classroom and in the school bag.
- Students check their answers with a partner.

Answers :

Classroom : blackboard, chair, bookcase, students, desk.
schoolbag : sharpener, ruler, colour pencils, notebooks, pen, brushes, books, arc ruler, rubber, pencil.

- Students classify in this table the objects they would need for each school subject. Provide students with any items they would need to complete the table. (some items may be repeated).

School subject	objects
Arabic	
English	
Physics	
...	

Capital letters

Exercise 3

- Make sure students understand the label "capital letters".
- Go through the examples with students. Then, ask them to work in pairs and come up with other examples :
Days :
Countries :
- Check the students' examples.
- Students read the sentences and use the correct capital letters.
- Students check their answers in small groups before checking with the whole class.

Answers :

I am Moroccan
Today is Tuesday
My favourite subject is Geography
Rome is the capital of Italy
I am from Inzane

Skills work

- Reading for specific information
- Speaking : asking for and giving personal information
- Writing: recording personal information

Reading

Exercise 1

- Ask students to look at the letter and the picture and make guesses about Lisa's age, nationality and favourite subject.
- Write students' guesses on the BB, then ask them to read the letter and write true or false next to the sentences.
- Students read the letter again and complete the notes.
- Go through the answers with the class.

Answers :

- | | |
|--------------|--------------------------|
| 1. Lisa | 5. 17 |
| 2. Frost | 6. Shakespeare Secondary |
| 3. England | 7. Art |
| 4. Liverpool | 8. tennis |

Speaking

The purpose of this activity is to help students speak fluently and confidently. Therefore, they should not bother about the mistakes.

Exercise 2

- Pairs ask each other questions. Move around the class giving praise and encouragement.
- Choose one or two pairs to pass in front of the class.

Writing

Exercise 3

- Students write answers to the questions (exercise 2).
- Students write a letter to a friend in England or America using their notes.
- Remind students that they should base their work on the letter in the reading section.
- When students finish, ask them to correct their mistakes using this checklist :

Are there spelling mistakes ?
Are there grammar mistakes ?
Are there capital letter mistakes ?

- Give students examples of spelling, grammar (different forms of be) and capitalisation mistakes.
- Students may rewrite their letters in class or at home. They may like to add their photograph.

Mini-project

Language

This is ...
He's ...
It's a beautiful city.

Materials

Paper glue scissors coloured pens
crayons card photographs/pictures

Exercise 1

- Students look at the pictures and try to describe what they see using "This is a...", "This is ...", "These are ...". (Do not insist on these grammatical points).
- Students read the descriptions.
- Students take pictures/photographs and start describing them using Pat's paragraphs and following the instructions in the captions.
- In groups, students check their paragraphs. Pass from group to group to help students with any difficulties they may encounter. Students may rewrite their paragraphs.
- Students take their coloured pens and crayons to highlight or colour the back ground, frames, etc. Then stick their photographs/ pictures on the cardboard.

Exercise 2

- Students exchange their mini-projects to read them.
- It is very important to give bonuses or even take the students mini-projects to score to motivate them to make more efforts in future similar activities.

Review

This is an opportunity for students to look back on the work they have done.

The exercises also give feedback on the students' progress in this Unit. Any difficulties can be reviewed in class and special attention should be paid to mistakes made by a large number of students.

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read the dialogues first, then they write the answers.
- Students check their answers in pairs. They may go back to the previous sections to make the necessary corrections.
- It is important at this stage to provide students with extra exercises as homework in case they fail to complete the dialogues successfully.

Answers :

Where are you from ?
Is Tania from Spain ?
What class are you in ?
What is your favourite subject ?
What about you ?

Grammar

Exercise 2

- Students complete the table to revise all the forms of the verb be, then circle the correct form.

Answers :

- | | |
|--------|------------|
| 1. am | 5. am not |
| 2. is | 6. am |
| 3. are | 7. am |
| 4. are | 8. are not |

Vocabulary

Exercise 3

- Students take eight objects from their pencil cases or school bags and name them.
- You may wish to ask students to name other objects related to the topic of school.

Answers :

- | | |
|-----------|------------------|
| 1. pen | 5. ruler |
| 2. pencil | 6. Sharpener |
| 3. rubber | 7. notebook |
| 4. book | 8. colour pencil |

Competencies	Performance indicators
Communication competencies: Speak : Introduce other people and communicate information about personal interests. Write : Write a short, simple and coherent letter to give information about family. Read : Read and understand a simple one-paragraph letter. Cultural competencies: Value one's sense of belonging to a family. Compare families across different cultures. Methodological competencies: Use documents and target language elements efficiently. Strategic competencies: Build a personal and social identity. Develop positive attitudes towards oneself and one's surroundings.	- Introduce one person or two people to each other. - Provide information about family and some leisure activities. - Organise the notes in a paragraph and edit it using a checklist. - Recognise key information and distinguish true from false information. - Express ideas and feelings in speaking and/or writing about different aspects of one's family. - Prepare documents with photos, descriptions and diagrams about one's family. - Express ideas and feelings in a positive way about oneself and one's family.

Communication

- Pleased to meet you
- Who's this?

Review

- Asking for and giving information about school subjects
- Nationalities

Setting the scene

- Students listen to the introductory paragraph as they follow on their books. Then they write the names of the members of the family.

Philip's family members :

- 1 Philip
- 2 Janet
- 3 Peter
- 4 Tim

- Students read the introductory paragraph and correct their answers.
- Correct with the whole class.

Do this

Exercise 1

- Students listen to the dialogue again and complete the sentences.
- Do the first sentence with the students as an example.
- Students compare their answers in small groups.
- Invite the students to give their answers.
- You may write the answers on the BB to enable students to follow the correction.

Answers :

- 1 True.
- 2 False. Najat is Philip's friend.
- 3 False. Tim is eighteen years old.
- 4 False. Jeremy is Philip's uncle
- 5 False. Mr and Mrs Reed are Philip's parents

- Read the dialogues in frames 2 and 3 to the students as they follow on their books.
- Students listen and repeat for pronunciation.
- Students take turns to read out the dialogues in frames 2 and 3.

Pleased to meet you

Exercise 2

- Read the dialogue to the students.
- Students listen and repeat, taking turns.
- In open-pair work first then closed-pair work, students introduce their peer to another student in the class.

Who's this?

Exercise 3

- Students listen first then repeat, taking turns.
- Students use photos of their family to ask and answer the questions :
"Who's this ?" / "Who are these?"
- In small groups, students combine the expressions in exercise 2 & exercise 3 to form a short dialogue.

Role - play

- Students work in small groups of 3 to rehearse dialogues in frames 2 & 3.
- Walk around the class to monitor the students' work.

- Ask two or three small groups to act out the dialogues in front of the class.
- Encourage students to create their own dialogues.

Grammar

- Simple present of the verbs: live/ work/ like/play/eat/come in the affirmative form
- Possessive adjectives
- Whose / genitive apostrophe

Review

- The simple present of 'be' in all forms.

Setting the scene

- Introduce briefly these verbs :
live / work / ride / eat / come /ride.
- Write on the BB:

Nabil and Hanane are Diana's cousins

- Students read the dialogue and say if the statement is true or false.
- Students read the dialogue silently and correct the sentence on the BB.
- Check with the whole class.

Exercise 1

- Students read the dialogue and put the coloured verbs in the appropriate place.
- Ask the students to complete this table in their notebook.
- Draw the students' attention to the "s" in the third person singular.

Singular

I live
You live
He works
She works
It barks

Plural

We live
You live
They live

Exercise 2

- Students circle the correct forms of the verbs.
- Students compare their answers in small groups before class correction.

Answers :

- 1 They work
- 2 She likes
- 3 He plays
- 4 It eats
- 5 We come

Exercise 3

- Refer students to the previous dialogue again. Then ask them to work individually to complete the sentences with the verbs in the dialogue.
- Students check their answers in pairs.
- Whole class correction.

Answers:

- 1 works
- 2 live
- 3 works
- 4 work

Exercise 4

- Students study the table in silence. Elicit from them the difference between subject pronouns and possessive adjectives.

Subject pronouns are followed by verbs and possessive adjectives are followed by nouns.

- Students complete the sentences with possessive adjectives.
- Students compare their answers in small groups.

Answers :

- | | |
|-------|---------|
| 1 his | 4 their |
| 2 her | 5 our |
| 3 its | |

Whose bag is it?

Exercise 5

- Read the short exchange to the students and make some pairs repeat.
- Students use the elements in the Student's Book to ask similar questions and/or give answers.
- Do open-pair work first, then closed-pair work.
- Make sure they use singular or plural forms where necessary.

Answers :

Whose dog is it ?
It's Peter's.

Whose computer is it ?
It's Zineb's.

Whose balls are they ?
They are my brother's.

Whose bike is it ?
It's Ahmed's.

- Collect from the class some of the students' belongings (pens, pencil cases, etc.), then make them ask each other questions using *whose... is this/are these?*

Study skills

Vocabulary : family members

- Identifying words
- Making associations
- Using vocabulary to give information

Vocabulary : family members

Exercise 1

- Read the names of members of the family. The students listen and follow, then they listen and repeat.
- Students guess or use their dictionary to supply the missing words.
- Students check their answers in small groups.
- The completed list of words :

grandfather- grandmother - mother -
father - uncle - aunt - brother - sister -
cousin

Exercise 2

- Students draw a family tree in their notebooks, then read the text and complete the tree.

Aziz + Fatima

Youssef + Hakima Rajaa

Omar Othmane + Rachida Nora

Taoufik Kawtar

- In small groups, students compare their family trees and make the changes.
- Check the answers with the whole class.

Exercise 3

- Students use the family tree to ask and answer questions about Youssef's family.

Skills work

- Anticipation
- Reading for specific information
- Speaking : asking for and giving information about weekend activities
- Writing : organizing information about the family in a letter

Reading

- Students look at the picture and guess where Don lives using question such as :

Is Cardiff in
a Great Britain ?
b France ?
c Spain ?
d England ?

- Write the guesses on the blackboard.
- Students read the letter silently and check the correct option (Great Britain).
- Whole class discussion.

Wales is part of Great Britain which is constituted of :

England
Wales
Scotland
Northern Ireland

Exercise 1

- Students read the letter again and decide whether the statements are true or false.
- Make the students compare their answers.
- Whole class correction.

Answers :

1 - False	4 - True
2 - False	5 - False
3 - False	6 - True

Speaking

Exercise 2

- The purpose of the activity is to make students speak fluently about weekend activities.
- Use pictures to introduce some simple activities and make students repeat :

play football
visit my grandparents
watch TV
sing and dance
work
study
read books
listen to music

- Make pairs of students ask each other questions and monitor their work.
- Choose one or two pairs to act out in front of the class.
- You may wish to write a sample dialogue on the BB for the students to copy in their notebooks.

Writing

Exercise 3

- Students write a letter to a friend in an English speaking country using the notes in the student's book and taking the reading as a model.
- When students finish, ask pairs to exchange their writing and peer correct using the checklist in the previous unit.
- Ask the students to rewrite the letter in class or at home.

Answers : (sample letter)

Hi ! My name is Ahmed Rami. I'm 12. I live in Tantan, Morocco. I have two brothers and one sister ; their names are Rachid, Amine and Leila. My father's name is Brahim and my mother's name is Fatiha. At the weekend, I visit my uncle and play football with my cousin, Jamal.

Best wishes.

Ahmed

Mini-project

Language

Who's this?

Is he/she your?

Vocabulary

family members

Materials

Paper glue scissors coloured pens
crayons cards photographs/pictures

- Students look at the photo and try to name the family members.

Exercise 1

- In pairs or in small groups, students take out photos of their family and ask each other questions.
- Make sure the students are not having too much fun while doing this task because this may lead to disruptive behaviour in the classroom.

Exercise 2

- Students stick photographs of their family members in their notebooks and build their family tree.
- Students may use their crayons or colour pencils to put coloured frames round the photos.
- Move in the rows to check if students are writing the correct labels.

Exercise 3

- Ask some students to pin their mini-projects on the BB and present members of their family to the class and supply information about them.

Review

This is an opportunity for students to look back on the work they have done.

The exercises also give feedback on the students' progress in this unit. Any difficulties can be reviewed in class and special attention should be paid to mistakes made by a large number of students.

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read the dialogue first, then try to complete it with the appropriate questions.
- Students may want to go back to the previous sections to make the necessary corrections.
- You may wish to provide students with extra exercises or homework.

Answers :

Who's this ?

What's her name ?

Who are these ?

Grammar

Exercise 2

- Students complete the sentences with the correct verb form : **like** or **likes**.

Answers :

1. likes

2. like

3. like

4. likes

Exercise 3

- Students look at the pictures and circle *this/that* and *these /those*. They should make a difference between the demonstrative pronouns (singular or plural and distant or near).

Answers :

- that's a pencil-case.
- this is a flower.

3. those are pencils

4. these are pens

Vocabulary

- Students complete the table with words from the list to make a difference between masculine and feminine family members.
Masculine : brother - uncle - husband
Feminine : daughter - grandmother - granddaughter.

Food & drink

Competencies	Performance indicators
Communication competencies: Speak : Respond pertinently and politely to offers. Ask for and provide the required information about eating habits. Write : Write a short and simple paragraph to describe eating habits. Read : Read and understand details in a one-paragraph letter. Cultural competencies: Be aware of different lifestyles in different countries. Methodological competencies: Organise lexical items in diagrams for quick assimilation and exploit them pertinently. Strategic competencies: React positively to one's or other people's eating habits. Show tolerance to other people's lifestyles.	- Use appropriate ways in formal and informal situations to accept or decline an offer. - Ask appropriate questions and give relevant answers about eating habits. - Use structures and appropriate vocabulary related to food and drink. - Recognise the information needed and correct the irrelevant one. - Talk and write about eating habits in English speaking countries and in different parts of Morocco. - Identify lexis related to food and drinks, classify them into adequate categories, and use them in new situations. - Express acceptable feelings and thoughts about other people's eating habits, away from preconceived or biased ideas.

Communication

- Would you like some tea ?
- Is there a / are there any ?

Review

- Talk about family members with students.

Setting the scene

- Introduce these lexical items : buy-delicious-make.
- Students listen to the dialogues and follow. Then, they listen and cross out the food and drink not mentioned in the three dialogues.

Food : ~~banana~~
biscuits
cakes

Drinks : ~~coffee~~
~~lemonade~~
tea

- Students repeat for pronunciation the words in the list.

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first statement with the class as an example.
- Students read the dialogues and check their answers.
- Call out volunteers to give their answers.

Answers :

- 1 False, there is some tea in the kitchen.
- 2 True.
- 3 True.
- 4 False. Moroccan cakes are delicious.
- 5 False. Youssef's mother buys cakes.

- Students read out the dialogues. Closed pairs take the roles of the participants.

Would you like some...?

Exercise 2

- Students listen and repeat the exchanges.
- Practise with the students the pronunciation of the food and drink items in the pictures (without any explanation).
- Invite the students to ask and answer in open pairs using the pictures, then ask them to do further practice in closed pairs.

Is there a/an...? Are there any...?

