

AL MASSAR

**WINDOW
ON THE WORLD**

Teacher's Book

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Tronc Commun

نادية للنشر
NADIA Edition

Rue Moulay Rachid N° 6 - Hassan - Rabat
Tél.: 037 73 28 91 Fax : 037 73 27 82

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Map of the Book

Units	Themes	Standards	Competencies	Vocabulary	Grammar	Functions	oral skills	Reading	Writing
1	Personal Relations	- Gain knowledge of other cultures - Connect with other disciplines - Work effectively in groups	- Talk about self and others - Use and understand classroom language - Identify names/ flags/ capitals	- Numbers - family relations	- The verb 'to be' - The indefinite article	- Talk about personal information - Talk about famous people	- Identify context - Listen for specific information	Read for specific information	- Unscramble sentences - Dialogue completion - Information Transfer - Write an e-mail
2	Technology	- Gain knowledge of other cultures - Learn to become an independent learner - Solve a problem	- Ask for clarification - Derive meaning from context - Learn about a major figure in technology	Vocabulary related to technology and furniture	'Have got' 'There is/are' - Prepositions - Plurals - Question words	- Talk about possessions - Describe home	- Identify participants - Infer participants' attitudes - Infer meaning	- Make predictions - Answer factual questions - Transfer information	- Use connectors - Write about a famous person - Transfer information
3	Entertainment, Celebrations and Holidays	- Develop independent learning - Give and obtain information - Learn about other cultures (holidays)	- Ask for clarifications - Talk about holidays and celebrations - Represent other cultures	- Cardinal numbers - Dates	- Present progressive and 'going to' for future plans - The simple present - Possessive pronouns	- Negotiate future plans - Talk about celebrations	- Infer meaning from text - Listen: gist - Answer factual questions	- Read for gist - Infer meaning - Answer factual questions	- unscramble a paragraph - Complete a text (cloze) - Write a short paragraph
4	Economy and Education	- Give and obtain information - Connect with other disciplines	- Learn about foreign countries - Talk about economy - Learn about the Internet - Identify semantic relationships	Vocabulary related to occupations and trade	- The simple present - Possessive pronouns - Prepositions of place/time	- Ask for & give opinion - Talk about future occupations - Ask for and give directions	- Listen for gist - Talk about economy/ occupations	- Guess the context of a text - Read for gist - Identify referents - Infer meaning	- Unscramble text - Generate and organize ideas.

5	Recreation, Sports and Education	• Develop independent learning(3) • Gain knowledge of other cultures • Make comparisons	• Learn about sports preferences and feelings • Derive meaning using contextual clues	• Sports collocations	• The simple present (adverbs of frequency) • Comparatives and superlatives	• Give opinion • Agree • Disagree • Compare	• Talk about sports • Answer factual questions	• Identify referents • Identify synonyms and antonyms
6	Food and Holidays	• Develop independent learning • Gain knowledge of other cultures	• Ask for clarification and take notes • Learn about stereotypes and eating habits	• Food collocations	• Past of be/have • 'Can' for ability • 'May'/'could' for possibility (un)countables	• Ask for specific information • Practise reduced Sounds	• Talk about food • Listen for specific information • collocations 'with have'	• Identify semantic relation ships • Understand written instructions
7	Shopping	• Gain insight into the nature of language • Gain knowledge of other cultures • Work effectively in groups	• State personal preferences • Identify currency and costumes • Write a short description • Write a brochure	• Colours • Clothes	• 'Will' future • Simple past (regular/irregular verbs) • Exclamations	• Describe clothes • do Shopping	• Infer meaning • Describe things • Identify topic sentences	• Understand order forms and abbreviation:
8	Arts and Education	• Gain knowledge of other cultures • Give and obtain information	• Learn about schooling in the USA. • Learn and talk about famous singers and actors • State personal preferences	• Entertainment • Noun/Suffixes	• Reflexive pronouns • Tag questions • Verbs followed by the gerund	• Express likes and dislikes • Ask for and grant permission	• Identify participants • Talk about entertainment • Interview peers	• Identify differences (education systems) • Read for gist
9	Health, Welfare and Science	• Develop independent learning • Gain knowledge of other cultures • understand jokes	• Understand word formation • Talk about health problems and issues • Learn about health care in the USA • Learn about a famous figure	• Parts of the Body • Health problems and medicines	• The present perfect • 'Can' for polite requests	• Make suggestions • Make polite requests	• Guess content of a text • Listen for specific information	• Identify main idea • Infer meaning • React to text
10	Environment and Ecology	• Gain insight into the nature of language • Develop awareness of global concerns	• Learn about word formation • Talk about the weather • Talk and write about environmental issues	• Weather • Seasons	• Must/Have to/ don't have to/ don't need to • The past progressive • The past progressive vs simple past	• Talk about weather and people • Offer, accept, and decline an invitation	• Identify context • Infer meaning	• Task to tally run by student

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INTRODUCTION

Scope.