Exercise 3

- Students listen to the dialogue and repeat in closed pairs.
- Practise with the students the pronunciation of the fruit items on the table.
- Invite the students to use the appropriate cues and ask and answer questions about the fruit on the table. They work in open pairs then in closed pairs.

Role play

- Students work in pairs to rehearse dialogues.
- Walk around the class to monitor the students' work.
- Ask pairs to act out dialogues in front of the class.

- Encourage students to use the food items in exercises 2 and 3.

Grammar

- Present simple (interrogative and negative forms)
- Present simple (short and full forms)
- Countable and uncountable nouns (carrot - carrots - milk)

Setting the scene

- Students practise the pronunciation of :
vegetables : carrots - onion - tomatoes, turnip
- Introduce : vegetables - meat
- Students read the dialogue and tick the correct answer.

Imane likes :

- couscous
- Tajine
- vegetables
- meat

Exercise 1

- Students read the dialogue and put the coloured forms of the verbs in the appropriate columns.

Short forms are used in spoken English and in informal written English. Full forms are usually used in formal written English.

- Ask students to complete this table in their notebooks.

Interrogative forms

Do you like couscous?

Do you make couscous?

Does your mother make couscous?

Positive answers:

Yes, I like couscous.

Yes, she does.

She makes couscous.

Negative answers

No, I don't.

She doesn't eat it.

- Students complete the table in their notebooks with all the personal pronouns.

Exercise 2

- Students do the gapped exercise individually.
- Students compare their answers in pairs or in small groups.
- Go round the class asking students to read out the completed sentences.

Answers :

- don't
- doesn't
- don't
- doesn't
- don't

Exercise 3

- Students read the answers and write the questions for those answers.
- Do the first one with the students as an example.
- Ask students to compare their answers before calling out volunteers to check with the whole class.

Answers :

- 1 Does Imane like couscous?
- 2 Does Imane make couscous?
- 3 Does Imane's father eat couscous on Fridays?
- 4 Does Imane's mother make cakes?
- 5 Do Imane and her brother go to the market?

Countable or uncountable?

Exercise 4

- Students read the examples in the columns and put the food and drink items in the pictures in the appropriate columns and complete the table in their notebooks.
- Students compare their results before you call on volunteers to read out their answers.

Countable

Singular

a carrot

an orange

an apple

a cake

Plural

carrots

oranges

apples

cakes

Uncountable

Singular

milk

coffee

orange juice

Exercise 5

- Students look at the words in the table and write sentences using :

There is a carrot/cake.

There is an apple/orange.

There is some milk/orange juice/coffee.

There are some apples/oranges/carrots/cakes.

Study skills

Vocabulary : food & drink

- Identifying words
- Classifying food & drink lexis into categories

Food and drink

Exercise 1

- Students listen to the pronunciation of the names of the food and drink items.
- Students read out the names. The focus is on the correct pronunciation.
- Students work in small groups and match the words with the pictures.
- You may ask students to use a bilingual dictionary.
- Individual students read out their answers.
- Write the correction on the BB to enable students to follow.

Answers :

4 chocolate	8 water melon	6 eggs
12 cucumber	15 mineral water	5 cheese
3 fish	9 lemon	2 chicken
7 butter	13 milk	1 meat
11 peach	10 apricot	14 lemonade

Exercise 2

- Students classify the words in exercise 1 under the appropriate headings. Then they add other words to the lists.
- Go round to make sure the students are doing what is required of them and provide help when needed.

Answers :

Vegetables	Fruit	Meat	Drink
cucumber	watermelon	chicken	milk
	peach	fish	lemonade
	apricot		mineral
	lemon		water
Other			
eggs			
butter			
cheese			
chocolate			

- Students copy the diagram in their notebooks.

Skills work

- Reading: identifying false details
- Listening for specific information
- Speaking : talking about eating habits
- Writing : using notes to complete a paragraph about eating and drinking habits

Reading

Exercise 1

- Ask students to look at the picture and the letter and make guesses about Anna's age and nationality.
- Write the students' suggestions on the BB.
- Students read the letter and check their guesses.
- Ask students to read the letter again and correct the false statements.
- Tell students to compare their answers, then invite them to write the correct sentences on the BB. Each student writes one sentence.

Answers :

- 1 people in England drink tea everyday.
- 2 People in England drink black tea.
- 3 Anna's parents don't put sugar in tea.
- 4 Anna doesn't like tea.
- 5 Anna's favourite drink is hot chocolate

Listening:

Exercise 2

- Students shut their books, then listen and identify what the conversation is about.
- Students listen for the second time and complete the table.
- Get the students to compare their answers before checking with the whole class.

Script

Jenny what's your favourite meal, Ali?

Ali Lunch, and you?

Jenny Breakfast.

Ali Really! What do you have for breakfast?

Jenny An orange juice, eggs or sausages. It's a big breakfast. What about you? What do you have for lunch?

Ali I eat Tajine : meat with vegetables, and I drink tea with mint.

Answers :

	Jenny	Ali
Favourite meal	breakfast	lunch
Food	eggs/sausages	Tajine (meat and vegetables)
Drink	orange juice	tea

Speaking

Exercise 3

- Go through the questions with the students.
- Students work in closed pairs and ask and answer the questions.
- Make sure each student asks questions and answers them, i.e. when student A finishes asking student B the questions, student B starts asking A the questions.
- Go round the class praising and encouraging students.

Writing

Exercise 4

- Students write the answers to the questions in exercise 3 in note form.
- Students use the cues to write a paragraph about their eating and drinking habits.
- Remind the students to base their work on the answers in the speaking section.
- When students finish, ask them to correct their mistakes using a checklist.
- Students may be asked to rewrite their paragraphs at home.

Cultural studies

- Students get familiar with international eating habits

Vocabulary

have a big breakfast
black tea with milk
fast food

Eating habits

Exercise 1

- As an introduction, talk to students about eating habits in different countries.
- You may use a world map to locate the four countries : Morocco, Japan, England and USA.
- Students look at the pictures and identify the food items.
- Students read the four paragraphs and match them with the countries. They write the names of the countries in the appropriate spaces.
- Students compare their answers in groups.
- Do a BB correction with the whole class.

Answers :

- | | |
|-----------|---------|
| 1 England | 3 Japan |
| 2 Morocco | 4 USA |

Exercise 2

- Students work in pairs or small groups to match the texts with the pictures.

- Go around the class and monitor students' work. Ask a few questions to encourage students to justify their choices.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read the dialogue and complete the exchanges.
- They go back to the previous sections and self-check.

Grammar

Exercise 2

- Students complete the sentences using : a / an / some.

Answers :

- | | |
|---------|---------|
| 1. a | 3. some |
| 2. some | 4. an |

Exercise 3

- Students use **don't / doesn't** to fill in the gaps.

Answers :

- | | |
|------------|------------|
| 1. doesn't | 3. doesn't |
| 2. don't | 4. don't |

Vocabulary

Exercise 4

- Students read the lists and find the word that is different from the others.

Answers :

- | | |
|--------------|-------------|
| 1. chocolate | 3. biscuits |
| 2. carrot | 4. orange |

Exercise 5

- Students write down the names of 5 fruit items, 5 drinks and 5 vegetables.

Answers :

Fruits	drinks	vegetables
peach	lemonade	carrot
apricot	milk	turnip
orange	coffee	cucumber
banana	water	onion
apple	tea	potato

Competencies	Performance indicators
Communication competencies : Speak : Ask for and give clear information related to time and place of living. Ask for and give permission pertinently. Write : Write a short and simple description of a dream house in one paragraph. Read : Distinguish between essential and secondary information in a simple letter. Cultural competencies : Understand and value the differences in lifestyles. Methodological competencies : Use a dictionary efficiently. Recognise the language and the situations dealt with previously. Strategic competencies : Cooperate and compare one's performance with other partners. Understand one's strong and weak points.	- Use appropriate expressions to tell the time or ask for it and talk about one's house. - Use expressions of permission adequately according to the situations. - Use appropriate and correct structures and vocabulary in a simple paragraph structure. - Recognise key information and fill in a form. - Read and express ideas about places of living in some countries. - Find the right words to name rooms and parts of the house. - Reuse the language elements covered in the previous units correctly. - Do the tasks and exercises individually and convince partners of one's point of view. - Show fewer mistakes in the section grammar as it is a review of the structures already dealt with.

Communication

- What's the time ?
- Can I watch TV ?

Review

- Offering
- Accepting / refusing offers

Setting the scene

- Ask students to look at the pictures and say where the people are.
- Students listen to the dialogues and follow.
- Students repeat for pronunciation.

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first sentence with the class as an example.
- Students read the dialogues and check their answers with partners before BB correction.
- Students read out the dialogues.

Answers :

- 1 False. Eric and Anna can visit the new house in the afternoon.
- 2 True.
- 3 False. The mother and her children leave the house at 3.30.
- 4 False. The film starts at five o'clock.
- 5 True.

- Walk around the class, and encourage them to make an effort with stress and intonation.
- Tell them to read again, swapping parts.

What's the time?

Exercise 2

- Students listen and repeat. Focus on pronunciation.
- Students work in open pairs for demonstration, then work in closed pairs.
- Make sure they change the roles, i.e. asking and telling the time.

Answers :

It's twenty to two.
It's five to five.
It's half past eight.

- Draw empty clocks on the BB. Call out individual students to pass to the BB to draw hands so that other students can tell the time.

Can I watch TV?

Exercise 3

- Students listen to the mini-dialogue and repeat. Focus on pronunciation and intonation.
- Students look at the pictures and repeat the phrases for pronunciation. Then they practise in open pairs, asking for permission and giving or refusing permission.

Role play

- Students work in pairs to rehearse the dialogues.
Remind them to swap roles.
- Move round the class to monitor students' work.
- Ask pairs to act out dialogues in front of the class.
- You may wish to write a sample dialogue for students to copy in their notebooks.

Grammar

- Review simple present : all forms
- Simple present : positive and negative short answers

Setting the scene

- Get the students to look at the pictures and label them.

There are four groups of pictures : meals, activities, school subjects, languages. Students can write a label for each picture.

Exercise 1

- Students look at the diagramme and practise the two exchanges as an example.
- Encourage students to give true answers so that the practice would sound meaningful.
- Make sure the pairs of students swap the roles, i.e. they practise both the question and the answer.

Exercise 2

- Students work in small groups to complete the crossword puzzle.

The purpose of this activity is to enable students to review all the forms of the simple present tense.

- To make the activity competitive, tell them that the group who finishes first is the winner.
- Get the groups to compare their answers before BB correction.

Answers :

Across

4 DO NOT
6 COME
7 LIVE
9 EAT
10 YES
11 DOES

Down

1 DON'T
2 WATCHES
3 GOES
4 DOES
5 PLAY
8 DO

Exercise 3

- Students look at the verbs in the list and ask and answer questions in closed pairs.
- Make sure each student in each pair practises both the question and the response.

Study skills

Vocabulary: the house

- Identifying words for different rooms and places in a house using a dictionary

Dates

- Working out dates

Vocabulary : the house

Exercise 1

- Students look at the pictures of the rooms and the furniture, then listen and repeat. Focus on pronunciation.

Exercise 2

- Show students how to look up in a bilingual dictionary other words of rooms and parts of the house. (alphabetical order, spelling)
- Ask students to use a dictionary and write down the names of the other rooms in their notebooks.
- Students describe the rooms and parts of their house using such adjectives as : beautiful, nice, modern, lovely, big, small.
- Do an example with the class.
- Go around the class and provide help when necessary.

Dates

Exercise 3

- Introduce ordinal numbers by contrasting them with cardinal numbers.
- Students listen and repeat. Then they look at the examples in the lists to complete them in their notebooks, using ordinal numbers.
- Have them compare their answers before you check with the class.

Answers :

5th = fifth

14th = fourteenth

23rd = twenty-third

24th = twenty-fourth

31st = thirty-first

Exercise 4

- Introduce the months briefly.
- Do the exchange with the class as an example.
- Students practise asking and answering questions about dates in closed pairs.
- Go around and monitor the students' work.

Make sure they start with the day, the month, then the ordinal number.

- Correct with the whole class.



- Students write the dates in the format below, then ask each other about the dates.
24/11/03, 21/10/03, etc.

Skills work

- Reading : anticipating
reading and note-taking
- Speaking : talking about one's dream house
- Writing : describing one's dream house

Reading

Exercise 1

- As a pre-reading activity, students read the questions and answer them.
- Students look at the picture and guess if Sara lives in a village/town/city.

Does Sara live in a
a - village?
b - town?
c - city?

- Students read the passage about Sara's flat and check the answer.

Exercise 2

- Students fill in the form about Sara's flat in their notebooks.

Answers :

- 1 type of home: flat.
- 2 place : centre of London.
- 3 rooms : two bedrooms, a livingroom,
a kitchen, a bathroom, a toilet.
4. other parts : balcony.

- Invite students to read out their answers and check with the class.

Speaking

Exercise 3

- Explain what a dream house means.

- Students work in closed pairs, then ask and answer questions about their dream house.
- Go around the class to provide help when requested.

Writing

Exercise 4

- Students use their notes in exercise 3 and write a short paragraph about their dream house.
- You may write down a checklist on the BB. The pairs exchange their pieces of writing and underline or correct each other's mistakes.

Cultural studies

Students get information about different places where people in the world live.

Vocabulary

Glasgow
Kenya
comfortable

Homes in the world

Vocabulary

Exercise 1

- Students look at the pictures of the homes and put the appropriate letters in the corresponding circles.
- Students compare their answers in pairs or in small groups before you check with the class.

Answers :

(pictures from left top to bottom right)
d - a - b - c

Exercise 2

- Look at photos and the names and guess where the people are from.
- Students read the passages about the three people and check their guesses.

Glasgow is a city in Scotland.

- Students complete the table, using the information (if provided) in the three passages.
- Go around and monitor the students' work.
- Have the students compare their answers in pairs or small groups before BB correction.

Answers :

Name :	I an	Indira	Omarou
Nationality :	Scottish	Indian	Kenyan
Type of home :	flat	bangalow	hut
Number of rooms :	4	7	___
Country :	Scotland	India	Kenya
City :	Glasgow	___	___

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students look at the clocks and tell the time.

Answers :

It's a quarter to five.
It's a quarter past nine.
It's five to six.
It's five past six.
It's twenty five to four.

Exercise 2

- Students write down two things they can do at home and two things they can't do at school.

Grammar

Exercise 3

- Students look at the table and complete the sentences or questions.

Answers :

- | | |
|------------------|---------------|
| 1. eat | 5. eats |
| 2. does ... like | 6. Do.... eat |
| 3. doesn't play | 7. like |
| 4. play | |

Vocabulary

Exercise 4

- Students answer the questions about where the furniture items/ objects are in their house/ flat.