Window on The World (the book) is an English language-teaching course aimed at young Moroccan high school beginners and false beginners aged 14 to 16. It consists of a teacher's book (TB), a student's book (SB) a tape or a CD.

Syllabus backbone.

The mapping out of the course is firmly embedded in the Moroccan Official Syllabus requirements and terms of reference of the contract issued by the Ministry of National Education, which sets the syllabus content for First Year English.

Themes and topics.

- | | | |
|--------------------------|--------------|---------------------------|
| - Personal relations | - Recreation | - Arts |
| - Science and technology | - Food | - Health and welfare |
| - Education | - Shopping | - Environment and ecology |
| - Economy | | |

Structural content.

Tense : simple present/ present progressive (action in progress + future)/simple past (be, have, regular verbs + some irregular verbs) + present perfect: already, yet, ever, never, future.

Modals : can = may (be allowed to)

can (be able to)

may = could (possibility)

must/ mustn't/ don't have to

Pronouns : all : personal, objective, demonstrative, reflexive, possessive.

Comparative and superlative forms./- Conjunctions/- Prepositions (place and time)/- Determiners/ Intensifiers and quantifiers/Regular and irregular plurals.

Questions : yes/ no, wh words : where, who, how, what, how many, how much, how old, why, whose.../question tags.

Answers : short (subject-auxiliary/modal) + long answers

- Genitive ('s)

Functions :

- | | |
|--|---|
| - Introducing oneself & others | - Inviting |
| - Greeting people | - Expressing possibility |
| - Giving and eliciting information | - Expressing ability |
| - Exchanging personal information | - Asking for permission |
| - Expressing preferences, likes and dislikes | - Talking about past activities |
| - Expressing opinion/ Agreeing & disagreeing | - Talking about quantity or amount |
| - Making suggestions | (Extract from the "Cahier de Charges" issued by |
| - Requesting and offering help | the Ministry Of National Education.) |

STANDARDS AND COMPETENCIES

In line with the terms of reference, the textbook has been designed to cater for the following overall standards and competencies.

1. • Use English to communicate in social settings
• participate in social interaction
• interact in basic English orally and in writing for personal expression and enjoyment
• develop appropriate learning strategies to enhance communicative competence
2. • Use English to develop good learning strategies
• use English to interact in the classroom
• use written and spoken English to obtain process and provide information

3/He is encouraged to adapt the materials in the book and adopt any approach s/he deems more appropriate for the achievement of the objectives targeted in the unit.

Accordingly, the book is structured for the purpose of accommodating these roles and fostering learner motivation through enjoyable tasks (Learn with fun) themes relevant to his/her age group and trends (technology, music, sports).

This book makes use of a wide range of exercises and activities for the teacher and the learner to choose from and decide accordingly.

A NOTE ON THE AUDIO COMPONENT

The CD accompanying the book contains 30 short dialogues recorded by native speakers of English. The two first ones of each unit are meant to contextualize the introduction of new language (See Welcome to New Language above).

They are structured in such a way as to allow for practice in pronunciation, stress, rhythm and intonation. They are recorded with blanks for the students to repeat, should the teacher choose to approach them orally. In which case, attention should be paid to rhythm, stress, weak forms and stress placement. Students should be encouraged to imitate the voices they hear, an exercise they enjoy and do perfectly well. You may want them to memorize and act out the dialogues in class or at home.

There are plenty of techniques you can use to teach the above suprasegmental features of English but it is recommended that you always proceed from perception practice to production practice.

- a- Perception practice includes listening to spoken language in order to identify intonation contours and stress placement and
- b- during production practice, the students rehearse what they hear to master (some of) the elements in (a) above.

TEACHING LISTENING

The ultimate goal behind ELT overall is to enable students to function in communication situations even if they do not have complete mastery of the grammar or lexicon. In the case of listening, this means training them to use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and go beyond word-by-word comprehension.

To accomplish this goal, the listening tasks in this textbook focus on the process of listening rather than on its product.

- They allow students to make use of their listening strategies by engaging them in a different range of listening activities and by encouraging them to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments
- They foster the development of listening skills and the use of listening strategies by using the target language to carry out classroom activities: making announcements, assigning homework, describing tests, managing classroom activities...

By exposing students to recordings by English- native speakers, the listening component will help students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way the learners will be given the foundation for communicative competence in the new language.

Stages to go through

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for.