Competencies	Performance indicators
Communication competencies: Speak : Communicate information about possessions. Give simple commands. Write : Write a short and simple description of a friend in one paragraph. Read : Read and understand a simple description of a person. Listen : Distinguish between true and false information. Cultural competencies: Understand and value the differences in lifestyles. Methodological competencies: Use a dictionary efficiently. Memorise words. Exploit information taken from different sources competently. Strategic competencies: Show respect for other people's interests and experiences.	- Interlocutors can understand the information given about clothes. - Interlocutors can carry out the commands. - Use appropriate and correct structures and vocabulary in a simple paragraph structure. - Recognise the vocabulary items to describe parts of the body. - Identify the appropriate type of information and give it a label (True/False). - Read and express ideas about ways of dressing in some countries and different regions in Morocco. - Find the right words to name parts of the body and clothes. - Retrieve the words related to the parts of the body and clothes easily. - Use pictures/drawings/photos and true information about ways of dressing in one's region to complete the mini-project. - Present ways of dress in positive ways without giving value judgements about other people's lifestyles.

Communication

- Have you got jackets?
- Put on your pyjamas!

Review

- Asking for permission
- Giving or refusing permission

Setting the scene

- Ask students to look at the pictures and say where the people are.
- Introduce these lexical items : pants, clothes, take off, put on.
- Students listen to the dialogues and follow. Then they listen again and write down the names of clothes and colours they recognise.

Clothes	Colours
jacket	black
pants	white
trousers	blue
pyjamas	

- Students repeat for pronunciation the words in the lists.

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first sentence with the class as an example.
- Students read the dialogues and check their answers in pairs or groups.
- Invite individual students to read out their answers.

Answers :

- 1 False. Philip wants a black jacket.
- 2 False. the shop assistant has got blue pants.
- 3 False. The shop assistant hasn't got white pants.
- 4 True.
- 5 False. Philip's mother doesn't want him to watch TV.

Have you got jackets?

Exercise 2

- Students practise for pronunciation the names of the clothes items on the right.
- Read out the mini dialogue. Students listen then repeat the exchanges.
- Students look at the pictures, complete the exchanges and practise them.
- Students can use any other clothes items they are familiar with.

Put on your pyjamas !

Exercise 3

- Read out the phrases. Students listen and repeat for pronunciation and intonation. Then they match the commands with the signs.
- Students compare their answers before you check with the whole class.

Answers :

Signs from left to right : 3 - 4 - 2.

Exercise 4

- Students look at the pictures and write the appropriate commands using the cues.
- Get the students to compare their answers in pairs or small groups before BB correction.

Answers :

Take off your shoes and go to bed.
Don't play with matches.

Role play

- Students work in pairs to rehearse dialogues.
- Move around the class to monitor students' work.
- Ask volunteers to act out dialogues in front of the class. Encourage students to depart from the original dialogues.

Grammar

- Have got/haven't got
Has got/hasn't got
Have you got/has he got?
(Short forms and full forms)
- one / ones

Setting the scene

- Introduce through the pictures the items : eyes, hair, beard, long, short.

- 1 Khalid has got black eyes.
- 2 Khalid hasn't got a moustache.
- 3 Khalid's brother has got short hair.
- 4 Khalid's brother hasn't got a long beard.

- Students read and say if the sentences are true or false.

Short forms are used in spoken English and informal written English (e.g. letters). Full forms are usually used in formal written English.

Exercise 1

- Students read the passage and put the coloured forms of "have got" in the appropriate columns.

Full forms

I have got
I have not got
He has got
He has not got

Short forms

I've got
I haven't got
He's got
He hasn't got

- Ask the students to complete this table in their notebooks.

Exercise 2

- Students read and match the pronouns (red circle) with the appropriate nouns.
- Do the first example with them.
- Make sure the students understand that (one) is used to avoid the repetition of the same singular noun, and (ones) is used to avoid the repetition of the same plural noun.

Answers :

- 2 blue pants/ ones
- 3 grey trainers/ ones
- 4 black jacket/ one

Exercise 3

- Students do the gapped exercise, then they compare their answers with a partner.
- Individual students read out their answers.

Answers :

- 1 have got
- 2 have got
- 3 has got
- 4 has got
- 5 have got

Exercise 4

- Students work individually and write the negative form of "have got".
- Students compare their answers before BB correction.

Answers :

- 1 hasn't got
- 2 haven't got
- 3 hasn't got
- 4 haven't got
- 5 haven't got

Exercise 5

- Students look at the clothes items in the table and ask and answer questions using "have got".
- Read out the example for them.
- Get a few pairs to demonstrate in open pairwork.
- Students work in closed pairs.
- Go around the class and provide help when necessary.
- Students can give answers like : no, he hasn't. He has got a cap and a pair of shoes.

Exercise 6

- Students fill in the gaps with the pronouns "one" or "ones".
- Get the students to compare their answers before checking with the class.

Answers :

- 1 ones
- 2 one



Study skills

Vocabulary: the house

- Identifying colours and clothes

Memorizing vocabulary

- Parts of the body

Vocabulary : colours

Exercise 1

- Students listen to and repeat the pronunciation of the names of colours .
- Students write the appropriate word under the corresponding colour.
- Get them to compare their answers before checking with the whole class.

Answers :

orange, yellow, red, green, brown, black, grey.

Clothes

Exercise 2

- Tell the students to use their dictionaries to look up the names of the 14 clothes items, then look for these clothes items in the puzzle and match them to the clothes.
- Explain that the words are horizontal and vertical.
- The pair or the group to find the maximum number first is the winner.
- Go around and monitor the students' work.
- Check with the class on BB.

Answers :

Horizontal : shoes, skirt, tie, trousers, trainers,
Vertical : jacket, pullover, coat, shirt, dress,
blouse, suit, socks, hat.

Memorizing vocabulary parts of the body

The purpose of this activity is to help students memorise vocabulary through this game.

Exercise 3

- Students shut their books and play the game "Simon says".
- Explain the game clearly. You may use the students' mother tongue.

Students obey the command only if you start with the phrase "Simon says" (e.g. Simon says: touch your nose). The students must obey and perform the action. But if you give a command without the phrase "Simon says", they must not obey (e.g. touch your mouth). The student who obeys and performs the action is eliminated. Go on playing the game until only one student is left. She/he is the winner.

- Students hide the commands on the left and rely on their memory to label the parts of the body.
- When they finish, they go back to the commands and check the spelling.

Skills work

- Reading : identifying specific information
- Listening : selecting relevant information
- Speaking : talking about clothes
- Writing : describing people's appearance

Reading

Exercise 1

- Ask students to look at the picture, make guesses about the creature and its name and try to describe it briefly.
- Ask students to read the passage and circle the parts of the body they know.
- Have them compare their answers before BB correction.

Listening

Script :

Brahim Do you like light or dark colours?

Lucy I like light colours. How about you?

Brahim I prefer dark colours. Dark blue is my favourite colour. What's yours?

Lucy Light green. It's in fashion these days. Do you like fashionable clothes, Brahim?

Brahim Oh, no. I don't care about fashion. I like wearing large trousers and trainers.

What about you? What sort of clothes do you like wearing?

Lucy Tight jeans and short skirts with light shoes.

Exercise 2

- Ask the students to listen first and say :
Who is speaking?
What are they talking about?
- Ask students to listen and write True or False in the appropriate square.
- Students compare their answers before BB correction.
- You may want them to justify their answers.

Speaking

The purpose of the activity is to encourage the students to speak about clothes and colours. Don't intervene much to correct mistakes. Make note of common mistakes of grammar and pronunciation and deal with them later.

Exercise 3

- Ask students to name the clothes.
- Demonstrate in open pair work how to ask and answer questions about clothes using the prompts given.
- Students ask each other questions in closed pairs.
- Students may ask and answer questions about other clothes items.
- Ask pairs to pass in front of the class to practise the exchanges.

Writing

Exercise 4

- Ask the students to write a short description of their peers.
- Remind them to write very short sentences and use whatever language knowledge they have to complete the task.

- You may elicit from students or write some adjectives (nice, wonderful, comfortable, etc.) on the BB to help students complete their descriptions.
- Students exchange their paragraphs to be edited by their peers.
- Students can rewrite their paragraphs in class or at home.

Mini-project

Language

These are ...

Their clothes ...

Materials

Paper glue scissors coloured pens
crayons card photographs/pictures

Exercise 1

- Students look at the pictures and try to describe the clothes people in the pictures are wearing using "He's got/ She's got".
- Students look at the pictures and try to guess what countries they are from.
- Write the students' suggestions on the BB.
- Students read the scripts and try to confirm or disconfirm their guesses.
- Get the students to discuss their answers together and try and reach a consensus.

Answers :

- 1 C Scotland
- 2 A Peru
- 3 B Thailand
- 4 D Senegal

Exercise 2

- Ask students to choose pictures/ photos of the traditional clothes they wear in their city/ town / village or their region.
- Ask students to write a short description of each picture or photo in class or at home.



- Students exchange their mini-projects to read them.
- Give bonuses or take some projects to score in order to encourage them to do better in the next activities.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read the exchanges first and complete the dialogue.

Answers :

Can I help you ?
Any preference for colour ?
Look at this one

Grammar

Exercise 2

- Students complete the sentences with the appropriate pronoun.

Answers :

ones
one
ones
one

Vocabulary

Exercise 3

- Students study the list and complete the columns with as many appropriate words as possible. The student who gets most words is the winner.

Answers :

Clothes : shirt, skirt, tie, trousers, suit, jacket..

Colours : black, white, blue, green...

Adjectives : long, short, small, big...

Competencies	Performance indicators
Communication competencies : Speak : Suggest ideas to others and respond to theirs. Read : Read and understand posters containing text and images. Listen : Understand a dialogue between two people talking about entertainment. Cultural competencies : Understand that the means of entertainment reflect the image of one's culture. Methodological competencies : Classify words into categories to review them efficiently. Exploit information taken from different sources competently and complete the work on time. Strategic competencies : Be aware of modern modes of conveying messages to a large audience.	- Use the right expressions to make or respond to suggestions formally and informally in different situations. - Identify the information in the right poster and write it down. - Identify information related to place, time and event. - Read and express ideas about ways of showing one's lifestyle and social concerns in movies, theatre, etc. - Put words in different sections according to their semantic field for easy reference and retrieval. - Use pictures/drawings/photos and true information about film posters to complete the mini-project on time. - Go through different steps to create a personal film poster.

Communication

- Let's go to the cinema
OK, let's go

Review

- Asking about possessions
- Giving commands

Setting the scene

- Ask the students to look at the pictures and identify where the different characters are. Ask questions such as :

*Where are Najat and Sheila?
Where are Hanane and Sara?
Where are Anna and Eric?*

- Help the students with the necessary vocabulary.
- Students read the dialogues, taking turns for pronunciation purposes.

Do this

Exercise 1

- Students listen and follow on their books as you read the dialogues.
- Do the first sentence with the class as an example.
- Students listen and correct the sentences.
- Students read the dialogues and check their answers.
- Invite the students to compare their answers before whole class correction.

Answers :

- 1 False. Najat wants to go to the sports club.
- 2 True.
- 3 True.
- 4 False. They are watching the clown.
- 5 False. The clown is wearing a colourful costume.

Let's go to the cinema

Exercise 2

- Ask students questions about the movie posters and the titles.
- Students listen to the two exchanges and repeat. Use gestures to make students understand 'Let's ..'
- Make pairs of students repeat the exchanges.
- Go through the names of events with students to clear out pronunciation and meaning problems.
- Students work in open pairs then in closed pairs to make suggestions about the pictures of events.
- Monitor their work. Make sure they refuse first then accept so that they use the two formulas : "Let's .." and "How about...?"
- Make some pairs present their exchanges in front of class.

Role play

- In pairs students take roles of the people in the dialogues : Najat, Sheila, Hanane, etc. to rehearse a dialogue and act it out in front of the class.
- Make sure all the students listen to the pairs acting out the dialogues. Try not to intervene unless there is a communication breakdown.

Grammar

- Present continuous in the affirmative and the negative forms: I'm doing/ I'm not doing

Setting the scene

- Use a postcard of Jamaâ EL Fna or use the photos of Study skills section in Unit 14, and ask students what they see.

- You can introduce these words : shoulders, snakes, etc.

Exercise 1

- Students read the text and do the true/false exercise.
- Correct with the whole class.

Answers :

1 False 2 True 3 False 4 True

- You can ask students to justify their answers.

Exercise 2

- Students read the letter again and pick out the forms of the verbs, then put them in the appropriate column.
- Students study the table and complete it in their notebooks.

Full form	Short form	Negative form
I am doing	I'm doing	I'm not doing
He is playing	He's playing	He isn't playing
We are walking	We're walking	We aren't walking
They are dancing	They're dancing	They aren't dancing

- Make sure students complete the table with the correct verb forms of the present continuous.

Exercise 3

- Do the example with the students.
- Students write the verbs between brackets in the present continuous.
- Students compare their answers in small groups.
- Do BB correction with the class.

Answers :

- 1 are visiting
- 2 are enjoying
- 3 are doing
- 4 are dancing and jumping
- 5 are looking

Exercise 4

- Do the example with the students.
- Students listen and repeat.

Exercise 5

- Students do the exercise in open pairs, then closed pairs :
S1 : Mrs Smith is watching a film.
S2 : Mrs Smith is not watching a film.
She's watching a program.
- You may want to make students change roles so that they all have the opportunity to practise the negative form.

Answers :

2. They aren't visiting a museum. They are visiting a gallery.
3. Tim isn't playing a video game. He's listening to music.
4. Nezha isn't dancing. She's running.
5. They aren't looking at paintings. They're visiting a museum.

Study skills

Vocabulary: entertainment

- Classifying vocabulary related to entertainment

Reviewing vocabulary

Vocabulary : *entertainment*

Exercise 1

- Students listen to the words in the list and repeat for pronunciation.
- Students make guesses by doing the matching exercise. This activity is better dealt with in small groups.
- Do a whole class correction.

Answers :

clown - actor - stage - actress - screen
spectator - circus - movie theatre - poster

Exercise 2

- In pairs, students put the words in the appropriate list. Some words may be repeated in more than one list.
- Students compare their answers in small groups. Tell the class to study all the possible answers.

Possible answers

cinema	theatre	circus
spectator	spectator	spectator
poster	poster	poster
actor	actor	clown
screen	actress	
actress	stage	
movie theatre		

Reviewing vocabulary

The aim of this activity is to make students aware of how to review and recycle the vocabulary they have learnt.

- Introduce the word quiz if students are not familiar with it.
- Individually, students read about Salma and answer the questions.
- Listen to the students' answers.
- Encourage alternatives and make others give their opinion.

Skills work

- Reading : getting specific information from documents
- Speaking : making and responding to suggestions
- Listening : identify details in listening

Reading

- Introduce the word "fair".
- Students study the events in the posters silently and infer from the title what they are about. Then they fill in the blanks.
- Students compare their answers in small groups.
- Peer correction, then whole class correction.

Answers :

- 2 a circus
- 3 Spiderman
- 4 Beni Mellal
- 5 is playing
- 6 is showing

Listening

Exercise 2

- Explain that the students have to look at the table first.
- Students listen carefully and extract the necessary information to complete the table.

Script

Jim They are showing a good film at the Zahwa cinema. Let's go Otmane.
Otmane What film are they showing?
Jim "The Titanic". It's a good film.
Otmane Who's playing in it?
Jim Ricardo Di Caprio. He's Italian.
Otmane What time is the show?
Jim 7: 30. Can we go?
Otmane O.K.

- Students listen again and check their answers.

Answers :

Zahwa - The Titanic - Di Caprio -7: 30

Speaking

Exercise 3

- Go through the instructions with students to make them understand what they are supposed to do.
- Select who's the first to begin.
- Pairs of students do the dialogues. Move round the class to monitor the pairs. Give praise and encouragement .
- Choose volunteers to perform in front of the class.
- You may wish to write a sample dialogue for students to copy in their notebooks.

Mini-project

Vocabulary

starring
fight against
take care

Materials

Paper glue scissors coloured pens
crayons card photographs/pictures

My favourite film

Exercise 1

- Make sure the students understand the words: comedy film -a science fiction film- a cowboy film.
- Ask the students to give you examples of films, not necessarily English or American films.
- From the poster, the students guess what type of film it is.
- Make sure they understand the words : to star - fight - enemies
- Students read the film description and choose the best answer.

Answer :

A comedy film

- Make some students read for pronunciation.

Exercise 2

- Ask students to create their own film poster. They can look in newspapers or magazines.

Exercise 3

- Ask students to write a short description of the film.
- Assign tasks 2 and 3 as homework.
- Students share their projects in class.



Review

Communication

Exercise 1

- Students complete the one sided dialogue.

Answers :

- go
- let's go somewhere else.
- How about going to the cinema?
- Let's go.

Grammar

Exercise 2

- Students fill in the blanks with the correct form of the appropriate verbs.

Answers :

am visiting - are having - are walking
is watching - is reading

Exercise 3

- Students complete the sentences with the negative form of the appropriate verbs.

Answers :

aren't watching - isn't wearing -
aren't sitting - aren't playing.

Vocabulary

Exercise 4

a play
screen
actress
actor
stage

Competencies	Performance indicators
Communication competencies: Speak : Express ideas about one's abilities. Write : Write a short and simple paragraph about a friend's favourite sports. Read : Read and understand a simple text to extract relevant information. Listen : Distinguish between true and false information. Methodological competencies: Use a dictionary efficiently. Classify words into categories to review them efficiently. Use basic punctuation marks correctly. Strategic competencies: Take part in planning and completing a task in teams. Take responsibility in completing the tasks assigned to each member of the team.	- Use the right expressions to talk about what one can and can't do, formally and informally in different situations about sports. - Use appropriate and correct structures and vocabulary related to sports in a simple paragraph structure. - Identify information related to sports activities and place them in a table. - Identify the appropriate type of information and judge whether it's true or false. - Find the right words to name sports. - Put words in different sections according to their semantic field for easy reference and retrieval. - Insert the appropriate punctuation marks in the right place and correct punctuation mistakes. - Contribute in making a poster in the form of an advertisement to a sports event, and carry out the tasks one can do as a member of the team.

Communication

- What are you doing ?
- Can you play baseball?

Review

- Making suggestions
- Talking about entertainment and fun

Setting the scene

- Write these words on the BB:

baseball	rugby
football	table tennis
handball	basketball
tennis	

- Students listen to the dialogues and cross out the games not mentioned in the 3 dialogues (rugby, baseball).

Do this

Exercise 1

- Do the first sentence with the students as an example.
- Students listen to the dialogues again and decide whether the statements are true or false.

Answers :

- 1 False. They are playing games.
- 2 True.
- 3 True.
- 4 False. Hanane can't play basketball.
- 5 False. Sara can play basketball.

- Students do peer-correction, then whole class correction.

- Students read out the dialogues. Pairs of students take the parts of different participants.

What are you doing ?

Exercise 2

- Students look at the picture. Introduce 'weight-training'.
- Students listen to the dialogue and repeat for pronunciation. Make gestures to express the idea that the action is happening at this very moment.

Exercise 3

- Students look at the pictures and try to name the sports :
basketball, cycling, gymnastics, football.

- Students use the pictures to practise in open-pairs, then closed pairs dialogues similar to the one they have just repeated.

- Make sure students use two questions :
Are you? and What are you?

- Monitor the students' work. Make sure they all have the opportunity to ask and answer the questions.

Can you play handball?

Exercise 4

- Students listen and repeat the mini-dialogue in closed pairs.
- Students look at the pictures and repeat :
climb the mountain, practise karate, run 5000 m, play table tennis.
- They ask and answer questions with "can you" using the sports suggested.

Role play

- Students work in pairs or small groups to rehearse the dialogues on the introductory page of this Unit.
- Walk around the class to monitor their work. Then ask pairs to act out the dialogues.

Grammar

- Present continuous in the negative and interrogative forms :
I'm not doing
What are you doing?

Setting the scene

- Students look at the pictures and name the sports.
- Read the dialogue to the students who listen and follow.
- Students check if the names of sports match theirs.
- Students read the dialogue silently and write complete sentences.

The aim of this exercise is to draw the students' attention to the forms of the present continuous when responding to questions.

Answers :

- 1 Yes, she is skating.
- 2 No, they aren't. They are playing American football.
- 3 No, they aren't. Ann is skating.
Her sister is playing water polo.

Exercise 1

- Students read the dialogue again and put the coloured form of the verbs in the appropriate place.
- Ask students to complete this table in their notebook.
- Students may choose different sports if they wish while completing the table in their notebooks.

- Make sure they use all subjects in the singular and in the plural forms.
- Write the whole table on the BB for students to check their tables.

Exercise 3

- Students look at the pictures and label the sports.
- Do the first one as an example. Students look, listen and repeat.
- Students write questions using the prompts given.
- Students compare their answers with partners.
- Go around the class asking students to read some of their exchanges.
- Raise the students' awareness to the use of the present continuous, especially in interrogative forms.

Answers :

- 1 Is Hamid playing handball?
No, he isn't. He is playing basketball.
- 2 Is Monica playing table tennis?
No, she isn't. She is playing tennis.
- 3 Are Omar and Talal playing judo?
Yes, they are.
- 4 Is Tarik cycling?
Yes, he is.
- 5 Is Said jumping?
No, he isn't. He is jogging.

Exercise 4

- Students work in pairs. One student chooses one sport and mimes it. The other asks him/her questions :
S1 : Are you skating?
S2 : Yes, I am. / No, I am not. I am.....
- Select some exchanges for students to write in their notebooks.

Study skills

Vocabulary: sports

- Identifying and classifying vocabulary related to sports

Using punctuation

Vocabulary: sports

Exercise 1

- Make the students repeat the names of sports. (Do not explain them at this stage)
- Students work in small groups to match the names of the sports with the pictures.
- Allow students to seek help from other groups.
- Students may use their dictionaries to look up the words.
- Do a whole class correction.
- Use other materials, stick-line figures or drawing to explain some sports.

Exercise 2

- In their notebooks, students classify the sports into individual and team sports.
- Monitor students' work.
- Students compare their answers in pairs or in small groups. Correct with the class.

Answers :

Individual sports

tennis /cycling
swimming/diving
weight lifting
horse riding
athletics/golf
gymnastics
boxing

Team sports

basketball
baseball
American football
volleyball
soccer

Punctuation

Exercise 3

- Students repeat the names of the punctuation marks.
- Students follow the coloured lines to find the names of the punctuation marks.
- Students punctuate the sentences.
- Elicit from students how each punctuation mark is used.

Answers :

- 1 What are you doing ?
- 2 Fatima, are you playing tennis?
- 3 Hi ! Let's play in the park.
- 4 I can't dive, but I can swim.
- 5 Samir has got new sport shoes.

Skills work

- Reading : reading for specific information
- Listening : listening for specific information
- Speaking : talking about sports
- Writing : writing a paragraph about a peer's sports activities

Reading

Exercise 1

- Make students look at the picture and guess what sport he is playing (basketball).
- Students read the text silently, then complete the chart.

Answers :

Tuesday	tennis
Wednesday	baseball
Thursday	volley ball
Friday	homework
Saturday	swimming

Listening

Exercise 2

- Students listen to the dialogue, then write whether the statements are true or false.

Script

Michael Hi, what's your name?

Hassan Hassan. And you?

Michael I'm Michael.

Hassan You play very well.

Michael Thanks! Tennis is my favourite sport.

Hassan I like tennis, too. And football. I'm the captain of my team.

Michael Are you? Great. I'm the captain of my school's basketball team. I like this sport. But I also play volleyball.

Hassan Are you American?

Michael Yeah. From Boston.

Hassan Fantastic. I like American sports. I like baseball and American football.

Michael Oh! I'm late. There is an athletic meeting on TV this afternoon. Bye.

Hassan Nice to meet you. See you.

- Students listen again and check their answers individually, then compare their answers in pairs.

Answers :

- 1 False. Michael likes basketball
- 2 False. He plays tennis
- 3 False. He plays volleyball
- 4 True
- 5 False. tennis is his favourite sport

Speaking

Exercise 3

- Go through the questions with the students who listen and repeat.
- Students work in pairs. They ask each other questions while taking notes.
- Go around the class to monitor their work.

Writing

Exercise 4

- Students use their notes to write short paragraphs about their peers.
- Remind the students that they can follow the model of the reading text for paragraphing.
- You may prompt them with questions :

Paragraph one : What does s/he like?
What does s/he prefer?

Paragraph two : What does s/he do on Monday, Tuesday, and Wednesday ?

Paragraph three : What does s/he do on Thursday and Friday ?

Paragraph four : What does s/he do at the weekend?

- Devise an appropriate checklist for the students to correct their mistakes.
- Make the students rewrite their paragraph at home or in class.

Interdisciplinary work

Physical Education : organising a sports meeting

Language
 Present: all forms
Vocabulary
 Lexis related to sports and games

Materials
 Paper glue scissors coloured pens
 crayons card photographs/pictures

Physical Education : organising a sports meeting

Exercise 1

- Students read the poster and name the sports.
- Ask students to match the labels with the different components of the poster:
 - programme
 - title
 - invitation
 - visuals

Exercise 2

- Students work in small groups to decide on the sports and activities they practise in physical education.

Exercise 3

- Students design a poster using the components above.
- Students may also include :
 - brief reasons why the activities are chosen. Example: Weight-lifting develops your muscles.
 - write the date, the time, and the place of the meeting.
- Encourage students' creativity.

Exercise 4

- Encourage the students by displaying the best posters in the classroom.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students complete the one-sided dialogue, then check their answers in pairs.

Answers :

What are you doing ?
 Is your brother jogging ?
 What are Hamid and Samir doing ?

Grammar

Exercise 2

- Students write the verbs in the correct tense.

Answers :

are playing
 are doing
 are playing

Vocabulary

Exercise 3

- Students fill in the crossword puzzle.

Key :

Across

- FOOTBALL
- SWIMMING
- BASEBALL
- BASKET BALL
- BOXING

Down

- VOLLEY BALL
- TENNIS
- RUNNING
- JUDO
- CYCLING
- SKIING
- RUGBY
- SKATING

Competencies

Performance indicators

Communication competencies:

Speak : Communicate simple and true ideas about different aspects of one's city/town/village.

- Use the right expressions to respond to questions or give answers about locating a place, number of people, weather, etc.

Write : Write a short and simple description of one's city town/village in one paragraph.

- Use appropriate and correct structures and vocabulary in a simple paragraph structure.

Read : Read and understand a postcard to distinguish irrelevant from relevant information.

- Identify false information and correct it.

Cultural competencies

Understand and value the differences in lifestyles.

- Read and express ideas about life in the south of Morocco.

Methodological competencies:

Classify words into categories to review them efficiently.

- Put words in different sections according to their semantic field for easy reference and retrieval.

Distinguish parts of speech.

- Identify and name parts of speech: verbs, nouns, adjectives, and pronouns.

Strategic competencies:

Be aware of the geographical riches of one's country.

- Identify and express ideas about life in the Sahara (situated in the south of Morocco) and about the weather in different regions in Morocco.

Communication

- What's the weather like in Marrakesh?
- Where's Tetouan?

Review

- Talking about ongoing activities
- Expressing ability/lack of ability

Setting the scene

- Ask the students about what the people are talking about in the pictures.
- Introduce briefly these vocabulary items : weather, terrible, cold, low, south.
- Do not introduce other vocabulary items related to the weather as these will be dealt with later in this Unit.
- Students listen to the dialogues and follow, then repeat for pronunciation and intonation.

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first sentence with the class as an example.
- Students read the dialogues and check their answers.
- Invite students to read out their answers

Answers :

- 1 False. Mounia is speaking from Marrakesh
- 2 False. It's terrible in London
- 3 True
- 4 False. It's six degrees celcius in London
- 5 True

What's the weather like ...?

Exercise 2

- Practise with students the pronunciation of : sunny, rainy, snowy, cloudy, windy.
- Students look at the weather symbols and listen to the mini-dialogue, then repeat.
- Go through the table with students to make sure they understand the items.
- Students use the table to ask and answer questions about the weather in some capital cities today.

- Go around and monitor students' work.
- Students may ask questions about the weather in some capitals in the world.
- Encourage students to give true information.

Where's Tetouan?

Exercise 3

- Students look at the compass to understand the words indicating directions and repeat them for pronunciation.
- Students listen to the mini-dialogue and practise the exchanges in pairs.
- They can ask about their family members, e.g :
S1 : My brother lives in Ahfir.
S2 : Where is it?
S1 : It's in the east of Morocco.

Role play

- Students work in pairs to rehearse dialogues on the opening page of this Unit.
- Move around to monitor the students' work.
- Ask volunteers to act out the dialogues in front of the class.

- You may select sample dialogues for students to copy in their notebooks.

Grammar

- Adverbs of frequency: always usually often sometimes never
- Contrasting the simple present and the present continuous

Setting the scene

- Read the dialogue and cross out the false statements.

- ~~It is always sunny in Scotland~~
- ~~It never snows in Morocco~~
- It's always sunny in the south of Morocco

- Introduce briefly **always** and **never**. Do not explain the other adverbs of frequency. Let students induce the meaning themselves in exercise 1.

Exercise 1

- Students read the dialogue and fill in the blanks with the appropriate words from the table below.
- Draw their attention to the percentage figures between parentheses and the small red stars representing the adverbs of frequency and encourage them to work out logical conclusions.
- Have the students compare their answers before BB correction.

Answers :

100% always
25 % sometimes
100% always
50 % often
75 % usually
0% never

Exercise 2

- Students read the dialogue again and complete the table.
- Ask them to compare their answers before you check with the class.
- Draw the students' attention to the position of the adverbs of frequency in the sentences.

Answers :

It is sometimes sunny in Scotland
It is always sunny in the south of Morocco
It always rains in Scotland
It often rains in the north of Morocco
It usually snows in Ifrane
It never snows in the south of Morocco

Exercise 3

- Students work individually and put the words in the correct order.
- Do the first sentence with them as an example.
- Have them compare their answers before BB correction.

Answers :

- 1 The sun never sets in the east .
- 2 It often rains in the north.
- 3 It sometimes snows in Sefrou.
- 4 The weather is usually nice in Tiflet.

Exercise 4

The purpose of this exercise is to help students understand that the adverbs of frequency are always used with the simple present tense and not the present continuous.

- Students circle the correct forms of the verbs.
- Do the first sentence with them as an example.
- Go around the class and monitor the students' work .
- Students compare their answers before BB correction.

Answers :

- 1 sometimes live
- 2 usually travel
- 3 always live
- 4 often live

Exercise 5

- Go over the words used in the cards to check their meaning and pronunciation.
- Students use the weather symbols and the cues to write about the weather in the Moroccan cities.

- Students can use the table on the previous page to see the values of the adverbs of frequency.
- Do the first one with the students as an example.
- Have students compare their answers before you check with the whole class.

Study skills

Vocabulary: seasons

- classifying words related to the seasons of the year

Naming parts of speech

- Recognizing and distinguishing between verbs adjectives pronouns and nouns

Vocabulary : seasons

Exercise 1

- Students listen to the names of seasons and repeat for pronunciation.
- Students classify the months from January to December and group them by three.
- Students match the months with the seasons.
- Students compare their answers before you check them with the whole class.

Answers :

Spring : March April May
 Summer : June July August
 Autumn : September October November
 Winter : December January February

Naming parts of speech

Exercise 2

- Go over the words to check pronunciation.
- Students study the lists and name the parts of speech.
- Students compare their answers before BB correction.

Answers :

I : pronoun
Like : verb
sunny : adjective
weather : noun

- Students can add other verbs/ nouns/ adjectives/ pronouns to the lists.

Skills work

- Reading : reading for gist and details
- Speaking : talking about one's village/ town/ city
- Writing : describing one's village/ town/ city

Reading

Exercise 1

- You may need to explain unguessable vocabulary.
- Conduct a brainstorming activity by asking students questions about Essaouira. You may also write some questions on the BB and give students enough time to answer them in small groups.

Where is Essaouira?
What's the weather like in Essaouira?
What happens there in summer?
What else do you know about it?

- Write the students' suggested answers on the BB. It's not important at this stage if the students' answers are wrong.
- Students read the postcard and say if the statements are true or false.
- Students read Anna's postcard to Fred silently and correct the statements.
- Have them compare their answers before BB correction.

Answers :

- 1 Essaouira is in the south-west of Morocco
- 2 The streets are narrow
- 3 The souvenirs are cheap
- 4 The weather is perfect
- 5 The people are helpful
- 6 Fred is from Scotland

Speaking

Exercise 2

- Students work in closed pairs. They take turns to ask and answer the questions to complete the notes.
- Go around to monitor students' work.
- You may ask pairs questions to gear them towards the correct information about their preferred city/town/village in case the information they come up with is incorrect.

Writing

Exercise 3

- Students use their notes in exercise 2 and write a short paragraph about their preferred city / town / village.
- Students exchange their notebooks and underline the mistakes if there are any.
- Ask students to correct their mistakes and rewrite the paragraph in class or at home.

Interdisciplinary work

Geography: the Sahara

Vocabulary

largest, nomadic, sandstorms, compass.

Exercise 1

- Students look at the pictures and name the objects and the animal they see.
- Invite students to read out their answers.

Answers :

Animal : camel

Objects : tent, compass, map, telescope

- You may wish to introduce unguessable vocabulary.

Exercise 2

- Students read the passage and correct the false statements.
- Students compare their answers before whole class correction.

Answers :

- 1 The Sahara is in Africa.
- 2 People travel on camels.
- 3 It's very hot during the day.
- 4 It's cold at night.
- 5 People sleep in tents.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students put the dialogue in the correct order.
- Students check their answers. They can self-correct by going back to the previous sections.

Answers :

3 - 6 - 2 - 4 - 5 - 1

Grammar

Exercise 2

- Students write the correct form of the verbs between brackets. They are expected to be able to contrast the present simple and the present continuous.

Answers :

goes - is eating - wears - watch - is reading

Vocabulary

Exercise 3

- Students try to find the word that is different in each set and circle it.
- Students provide justifications for their answers.

Answers :

- | | |
|------------|-----------|
| 1. Tuesday | 4. cow |
| 2. hour | 5. some |
| 3. cheap | 6. autumn |

Competencies	Performance indicators
Communication competencies: Speak : Start a short conversation about hobbies and future plans, and then end it. Write : Convey a message through writing an e-mail in three short paragraphs. Read : Read and understand an e-mail to extract relevant information. Listen : Extract specific information. Cultural competencies Understand that a person within one's community should practise both vocational and recreational activities. Methodological competencies: Use a dictionary efficiently. Note new vocabulary. Strategic competencies: Be aware of modern and unconventional modes of conveying personal messages. Cooperate, negotiate and interact with others.	- Provide and ask for information about future plans appropriately in informal or formal situations. - Use appropriate and correct structures and vocabulary to give personal information, hobbies and future plans. - Identify the right information and fill in the blanks. - Identify information about personal interests and write it in note form. - Express thoughts and feelings about the types of hobbies and jobs people have in Morocco and in foreign countries. - Find the right words to label hobbies. - Identify words, note the phonetic transcription, translate them, and use them in meaningful sentences. - Write an-mail to a friend. - Conduct a job questionnaire to choose the right job for the right person.



REDMI NOTE 8
AI QUAD CAMERA

Communication

What are you doing this weekend?

Review

What's the weather like in ...?
Where's ...?

Setting the scene

- Introduce unguessable vocabulary items.
- Write on the BB:

Yakita and Philip are talking about :

- a. today Friday
- b. next weekend

- Students listen to the dialogue and follow. Then, they listen again to cross out the information which is not correct.
- Do a whole class correction.

Do this

Exercise 1

- Students listen to the dialogue again and decide whether the statements are true or false.
- Do the first sentence with the students as an example.
- Students compare their answers in pairs or in small groups.

Answers :

- 1 False. It's the title of a film.
- 2 True.
- 3 False. Yakita is playing music.
- 4 False. He is travelling by train.
- 5 True.

- Students take the parts of the participants and read out the dialogues in closed pairs.

What are you doing this weekend?

Exercise 2

- Students listen to the exchanges. Help the students understand future plans by using gestures.
- Students listen and repeat. Then they practise in closed pairs.
- Make students see the difference between the progressive forms and future plans.

Exercise 3

- Each student individually chooses 3 activities to do on Saturday and 3 to do on Sunday.
- Students also write (M) morning, (A) afternoon, (E) evening next to each of the 6 choices.
- Students work in open pairs then in closed pairs to ask and answer a partner.
- Monitor students' work. Make sure they all have a chance to ask and answer some questions.

Role play

- In pairs, students take the roles of the people in the dialogues : Yakita, Philip, Youssef, Tom.
- They work in pairs to rehearse the dialogues.
- Walk around the class and monitor the students' work.
- Ask pairs to act out the dialogues in front of the class, and encourage students to depart from the dialogues.

Grammar

- 'Going to' in the affirmative, negative and interrogative forms.

Setting the scene

- Students look at the pictures and say what the people are doing.

Exercise 1

- Read the sentences to the students.
- Students read the sentences and match them with the pictures.

Answers :

4 - 3 - 1 - 2

- Ask students about the pictures to elicit from them that 'going to' has the same meaning as the present continuous for future plans.
- Read out the sentences using gestures to indicate the meaning of 'going to'.

Exercise 2

- Students read the sentences again and answer the questions.

Insist on complete sentences as the objective is to enable students to write the correct forms of 'going to'.

- Students compare their answers in pairs or small groups.
- Move around the class to deal with any problems students may encounter, especially in the forms of 'going to'.
- Use the BB to write the correction of the exercise.

Answers :

- 1 Tony is going to spend the day in the forest.
- 2 No, they are going to watch a film.
- 3 He is going to catch a lot of fish.
- 4 Jalal is going to reach the top of the mountain.

Exercise 3

- Go through the diaries, checking the meaning.
- Give students enough time to study the two diaries. Then, ask the students to answer the questions individually.

Answers :

- 1 No, he is going to play chess on Saturday.
- 2 No, he is going to pray on Friday.
- 3 No, Hassan is going to play football on Sunday.
- 4 He is going to the disco.
- 5 He is going to draw pictures.
- 6 George is going to play football and Hassan is going to visit relatives.

Exercise 4

- Students read the letter and put the verbs between brackets in the correct form.
- Students exchange their notebooks with peers to correct the exercise.
- Correct with the whole class. You may ask students for different possibilities.

Answers :

- 1 I'm going to meet you / I'm meeting
- 2 I'm coming
- 3 I'm writing
- 4 watching
- 5 is going to be
- 6 We are going
- 7 I'm going to tell you

The verbs 'come' and 'go' are not usually used with 'going to'.

Ready skills

Vocabulary : hobbies

Identifying lexical items related to hobbies

Noting new vocabulary

Vocabulary: hobbies

Exercise 1

- Read the vocabulary items to the students for pronunciation. Students listen and repeat.
- Students may use information from their French dictionaries or ask their peers in order to match the words with the pictures.

Answers :

3 - 7 - 8 - 2
5 - 6 - 1 - 4

Exercise 2

- Students use the pictures to ask each other questions first about their hobbies in general, then about their favourite hobby.
- Students work in open-pairs, then in closed pairs.

Noting new vocabulary

Exercise 3

- Students study the picture in Student's Book. Then they answer the given questions.

The aim is to make the students aware of the importance and the different ways to keep record of the vocabulary they encounter.

- Write the same questions on the BB, but address the students.

How do you note vocabulary?

- 1 Do you draw pictures? Yes No
2 Do you write translation? Yes No
etc.

- Students answer the questions. Students who have more than three 'Yes' use efficient techniques of noting vocabulary.

Answers :

1 — 5 : yes, he does.

- Tell students to answer the questions from time to time to improve their techniques of noting lexical items.

Skills work

- Reading : reading for specific information
- Listening : listening for the main ideas and for details
- Writing : writing an e-mail to a friend

Reading

- Ask students to look at the text and the picture, then tell what they can read and see.
- Individually, students read the e-mail and match the paragraphs with the headings:

- a. Future plans
b. Introducing oneself
c. Asking for a reply
d. Hobbies

- Students compare their answers in pairs.
- Correct the exercise with the whole class. Ask students to justify their answers.

Exercise 1

- Students read the letter again and complete the paragraph.
- Students correct the exercise with the whole class.

Answers :

- 1 13
- 2 Vancouver
- 3 Canada
- 4 collecting magazines about cars
- 5 is going camping with his friends
- 6 preparing for the trip

Listening

Exercise 2

- Ask students to study the table first. Then, listen to the e-mail and fill it in.
- Students listen again to check their answers.

Script

Hello! I'm Tarik I'm fourteen years old, and I'm Tunisian. I come from Sfax. It's a wonderful city.

My hobby is going to the cinema. I love Mel Gibson. I've got thirty of his pictures. My favourite dish is the tunisian soup. I like it very much. My favourite sport is handball. Next week, I'm going on an excursion with my friends. We're going camping in the forest.

Answers :

Age :	14
Nationality :	Tunisian
Hobbies :	going to the cinema
Favourite sport :	handball
Favourite dish :	Tunisian soup

Speaking

Exercise 3

- Students practise asking and answering questions about the form in exercise 2.
- Go around to monitor students' work.

Writing

Exercise 4

- Students use the prompts in the Student's Book to write an e-mail to a friend.
- Make sure they take Bill's e-mail as a model.
- Devise a checklist for students to either self or peer edit their e-mail.
- Students may rewrite their letters in class or at home.

Cultural studies

Jobs

Language

Likes/dislikes

Vocabulary

Names of jobs
Hobbies

Jobs

Exercise 1

- Read out the names of jobs to students. Students listen and repeat.

Exercise 2

- Students read the 4 paragraphs, then in pairs, decide which job suits which person.

This activity should be dealt with as a fluency-oriented activity. Don't stop the students to correct the mistakes.

- Students compare their answers in small groups. They must reach a consensus by looking for justifications.

Answers :

- 1 a farmer
- 2 a secretary
- 3 a fisherman
- 4 a salesperson

Exercise 3

- Each student should choose a partner.
- Students ask the given questions and take notes in their notebooks.
- According to the partner's answers, choose the job which would suit him/her.
- Move around the class. Students may need your help as far as vocabulary is concerned.
- Choose pairs to ask and answer questions in front of the class.
- You may extend this activity by asking students to answer the questions about themselves and write a paragraph out of their notes.

Review

- These exercises can be done at home and corrected in class.

Communication

The purpose of this exercise is for students to make a difference between an action happening now and one which refers to a future plan.

Exercise 1

- Students read the dialogue and underline the examples which refer to future plans.

Answers :

3 - 4 - 5

Grammar

Exercise 2

- Students use the prompts to write correct questions.

Answers :

1. Are your parents going to travel this weekend ?
2. Is our teacher going to take us to the zoo tomorrow ?
3. Is Rachid going to play a football match with us next Wednesday ?
4. Are Sanaa and Rajaa going to ride bicycles this afternoon ?
5. Are you going to be a doctor ?

Vocabulary

Exercise 3

- Students look at the pictures and write the names of the hobbies.

Answers :

- | | |
|---------------------|-----------------------|
| 1. fishing | 5. camping |
| 2. cycling | 6. acting |
| 3. painting | 7. listening to music |
| 4. stamp collecting | 8. palying the guitar |

11 Transport

Competencies	Performance indicators
Communication competencies: Speak : Communicate appropriately one's attitudes about the means of transport. Write : Write a short and simple paragraph about one's favourite means of transport. Read : Read and understand a text to distinguish irrelevant from relevant information. Listen : Extract specific information. Cultural competencies Evaluate the utility of the modes of locomotion used nationally and internationally. Methodological competencies: Classify words into categories to review them efficiently. Use specific lexical items to describe means of transport. Strategic competencies : Cooperate, negotiate and interact with others. Compare one's performance with other partners. Show tolerance to other people's way of locomotion.	- Use the right expressions to respond to questions or give answers about likes/dislikes and preferences for the means of transport in formal and informal situations. - Use appropriate and correct structures and vocabulary to write a coherent paragraph about the means of transport. - Identify the right information and fill in the blanks. - Identify the answers to the questions and write them down. - Express thoughts, feelings and judgements about the means of transport available in one's city / town/village and abroad. - Put words in different sections according to their semantic field for easy reference and retrieval. - Associate adjectives with different means of transport appropriately. - Complete the mini-project and other tasks in pairs or small groups. - Read and go through the work done by other students. - Express acceptable feelings and thoughts about other people's use of means of transport.

Communication

Do you like travelling?
Which do you prefer?

Review

- Talking about future plans

Setting the scene

- Introduce these words : travel, safe, expensive.
- Ask students about how they come to school, and how they travel.
- Students listen to the dialogues and follow.
- Then they listen and cross out the means of transport not mentioned in the dialogues.

Answers :

car	taxi
train	bicycle
plane	
bus	

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first sentence with the class as an example.
- Students read the dialogues and check their answers

Answers :

- 1 True.
- 2 False. He likes travelling by car.
- 3 False. Ali dislikes travelling by plane.
- 4 False. He usually walks to school.
- 5 True.

Do you like travelling?

Exercise 2

- Students listen to the exchanges and repeat. Focus on pronunciation and intonation.
- Students practise in closed pairs using the different means of transport.
- Students ask one another in open-pairs when correcting the exercise.

Which do you prefer?

Exercise 3

- Students listen to the exchanges and repeat.
- Students practise in closed pairs using the different means of transport.
- Go around and help with the pronunciation and intonation.
- Pairs ask questions using the expressions in both dialogues. Example:
S1: Do you like travelling by train?
S2: No, I dislike it.
S1: Which do you prefer, travelling by bus or by taxi?
S2: I prefer travelling by bus. It's cheaper.

Role play

- Students work in pairs to rehearse the dialogues on the previous page.
- Ask volunteers to act out dialogues in front of the class (encourage them to depart from the dialogues and be creative).

Grammar

- Reviewing :
 - the present simple tense
 - the present continuous tense
 - the present perfect
 - 'going to' for frequency
 - adverbs of frequency

Setting the scene

All the elements in the diagram are about travelling and the different means of transport. Each sentence should include one word from each circle.

Exercise 1

- Students study the diagram and write down correct and meaningful sentences.
- Students compare their answers in small groups. There are many possible alternatives.
- Make sure students give correct and appropriate answers.

Exercise 2

- Students circle the correct form of the verb.
- Go round to monitor students' work.
- Get the students to compare their answers before BB correction.

Answers :

- 1 are going to buy
- 2 is doing
- 3 has
- 4 don't watch

Exercise 3

- Students complete the sentences with one of the words in the list.
- Have them compare their answers before you check with the class.

Answers :

- 1 does
- 2 are
- 3 do
- 4 is
- 5 do

Exercise 4

- Students read the sentences and put the words in the correct order.
- Students compare their answers before BB correction.

Answers :

- 1 She is going to buy a dress this afternoon.
- 2 I never come to school on foot.
- 3 How often do you go to the barber's?
- 4 Is the baby sleeping now?
- 5 What are you going to do tomorrow morning?

Exercise 5

- Students work individually and match the questions with the answers.

Answers :

- A: How does Leila travel to Oujda?
B: By train.
- A: Why do you prefer the plane?
B: Because it's fast.
- A: How often does she take the bus?
B: Sometimes.
- A: When are they travelling?
B: Tomorrow morning.

- They compare their answers before you check with whole class.

AI QUAD CAMERA

Skills

Vocabulary: means of transport

- Identifying the means of travel
- Using appropriate adjectives to describe the means of transport
- Classifying words related to the means of transport.

Vocabulary : means of transport

Exercise 1

- Students listen and repeat for pronunciation.
- Students choose from the list the appropriate word and write it in the space under the appropriate picture.
- Check the answers with the class.

Answers :

bus - motorcycle - car - taxi - train

Exercise 2

- Practise with students the pronunciation and the stress of the adjectives.
- Introduce the adjectives. Draw the students' attention to the prefix 'un'.
- Students use the adjectives to describe the means of transport in the pictures above and give reasons.
- Encourage alternative but appropriate answers.
- Write appropriate sentences for students to copy in their notebooks.

Exercise 3

- Students classify the means of transport under three columns :

Answers :

By air	By sea	By road	By rail
plane	ship	van	train
	boat	lorry	
		taxi	
		bus	
		coach	

- Ask students to add other means of transport to the lists. They may use their dictionaries.

Skills work

- Reading : reading for gist and for specific information
- Listening : listening for details
- Speaking : asking for and giving information about the means of transport
- Writing : writing a paragraph about one's favourite means of transport

Reading

Exercise 1

- Ask students to work in small groups, look at the picture, read the notice and write guesses about the old Medina in Fez.
- Write the students' guesses on the BB.
- Students read the text and check their guesses.
- Students read the text again and correct the false statements.
- Have them compare their answers before you check the answers with the whole class.

Answers :

- 1 There aren't many parking spaces.
- 2 The streets are narrow.
- 3 It is difficult to drive in the Medina.
- 4 The air is polluted / dirty.
- 5 Visitors can't drive in the old Medina.

Listening

Exercise 2

- Students listen and answer the questions

Script

Aziz Look at that big Citroën. Whose car is it?

Tim It's John's. He is our neighbour.

Aziz But it's old and dirty.

Tim Yes, but it is economical and safe. It never breaks down.

Aziz Does he drive it to work?

Tim No, rarely. He uses it at the weekend. On week days, he rides his motorcycle to work.

- Students compare their answers.
- Call individual students to read out their answers.

Answers :

- 1 Citroën
- 2 John's
- 3 No, it isn't. It's old.
- 4 He rides his motorcycle.

Speaking

Exercise 3

- Student fill in the table about themselves then work in pairs and ask and answer the questions.

- Demonstrate in an open pair work how to ask the questions.

- 1 What's your favourite means of transport?
- 2 What make is it?
- 3 What colour is it?
- 4 Why do you prefer it?

- Go around and monitor students' work .

Writing

Exercise 4

- Students use the information in the table in exercise 3 above and write a short paragraph about their favourite means of transport.

- Write a checklist on BB.

- Students exchange their paragraphs and try and correct the mistakes if there are any.

- Students can rewrite the paragraphs in class or at home.

Mini-project

Vocabulary

go by
ride
Island
journey

Materials

Paper glue scissors coloured pens
crayons card photographs/pictures

Exercise 1

- Ask a few questions about the pictures.
- Draw this table on the BB.

	Celine	Nick
Place of living		
Nationality		
Means of transport		

Students read the two passages and fill in the table.

- students work in small groups to compare and correct their answers.

Exercise 2

- Students try and write a similar paragraph about how they go to school on weekdays and how they go to the centre of village, town, city, at weekends. They also write about the means of travel they use when they travel on holiday.

- Ask them to give reasons for their choice.

- For a better exploitation of the mini-project, each student writes a short paragraph.

- When they finish, they get in pairs and use the cardboard to stick both descriptions as shown in the student's book.

Exercise 3

- Tell the students to use photographs, pictures, drawings in their mini-projects.

- Students exchange their mini- projects and comment on them.

- You may decide to pin some mini-projects on a board in the classroom if feasible.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read the dialogue and put the exchanges in the correct order.

Answers :

6-2-5-4-1-3

Students read the two passages and fill in

Exercise 2

- Students look at the table and write four correct and meaningful sentences.

about how they go to school on weekdays

- and how they go to the centre of village, town, city, at weekends. They also write about the means of travel they use when they travel on holiday.
1. She never goes to work on Sunday.
 2. They are having breakfast in a café.
 3. I always have lunch at one o'clock.
 4. It is hot and sunny in summer.

Vocabulary

each student writes a short paragraph. **Exercise 3**

- When they finish, they get in pairs and use the cardboard to stick both descriptions as part of a word search.
- Students put the letters in the correct order to find out the twelve means of transport.

Exercise 3 ... photographs **Answers :**

- tell the students to use photographs, pictures, drawings in their mini-projects.
 - Students exchange their mini- projects and comment on them
- | | | |
|---------------|----------|-------------|
| 1. motorcycle | 5. coach | 9. boat |
| 2. yacht | 6. taxi | 10. train |
| 3. lorry | 7. car | 11. bicycle |
| 4. plane | 8. ship | 12. van |

Competencies	Performance indicators
Communication competencies : Speak : Start a short conversation to give and ask for advice, and then end it. Read : Read a three-paragraph text with subtitles to locate the relevant information and correct the irrelevant ones. Listen : Identify detailed information. Cultural competencies Value the importance of health care in one's society and in other societies. Methodological competencies : Use a dictionary for different purposes. Combine words that collocate together. Strategic competencies : Adopt preventive behaviour to live in harmony with others. Use the resources at hand in case of emergency situations.	- Provide and ask for information to give advice appropriately in informal or formal situations. - Use the sub-titles to find the appropriate information in the corresponding paragraph and correct the false statements. - Recognise the correct information among different items. - Express concern and interest in one's and other people's health. - Look up words in a monolingual dictionary to check word meaning and spelling. - Identify words that go together and form fixed expressions. - Express ideas and feelings about how to anticipate problems related to one's or other people's health. - Show readiness to tell how to confront unexpected health problems that can happen to oneself or to other people.

Communication

What's the matter with you?
You should take an aspirin!

Review

- Expressing likes and dislikes
- Expressing preference

Setting the scene

- Ask students to look at the pictures and say what the people are doing.
- Students listen to the dialogues and follow.
- Students listen again and cross out the words not mentioned in the dialogues.

head
~~ear~~
stomach
temperature
~~fever~~
~~back~~
teeth

- Introduce briefly these items : pale, hurt, lose weight.

Do this

Exercise 1

- Students listen to the dialogues again and correct the statements.
- Do the first statement with them as an example.
- Students compare their answers before you check with the whole class.

Answers :

- 1 False, Nora doesn't feel well.
- 2 True.
- 3 True.
- 4 False, Sara shouldn't eat much bread.
- 5 False, Sara should exercise in the morning.

Exercise 2

You should take an aspirin

- Students listen to the exchanges and repeat. Focus on pronunciation, stress and intonation.
- Use gestures to indicate to the students the meaning of 'should and 'shouldn't'.
- Go through the tables about health problems and possible remedies with the students and make sure they understand them.
- Students work in closed pairs to ask and answer the questions.
- Remind them to swap roles so that each student practises all the expressions in both dialogues.
- Move around to supervise students' work.
- Students ask one another in open pair work in the correction phase.

Role play

- Students work in pairs to rehearse the dialogues. Remind them to swap roles.
- Move around the class to monitor students' work.
- Ask pairs to act out dialogues in front of the class.
- You may wish to write a sample dialogue for students to copy in their notebooks.

Communication

What's the matter with you?
You should take an aspirin!

Review

- Expressing likes and dislikes
- Expressing preference

Setting the scene

- Ask students to look at the pictures and say what the people are doing.
- Students listen to the dialogues and follow.
- Students listen again and cross out the words not mentioned in the dialogues.

head
~~ear~~
stomach
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Role play

- Students work in pairs to rehearse the dialogues. Remind them to swap roles.
- Move around the class to monitor students' work.
- Ask pairs to act out dialogues in front of the class.
- You may wish to write a sample dialogue for students to copy in their notebooks.

Grammar

- *must* in the affirmative, negative and interrogative forms

Setting the scene

- Introduce the vocabulary items : bleeding, careful, move.
- Students look at the pictures and identify who the people are.
- Students read the dialogue and cross out the false statements.

- 1 Tom is Carol's brother.
- 2 Tom is lying in the bedroom.
- 3 Carol is phoning the hospital.
- 4 Tom's arm is bleeding.

Exercise 1

- Students read the dialogue and complete the sentences in the table

Answers :

Carol **must** comfort Tom.
Carol **mustn't** touch Tom's leg.
Carol **mustn't** move his leg.

- Students check with a partner before BB correction.
- Make sure students understand the meaning of 'must' and 'mustn't'.

Exercise 2

- Students complete the grammar table in the affirmative and negative forms.

- Elicit from them the fact that the modal *must* and *mustn't* are the same with all persons.
- Draw their attention to the full and contracted forms.

Answers :

I	
You	
He	
She	must / must not / mustn't
It	
We	
You	
They	

Exercise 3

- Students complete the sentences with *must* or *mustn't*.
- Students check with their partners before BB correction.

Answers :

must- mustn't- must

Exercise 4

- Tell the students to look at the pictures and elicit from them what is meant by 'How to keep healthy' in case they can't guess.
- Do the first example with them.
- Students write appropriate sentences with *must* or *mustn't*.

Answers :

- 2 You **mustn't** eat sweets.
- 3 You **must** visit/see a doctor regularly
- 4 You **mustn't** smoke
- 5 You **must** eat vegetables and fruit

- Get them to compare their answers in pairs or small groups before BB correction.

Exercise 5

- Explain to the students that there are certain rules that we must obey when we are in certain places, e.i. there are things that we must or mustn't do in these places.
- Do an example with the class.
- Students study the table and write appropriate and logical rules with must or mustn't.
- Go around and monitor their work.
- You may want to make the activity competitive. In this case, tell them to work in small groups and write as many rules as possible. Set a time limit.
- The group to write the most rules is the winner.
- Write all the examples on the BB.
- Students write some of the examples in their notebooks.

Study skills

Vocabulary : health

- Naming health problems/ illnesses
- Using collocation
- Using a dictionary

Vocabulary : health

Exercise 1

- Review with the students the parts of the body.
- Students listen and repeat all the items for pronunciation.
- Students match the words to the pictures, writing the appropriate words under the corresponding pictures.

- Students check with a partner before class correction.

Answers :

Cold - Stomachache - earache - headache
sore throat - toothache - backache

Exercise 2

- Students go back to the previous sections in this unit and try to find out for themselves which verbs collocate with which expressions. Ask them to work in pairs or groups.
- You may ask them to use a dictionary to do the task.
- Go around to provide assistance when needed.
- Correct the exercise with the class on the BB.

Answers :

feel	sick/ well/ tired/ ill/ OK
have	a cold / a temperature / a sore throat/ a backache/ a headache/ a stomachache/ an earache/ a toothache
look	tired/ sick/ ill

- Ask students to copy the items in their notebooks.

Using a dictionary

Exercise 3

- Tell them in advance to bring their dictionaries to class.
- Introduce the items: bilingual, monolingual, multilingual.
- Students read the statement in the box. Ask them questions to check their understanding.
- Students read the questions on the right and write the answers about themselves.
- Conduct a survey in open pairwork (students ask and answer the questions in open pairwork).

Get them to compare their answers in pairs or small groups before BB correction.

Exercise 5

Explain to the students that there are certain rules that we must obey when we are in certain places, e.i. there are things that we must or mustn't do in these places.

- Do an example with the class.
- Students study the table and write appropriate and logical rules with must or mustn't.
- Go around and monitor their work.
- You may want to make the activity competitive. In this case, tell them to work in small groups and write as many rules as possible. Set a time limit.
- The group to write the most rules is the winner.
- Write all the examples on the BB.
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Vocabulary : health

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- Using collocation
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Vocabulary : health

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look	tired/ sick/ ill

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Using a dictionary

Exercise 3

- Tell them in advance to bring their dictionaries to class.
- Introduce the items: bilingual, monolingual, multilingual.
- Students read the statement in the box. Ask them questions to check their understanding.
- Students read the questions on the right and write the answers about themselves.
- Conduct a survey in open pairwork (students ask and answer the questions in open pairwork).

- Write down on the BB all ideas suggested by students.
- You may ask students to try out new ideas or strategies (they are not familiar with) suggested by peers and adopt them if suitable.
- Emphasise the importance of learning from

Skills work

- Reading : identifying irrelevant information
- Listening : listening for details
- Speaking : asking for and giving information about health

peers.

Reading

Exercise 1

- Introduce unguessable lexical items briefly.
- Students read the text and correct the false statements.
- Go around and monitor their work.
- Get the students to compare their answers before BB correction.

Answers :

- 1 You should wash the cut with cold water.
- 2 You mustn't leave the bandage at night.
- 3 Put a new bandage every morning.
- 4 Put cold pack on insect stings.
- 5 Squeeze out the water and put the cold pack on the sting.

Listening

Exercise 2

- Students read the statements and the multiple choice answers to have an idea of what the listening passage is about.

Script

Doctor Good morning.

Janet Good morning.. Achoum, Achoum.

Doctor You look tired. What's wrong?

Janet I'm always tired. I have a terrible cough and I often have a headache.

Doctor Are you tired now?

Janet Yes, and I have a temperature.

Doctor All right. Let me examine you. Take off your shirt and keep the thermometer under your armpit.

Janet Ok. Doctor.

Doctor Oh! Your temperature is high. You've got flu. You must get a shot now and you must take these pills: two in the morning, two in the evening.

Janet Can I go to school?

Doctor Oh, no. You mustn't. You must stay in bed and relax. You mustn't get cold. Goodbye.

- Students listen and choose the correct answer.
- Students check in pairs before BB correction.

Answers :

- 1 c a cold
- 2 b take some pills
- 3 c get cold

Speaking

Exercise 3

- Go through the table with the class and make sure they understand the items.

- Students work in pairs to ask and answer questions about how to keep healthy. They use Yes/No/questions and short answers.
Example :
Do you exercise daily? Yes, I do/ No, I don't.

- Tell students to tick the appropriate box.
- Move around and provide help if necessary.
- You may want to ask students to add other ideas of their own which you can write on the BB for the class to copy in their notebooks.

Interdisciplinary work

Science : vitamins and health

Vocabulary

is good /bad for...

is rich in ...

metabolism skin bones muscles

Science : vitamins and health

Exercise 1

- Conduct a brainstorming activity by asking students about the Biology subject they study at school : the content (human body, vitamins, etc.).
- Introduce briefly: growth, metabolism, skin, muscles, bones.
- Students work in groups, look at the squares numbered 1, 2, 3, 4 and name the food and drink items.
- Have the groups compare their answers before you check with the class.
- Refer the students to the table and tell them to match the vitamins with the food and drink items. They can write either the names of the food and drink items or just the corresponding number in the boxes.
- You may ask the students to consult appropriate references and add other food and drink items containing the vitamins mentioned.

Exercise 2

- Students give one another advice about health and vitamins using expressions of positive and negative advice :
You should .../ you shouldn't ...
- Encourage students to give reasons.
Example : You should eat carrots. They are good for your eyes.
You shouldn't eat many sweets.
They are bad for your teeth.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read and complete the dialogue.

Answers :

- A. What's the matter?
B. I don't feel well
A. Do you have a temperature?
B. Yes. What should I do?
A. You should take some medicine.

Grammar

Exercise 2

- Students fill in the blanks with 'must' or 'mustn't'.

Answers :

- | | | |
|------------|------------|------------|
| 1. must | 3. must | 5. mustn't |
| 2. mustn't | 4. mustn't | |

Vocabulary

Exercise 3

- Students do the crossword puzzle.

Answers :

- | | |
|-------------|----------|
| 1. Should | 4. pills |
| 2. feel | 5. hurts |
| 3. headache | |

- Students work in pairs to ask and answer questions about how to keep healthy. They use Yes/No/questions and short answers.
Example :
Do you exercise daily? Yes, I do/ No, I don't.

- Tell students to tick the appropriate box.
- Move around and provide help if necessary.
- You may want to ask students to add other ideas of their own which you can write on the BB for the class to copy in their notebooks.

Interdisciplinary work

Science : vitamins and health Vocabulary

is good /bad for...

is rich in ...

metabolism skin bones muscles

Science : vitamins and health

Exercise 1

- Conduct a brainstorming activity by asking students about the Biology subject they study at school : the content (human body, vitamins, etc.).
- Introduce briefly: growth, metabolism, skin, muscles, bones.
- Students work in groups, look at the squares numbered 1, 2, 3, 4 and name the food and drink items.
- Have the groups compare their answers before you check with the class.
- Refer the students to the table and tell them to match the vitamins with the food and drink items. They can write either the names of the food and drink items or just the corresponding number in the boxes.
- You may ask the students to consult appropriate references and add other food and drink items containing the vitamins mentioned.

Exercise 2

- Students give one another advice about health and vitamins using expressions of positive and negative advice :
You should .../ you shouldn't ...
- Encourage students to give reasons.
Example : You should eat carrots. They are good for your eyes.
You shouldn't eat many sweets.
They are bad for your teeth.

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students read and complete the dialogue.

Answers :

- A. What's the matter?
B. I don't feel well
A. Do you have a temperature?
B. Yes. What should I do?
A. You should take some medicine.

Grammar

Exercise 2

- Students fill in the blanks with 'must' or 'mustn't'.

Answers :

- | | | |
|------------|------------|------------|
| 1. must | 3. must | 5. mustn't |
| 2. mustn't | 4. mustn't | |

Vocabulary

Exercise 3

- Students do the crossword puzzle.

Answers :

- | | |
|-------------|----------|
| 1. Should | 4. pills |
| 2. feel | 5. hurts |
| 3. headache | |

13 Celebrations

Competencies	Performance indicators
Communication competencies: Speak : Express ways of inviting people and accepting or declining their invitations on different occasions. Write : Communicate a personal message through a short and an informal letter of invitation. Read : Read and understand an informal letter of invitation to extract relevant information. Listen : Distinguish between true and false information. Cultural competencies: Understand and value the differences in lifestyles. Build a social and cultural identity. Methodological competencies: Use a dictionary to find definitions. Use accurate language. Strategic competencies: Be tolerant to other people's beliefs and practices.	- Use the right expressions to invite people to different ceremonies and accept or decline their invitations formally and informally in different situations. - Use informal expressions to respond to a person's invitation and get the message across. - Recognise key information and fill in a form. - Identify the appropriate type of information and judge whether it's true or false. - Read about and express ideas about ways of celebrating different occasions in some countries and in Morocco. - Find definitions of words that describe events e.g. Christmas, birthday, etc. - Identify and correct simple grammar mistakes. - Present ways of celebrating different occasions in positive ways without giving value judgements about other people's beliefs and practices.

Communication

- Would you like to come ?
Yes, I'd love to.

Review

- asking for advice
- giving advice

Setting the scene

- Introduce the words : birthday, wedding, a present.
- Students listen to the dialogues and find :

- 1 Who is having a birthday party?
- 2 Who is celebrating a wedding?

- Students read the dialogues to check their answers.

Do this

Exercise 1

- Students listen again, then write true or false.
- Do the example with the students first.
- Students compare their answers, then do a whole class correction.

Answers :

- 1 True.
- 2 True.
- 3 False. The party is starting at 5: 00 p.m.
- 4 False. He is going to Fes.
- 5 True.

Students read out the dialogues. Closed pairs take the parts of the participants.

Would you like to come?

Exercise 2

Students listen to the exchange and follow. Make them repeat the dialogue by taking turns.

Exercise 3

- Students work in pairs to read the invitations. Go around the class to help students with any difficulties.
- They invite each other to the events mentioned in their book.
- Ask students to either accept or refuse and give justification.
- Monitor the students' work. Make sure they exchange roles.

Role play

- Students work in pairs to rehearse the dialogues. Walk around the class and monitor the students' work.
- Ask pairs of students to act out the dialogues in front of the class.
- You may like to write one or two dialogues for students to copy in their notebooks.

Grammar

- The past of the verb 'be' in the affirmative and negative forms

Setting the scene

- Write this question on the BB :
Where is Tony spending his holidays?

Communication

- Would you like to come ?
Yes, I'd love to.

Review

- asking for advice
- giving advice

Setting the scene

- Introduce the words : birthday, wedding, a present.
- Students listen to the dialogues and find :

- 1 Who is having a birthday party?
- 2 Who is celebrating a wedding?

- Students read the dialogues to check their answers.

Do this

Exercise 1

- Students listen again, then write true or false.
- Do the example with the students first.
- Students compare their answers, then do a whole class correction.

Answers :

- 1 True.
- 2 True.
- 3 False. The party is starting at 5: 00 p.m.
- 4 False. He is going to Fes.
- 5 True.

Students read out the dialogues. Closed pairs take the parts of the participants.

Would you like to come?

Exercise 2

Students listen to the exchange and follow. Make them repeat the dialogue by taking turns.

Exercise 3

- Students work in pairs to read the invitations. Go around the class to help students with any difficulties.
- They invite each other to the events mentioned in their book.
- Ask students to either accept or refuse and give justification.
- Monitor the students' work. Make sure they exchange roles.

Role play

- Students work in pairs to rehearse the dialogues. Walk around the class and monitor the students' work.
- Ask pairs of students to act out the dialogues in front of the class.
- You may like to write one or two dialogues for students to copy in their notebooks.

Grammar

- The past of the verb 'be' in the affirmative and negative forms

Setting the scene

- Write this question on the BB :
Where is Tony spending his holidays?

- Ask students to read the letter and answer the question.
- Students read the letter again and fill in the grammar table with the form of the verb 'be' in the past.
- Ask students to complete the table in their notebook.

I am	was	I wasn't	was I?
You are	You were	You weren't	were you?
He is	He was	He wasn't	was he?
She is	She was	She wasn't	was she?
It is	It was	It wasn't	was it?
We are	We were	We weren't	were we?
You are	You were	You weren't	were you?
They are	They were	They weren't	were they?

Exercise 2

- Students read the letter again and correct the false statements.
- Students compare their answers with their partners.

Answers :

- 1 False. The wedding was in Jalil's house.
- 2 False. The bride was beautiful.
- 3 True. The food was fantastic.
- 4 False. There were women musicians.
- 5 True. We were very excited.

Exercise 3

- Students look at the picture and complete the sentences.
- Students check their answers in pairs before whole class correction.

Answers :

- | | |
|----------|-----------|
| 1 Wasn't | 4 Weren't |
| 2 Was | 5 Were |
| 3 Wasn't | |

Exercise 4

- Students look at the pictures, read the answers, then write questions.
- Students compare their questions in small groups.

Answers :

- 1 Were you at a wedding?
- 2 Were you at home?
- 3 Was your sister in her office?
- 4 Were you in Paris?

Study skills

Vocabulary: *celebrations*

- Identifying names of celebrations

Correcting grammar mistakes

Vocabulary : *celebrations*

Exercise 1

- Students listen to the pronunciation of the names of celebrations and follow on their books.
- Students listen and repeat.
- Students match the names of celebrations with the pictures.

Answers :

- 1 A birthday
- 2 Easter
- 3 New birth
- 4 Christmas
- 5 New Year
- 6 marriage anniversary

Exercise 2

- Students work in small groups to find the names of celebrations in Morocco.
- Students may use dictionaries, or you may provide any lexical items they need.
- Write the names of celebrations on the BB for students to copy. At home, they can stick photos or pictures next to each name of a celebration.

Correcting grammar mistakes

Exercise 3

- Students read the sentences in pairs and underline the mistakes.
- They correct the sentences in the space provided.
- Correct the exercise with the whole class. Ask students to justify their answers.
- Write the corrections on the BB to enable students to correct the mistakes.

Answers :

- 1 I was in class yesterday.
- 2 We are celebrating a party.
- 3 What's the weather like?
- 4 Does he go to the cinema ?
- 5 I'm travelling to Casa tonight

Skills work

- Reading : looking for specific information
- Listening : listening for details
- Writing : writing a letter of invitation

Reading

- Write this statement on the BB :
Sheila is having the party at a hotel.
- Students read the letter very quickly and decide whether the statement is true or false.
- Correct the statement with the whole class.

Exercise 1

- Students read the letter again and extract the information needed to complete the notes.
- Students compare their notes in pairs before whole class correction .

Answers :

- 1 a party
- 2 next Saturday
- 3 Sheila's house
- 4 some friends from school
- 5 English
- 6 the flute

Listening

Exercise 2

- Student read the sentences first, then listen to Sara talking to Sanaâ.

Exercise 3

- Students listen and decide whether the statements in the students' book are true or false.
- Students may need to listen to the dialogue more than once.

Script :

Sanaâ Where were you yesterday?

Sara In Mr Amine's new house.

Sanaâ Why were you there?

Sara Well... because it was their house warming party.

Sanaâ Really? What was it like?

Sara It was great. There was music, dancing and delicious food.

Sanaâ Were your parents there, too?

Sara Only mum. Dad wasn't free. He was busy in his office.

Answers :

- 1 False. She was in Amine's house.
- 2 True.
- 3 False. There was dancing, too.
- 4 False. She was at the party.
- 5 True.

Writing

Exercise 4

- Students read Sheila's letter again and write a reply.
- They can either accept or refuse Sheila's invitation and give reasons.
- Students write a first draft.
- Devise a checklist for them to edit their work.
- The students rewrite the letter in class or at home.

Cultural studies

Celebrations in the world

Vocabulary

jewellery
sacred
rituals

Exercise 1

- Introduce unguessable vocabulary.
- Explain that The Ganges is a sacred river in India.
- Students look at the pictures first. Then, they read the short texts and match them with the titles.

Exercise 2

- Students match the texts with the pictures.

Exercise 3

- Ask students to choose one Moroccan celebration and write a short description of it.
- You may write some questions on the BB to help students write their descriptions.
- As homework, students can look for pictures, photos, or drawings for their descriptions.

Review

Communication

Exercise 1

- Students read the questions and choose the appropriate answer.

Answers :

Would you like to come to my party?
Yes, I'd love to.
Are you free to have lunch with me?
No, I'm afraid I can't.

Grammar

Exercise 2

- Students fill in the blanks with 'was' or 'were'.

Answers :

was - was - was - were - were

Exercise 3

- Students write the questions to the answers.

Answers :

2. What was the weather like?
3. How many music groups were there?
4. Were there many people?
5. What was the price?

Vocabulary

Exercise 4

- Students have to find which words collocate together.

Answers :

- 1 d
- 2 c
- 3 a
- 4 e
- 5 b

14 Holidays & travel

Competencies	Performance indicators
Communication competencies: Speak : Express ways of agreeing or disagreeing with other people's points of view. Write : Respond in writing to a letter to describe past events. Read : Read and understand a text to distinguish irrelevant from relevant information. Cultural competencies: Perceive the aesthetic, historical and cultural characteristics of different places in Morocco and abroad. Methodological competencies: Use specific lexical items to describe places. Organise one's timetable for studies and leisure activities. Strategic competencies: Broaden one's knowledge and acquire experience by exploring different places. Contribute to highlighting the positive sides of one's region and country vis-à-vis foreigners.	- Use the right expressions to agree or disagree with people's opinions in formal and informal situations. - Use appropriate and correct structures and vocabulary to write a coherent paragraph about the places visited. - Identify the appropriate type of information and see whether it's true or false. - Identify the aspects that make some places tourist attractions and express thoughts and feelings about them. - Associate adjectives with different places appropriately. - Put a list of tasks to do during the holidays to study English. - Look for and present information about different tourist attractions in one's region or in the country to visit them, or to convince other people to see them.

Communication

- I agree with you
- I don't agree with you

Review

- Expressions of invitation.
- Accepting or declining invitations.

Setting the scene

- Ask students to look at the pictures, then elicit from them :
 - 1 Where are the people?
 - 2 What are they doing?
- Introduce the vocabulary items :
trip terrific boring
- Students listen to the dialogues and follow.

Do this

Exercise 1

- Students listen to the dialogues again and correct the false statements.
- Do the first sentence with the class as an example.
- Students compare their answers before BB correction.

Answers :

- 1 False. He was in Ifrane.
- 2 False. It was a rainy day.
- 3 True.
- 4 True.
- 5 False. Rosa wasn't with Adam on the excursion.

- Students read out the dialogues, volunteers take parts of the participants.

Yes, I agree with you

Exercise 2

- Elicit from students information about the picture :
 - 1 Who are the people?
 - 2 Where are they?
 - 3 What do you know about the places?

Tourists and visitors in Jamaa el Fna in Marrakesh. People meet there to tell stories, see musicians, etc.

- Students listen to the statements and responses, then repeat. Focus on pronunciation and intonation.
- Students look at the pictures and the statements.
- Do a demonstration in open pairwork with n°1.
- Students work in closed pairs.
- Go around and monitor the students' work.

Role play

- Students work in pairs or groups of three to rehearse the dialogues.
- Ask volunteers to act out the dialogues in front of the class.
- Each pair or group of students act out only one dialogue to enable others to practise the dialogues.
- Write sample exchanges on the BB for students to copy on their notebooks.

Grammar

- The past of regular verbs in the affirmative, negative, and interrogative forms

Setting the scene

- Students read the letter and say if the statements are true or false.

- 1 Tom and Tania are on holiday in Morocco.
- 2 They are in the north-west of Morocco.
- 3 Saidia is a lovely hotel on the Mediterranean coast.

Exercise 1

- Students read the letter and circle all the verbs in the past tense, then write them in the list on the right.
- Do the first one with them as an example.
- Make sure students write all the forms of the verbs : affirmative, negative and interrogative.
- Students compare their answers in small groups.
- Get individual students to read out their answers and ask the rest of the class if they agree or not.
- Ask students to cross out from the list two verbs, then ask them about the reasons.

Answers :

was
were
they do not end in (ed)

- Ask students to put the other verbs in the list in three groups.

Answers :

Affirmative : _____ed
travelled walked admired visited
Started returned loved
Negative : didn't _____
didn't go
Interrogative : did _____?
did you enjoy?

- Students copy the list in their notebooks.

Exercise 2

- Students read the letter again and write the short answers with 'Yes' or 'No' in the space provided.
- Students check their answers in pairs or in small groups before BB correction.

Answers :

- 1 Yes, he did
- 2 Yes, they did
- 3 No, they didn't
- 4 No, he didn't
- 5 Yes, they did

Exercise 3

- Students complete the sentences with one of the auxiliaries from the list.
- Go round the class and ensure the students manage to do the exercise correctly.
- Make note of any difficulties and deal with them later.
- Students check together before BB correction.

Answer :

- 1 did
- 2 didn't
- 3 was
- 4 did
- 5 didn't
- 6 weren't

Exercise 4

- You may need to ask students if they know about the famous places/monuments. If they don't know, tell them briefly.
- Students look at the pictures again and read the question at the top :
What did Mansour do in Paris?
- Tell them to write the answers in their notebooks.
- Correct the exercise with the class.

Answers :

He visited ...
He walked ...
He watched ...
He visited ...

Exercise 5

- Students write the questions to ask their partners, then answer their partner's questions.
- Do the first one with them as an example.
- Encourage students to give true answers.
- Go around the class and monitor the students' work.
- Make sure students do not write sentences like : did you phoned?

Study skills

Vocabulary: holidays & travel

- Associating adjectives with positive or negative meaning

Learning how to review English in the holidays.

Vocabulary : holidays and travel

Exercise 1

- Students look at the pictures of different places in Morocco, then listen and repeat.
- Go through the adjectives with the students to make sure they understand the meaning.
- Elicit from the students that the first set of adjectives have a positive meaning, while the second set have a negative meaning.
- Students use the adjectives to describe the places. They should be encouraged to express their own opinions.
- Accept any appropriate alternative answers.

How to learn English in the holidays

Exercise 2

- Students read about what Paola is planning to do in the holidays in order to improve her English.
- Ask students to tick what they are going to do, and add other practical ideas they think will help them improve their learning of the English language.
- Conduct a class survey to find out what ideas most students prefer.
- Write the students' suggested list on the BB.
- Ask students to write down all the ideas discussed in the form of a list in their notebooks.
- Encourage students to try out some of the ideas suggested by their peers, and adopt them if they prove to be efficient.
- Keep reminding them of the importance of learning from peers.



Skills work

- Reading : reading for gist and identifying relevant information
- Writing : writing a letter to describe a place recently visited

Reading

Exercise 1

- Tell the students to look at the pictures of the famous places and ask them if they know where they are and what they know about them.
- Students read the letter and write when Pierre and Nick visited each monument.

Big Ben
the Queen's Palace
Victoria station
Covent Garden Market
Trafalgar Square

- Students compare their answers before checking with the whole class.

Exercise 2

- Students write true or false next to the statements and correct the false ones.
- Go through the answers with them.

Answers :

- 1 False. Nick's aunt lives in London.
- 2 True.
- 3 False. They visited it on Saturday.
- 4 False. They live in Oxford.
- 5 True.

Writing

Exercise 3

- Students fill in this table about the places they visited in Morocco:

	place 1	place 2	place 3	
When				

- Students start writing their letters using the notes in the table.
- Students exchange their letters and edit them against a checklist.
- Students rewrite their letters in class or at home.

Mini-project

Vocabulary

Egypt is for you
enjoy
friendly

Materials

Paper glue scissors coloured pens
crayons card photographs/pictures

Tourist attractions

Exercise 1

- Students look at the pictures of the ad. Encourage them to talk about what they see in the pictures.
- Tell students to read the ad and cross out the words that aren't appropriate.
- Students check with a partner before BB correction.

Answers :

monuments
~~camels~~
the Egyptian flag
~~traffic~~
people
feed

Exercise 2

- Students select pictures, postcards, photos, drawings or any other illustrations of tourist sites in Morocco.
- Encourage them to choose various aspects from different regions in Morocco.

Exercise 3

- Students work in groups and write a short description of each picture. Tell them to give each description a title.
- Go around and monitor their work.
- You may want to have the groups exchange their mini-projects and react to them.

Exercise 4

- Ask each group to display their poster in the classroom (on the walls).
- Students move around and look at the posters. They can ask one another about the projects.

Grammar

Exercise 2

- Students fill in the blanks with the appropriate verbs and the correct tense.

Answers :

arrived - was - were - was - is shining -
are sitting

Vocabulary

Exercise 3

- Students find out the word that is different from the others in each list.

Answers :

they
town
house
kitchen
Big Ben

Review

- These exercises can be done at home and corrected in class.

Communication

Exercise 1

- Students agree or disagree with the statements.

Map of the Book

Unit	Communication	Grammar	Study skills	Skills work	Mini-projects/Interdisciplinary work/Cultural studies	Competencies
1 Hello!	Introducing oneself and asking about names and age. <i>What's your name?</i> <i>How old are you?</i>	Subject pronouns: <i>I, you...</i> Be present simple affirmative, short and full forms. <i>I am, I'm...</i> Indefinite articles: <i>a/an</i>	Associating words. Days of the week. Spelling words. Numbers 1----30	Reading for details. Listening for details. Giving information. Introducing oneself in writing.	Cultural studies: English-speaking countries	- Greet people and introduce yourself clearly. - Understand simple material. - Discover the value of national and international cultural heritage. - Use language in new situations. - Situate oneself in a geographical area among speakers of English.
2 School	Talking about schools. <i>What's your favourite school subject?</i> Talking about nationalities. <i>Where are you from?</i>	Be present simple negative and interrogative, short and full forms. <i>He is not, he isn't</i> <i>Yes/no</i> questions.	Classroom objects. Classifying vocabulary items. Capital letters.	Reading for details. Talking about personal details. Recording personal information.	Mini-project: My personal information	- Communicate personal information. - Read and understand a simple letter. - Understand and value the differences in school life in Morocco and abroad. - Use correct language, take simple notes, and do creative work. - Cooperate and interact with others.
3 Family	Introducing and talking about family members. <i>Pleased to meet you.</i> <i>Who is this?</i>	Present simple affirmative Possessive adjectives and genitive apostrophe. <i>whose</i> for possession.	Organising family-related vocabulary in a diagram. Using vocabulary: family-related lexis.	Anticipating and reading for specific information. Talking about personal interests. Organising information.	Mini-project: My family	- Introduce other people and give information about personal interests. - Write a short, simple, and coherent letter. - Read and understand a simple letter. - Value one's sense of belonging to a family. - Use documents and language efficiently. - Build a personal and social identity.
4 Food & drink	Accepting & refusing offers. <i>Would you like ...?</i> Talking about food. <i>Is there a/an ...?</i> <i>Are there any ...?</i>	Present simple negative and interrogative. Countable and uncountable nouns: <i>a/an, and some</i>	Identifying food and drink items. Classifying food and drink items.	Reading for details. Listening for details. Talking about food and drink. Writing a paragraph.	Cultural studies: Eating habits	- Respond pertinently to offers and ask for information about eating habits. - Write a short and simple paragraph to describe eating habits. - Read and understand details in a letter. - Be aware of different eating habits. - Organise vocabulary in diagrams. - React positively to people's eating habits. - Ask for and give permission and information related to time and place. - Write a short and simple paragraph. - Distinguish orally between essential and detailed information. - Understand and value different lifestyles. - Use a dictionary efficiently. - Understand one's strong and weak points. - Communicate information about possessions and give simple commands. - Read, understand and write a short description of a person. - Identify orally true and false information. - Understand and value different life styles. - Memorise words and exploit information. - Show respect for other people's interest. - Suggest ideas to others and respond to theirs. - Read and understand posters. - Understand a dialogue about eating habits. - Understand that the means of communication reflects the image of one's culture. - Classify words into categories for level. - Exploit information competently. - Be aware of ways to convey messages.
5 House	Telling the time. <i>What time is it?</i> Asking for and giving permission. <i>Can I watch TV?</i>	Recycling the simple present tense(all forms).	Using a dictionary to identify house-related vocabulary. Using dates and ordinal numbers.	Anticipating and reading for details. Talking about the parts of a house. Writing a short description.	Cultural studies: Homes in the World	
6 Body & clothes	Asking about possessions. <i>Have you got a jacket?</i> Giving commands. <i>Put on your pyjamas!</i>	<i>have got</i> positive, negative and interrogative forms, short and full forms. Pronouns: <i>one/ones</i> .	Identifying colours, clothes items and parts of the body. Memorising vocabulary.	Reading for specific information. Listening for gist. Talking about clothes. Describing people.	Mini-project: Clothes	
7 Entertainment	Making suggestions. <i>Let's go to the cinema.</i> Accepting and refusing suggestions.	Present continuous tense, affirmative and negative short and full forms.	Making word associations. Learning how to review vocabulary.	Extracting information from documents. Listening for details. Making and responding to suggestions in speaking.	Mini-project: Film posters	

Unit	Communication	Grammar	Study skills	Skills work	Mini-projects/Inter-disciplinary work/Cultural studies	Competencies
8 Sport	Talking about ongoing actions. <i>What are you doing?</i> Expressing physical ability. <i>Can you play football?</i>	Present continuous tense, negative and interrogative forms. Short and full forms.	Naming sports. Classifying individual and team sports. Punctuating appropriately.	Reading for details. Listening for details. Talking about sports. Recording information about peers.	Interdisciplinary work: Physical Education, School sports days	- Express ideas about one's abilities. - Write a simple paragraph about a friend's favourite sports. - Read, listen to and understand a simple text to extract relevant information. - Use a dictionary efficiently. - Use basic punctuation marks correctly. - Take part in planning & completing the tasks. - Communicate true ideas about one's region. - Write a simple description of one's city/town. - Read and understand a postcard. - Understand and value different lifestyles. - Classify words into categories for review. - Distinguish parts of speech. - Be aware of the geographical riches of one's country.
9 Environment	Talking about the weather. <i>What's the weather like?</i> Locating places. <i>Where's Tetouan?</i>	Reviewing simple present and present continuous. Adverbs of frequency.	Categorising vocabulary. Recognising parts of speech.	Reading for gist and for details. Talking about one's village/town/city. Describing one's village...	Interdisciplinary work: Geography: The Sahara	- Start and end a short conversation about hobbies and future plans. - Convey a message through writing an e-mail. - Understand an e-mail to get useful information. - Value vocational and recreational activities. - Use a dictionary and note new vocabulary. - Be aware of unconventional messages. - Cooperate, negotiate and interact with others. - Express attitudes about the means of transport. - Identify relevant information in reading. - Extract specific information in listening. - Evaluate the utility of the modes of locomotion used locally and internationally. - Use specific lexical items to describe objects. - Cooperate, negotiate and interact with others. - Show tolerance to other people's interests. - Ask for and give advice if solicited. - Read a text to correct false information. - Identify detailed information while listening. - Value the importance of health care. - Use a dictionary to find collocations. - Adopt preventive behaviour. - Use the resources at hand in case of emergency situations.
10 Hobbies	Talking about future plans. <i>What are you doing this weekend?</i>	going to for future plans, all forms.	Identifying vocabulary items. Noting new vocabulary.	Reading for main ideas and details. Listening and note-taking. Writing an e-mail.	Cultural studies: Jobs	
11 Transport	Expressing likes/dislikes. <i>Do you like travelling?</i> Expressing preference. <i>Which do you prefer?</i>	Contrasting simple present, present continuous and future. Recycling adverbs of frequency.	Identifying & Categorising means of transport. Using adjectives to describe means of transport.	Reading for gist. Listening for details. Talking about the means of transport. Writing a paragraph.	Mini-project: Means of transport	
12 Health	Asking for and giving advice. <i>You should ...</i>	The modal <i>must</i> in affirmative and negative forms. <i>must must not/mustn't</i>	Identifying health-related vocabulary. Identifying collocations. Using a dictionary.	Identifying irrelevant information in reading. Listening for details. Talking about health.	Interdisciplinary work: Natural Science: vitamins and health	- Express ways of inviting, accepting and declining invitations on different occasions. - Write a short and informal letter of invitation. - Read and understand a letter of invitation. - Identify true and false information. - Understand the differences in cultural practices. - Use a dictionary to find definitions. - Be tolerant to people's ways of celebrating. - Express ways of agreeing or disagreeing with other people's points of view. - Respond to a letter in writing to a friend about past events. - Read a text to identify relevant information. - Perceive the aesthetic, historical and cultural aspects of places in Morocco and elsewhere. - Use specific lexical items to describe places. - Organise one's timetable. - Acquire experience and confidence in writing about the positive sides of one's country.
13 Celebrations	Inviting people. <i>Would you like to come?</i> Accepting and declining invitations.	Be past simple affirmative negative and interrogative forms.	Forming collocations. Correcting grammar mistakes.	Reading for details. Listening for details. Writing an informal letter.	Cultural studies: Celebrations in the World	
14 Holidays & travel	Expressing agreement and disagreement. <i>Yes, I agree with you.</i>	Simple past tense (regular verbs), all forms.	Using adjectives to describe places. Learning English in the holidays.	Reading for gist to identify relevant details. Describing a place in writing.	Mini-project: Tourist attractions	