- Decide if more linguistic or background knowledge is needed.
 - Determine whether to attend to overall comprehension, focus on language or both.
- During and after listening: Monitor comprehension.
- Verify predictions and check for inaccurate guesses.
 - Decide what is important to understand and what is not.
 - Listen again, if necessary, to check comprehension.
- After listening: Evaluate comprehension and strategy use
- Evaluate comprehension in a particular task.
 - Evaluate overall progress in listening and in particular types of listening tasks
 - Modify strategies, if necessary

Procedure

- Set the scene for the listening passage to help students activate their background knowledge
 - Assign a pre-listening task to allow students to identify the listening goal: to obtain specific or general information.
 - Help students outline predictable sequences in which information may be presented: who/what/when/where.
 - Help students identify key words/phrases to listen for Post script.
- The CD/ tape accompanying the book contains 10 short dialogues, i.e 1 dialogue per unit meant to develop the learner's listening skills.

STRUCTURE OF A UNIT

The student's book consists of ten self-contained units and an index.

Each unit contains 12 sections each of which with a particular objective contributing to the main target competencies and overall content standards implemented throughout the course :

1. Learn how to learn
2. Explore the picture
3. Welcome to new language
4. Expand your Vocabulary
5. Learn your Grammar
6. Practise your Listening
7. Practise your Reading
8. Function In English
9. Learn With Fun
10. Work on your project
11. Sum up your grammar
12. Check Your Progress

SECTION ONE : Learn How to Learn.

The aim here is to equip learners with learning tools and strategies to enable them to turn into self reliant learners.

By learning tools and strategies (LTS) reference is made to :

- a. The language used by the teacher to manage classroom activities (listen, repeat, work in pairs....)
- b. The language used by students (Ss) to interact with their teacher and peers
- c. Reference books such as a dictionary, grammar books, etc.

The rationale behind the inclusion of such a component is that in actual terms, the Moroccan learners of English hardly have the opportunity to use English for genuine communication. (e.g. to fulfil a communicative need). These LTS activities are therefore meant to make of the English class an environment where students should function in English right away from the first day of their learning process. As for (C) above, the assumption is that although high school students have gone through other language learning experiences in which they might have used dictionaries, they will benefit from learning to use an English-English dictionary which differs, to a certain extent, from using an Arabic or French dictionary: English-English dictionaries have their own distinctive features : phonetic transcription stress and word formation.

SECTION TWO : Explore the Picture.

The main visual aid (VA) is meant to stimulate students' interest in the topic of the unit. It also provides visual contexts for language input related to the theme (mainly vocabulary). New language flows naturally from the description of the visual support assisted by the teacher's prompts and students' queries.

SECTION THREE : Welcome to New Language.

This section consists of two dialogues related to the theme(s) of the unit. The objectives sought are three :

- recycle previously covered language,
- provide textual context for new language (mainly grammar),
- serve as a model for pronunciation practice.

SECTION FOUR : Expand Your Vocabulary.

This section is entirely devoted to vocabulary and collocations specific to the main theme of the unit. It focuses on lexis covered earlier in the first section and paves the way for the upcoming sections : listening, reading and writing.

SECTION FIVE : Welcome to New Language.

In this section, focus is on (a) new language structure(s) used in the dialogues, (b) grammar elements to be encountered in the forthcoming sections, listening and reading in particular, and/or (c) the language to be used in the subsequent tasks: **Write In English, Function In English, Learn With Fun** and **mini projects**.

SECTION SIX : Practise Your Listening.

Listening introduces another facet of the unit theme. It provides a different context for grammar and vocabulary and, more importantly, aims at developing the learners' listening sub skills.

SECTION EIGHT : Practise Your Reading.

This section is primarily meant to sharpen the learners' reading (sub)skills and considers another aspect of the theme. It reinforces the language covered in the previous sections and introduces the next sections : writing and mini-projects.

SECTION NINE : Write In English.

This section is designed to enable learners to:

- master the mechanics of writing (capitalisation and punctuation),
- master sentence word order,
- practise ordering sentences into coherent paragraphs,
- compose e-mails, notes and messages.

- compose short paragraphs related to the main theme of the unit and/or to their personal experience and environment using the language covered in previous classes, and
- make notes/posters for oral presentations.

SECTION TEN : Function in English.

Here, students are engaged in role-plays involving problem-solving tasks and information-gap activities. They are required to work in pairs or small groups. These activities and classroom management techniques, besides the opportunity they provide for language-functions practice, aim at:

- giving students practice in negotiating strategies
- training them to make reports and presentations
- fostering teamwork and collaborative learning.

SECTION ELEVEN: Learn With Fun.

This section often consists of two sections : language games and general knowledge materials. The assumption behind the inclusion of fun activities and informative tasks in the book is that language learning is best enhanced when students are concentrating on meaning rather than on form.

The fun part of this section serves to maintain learner motivation and enable students to use what has been covered earlier in the course.

The second component is devoted to informative input, generally about other cultures. It is meant to foster cross-cultural awareness and broaden the learner's horizon while fostering his/her feeling of belonging to his/her own culture.

SECTION TWELVE : Sum up your Grammar.

Here, the learner is provided with tables/diagrams summing up the grammar points covered in the unit. These summaries are meant to help the learner:

- check his/her grammatical hypotheses inductively, or apply the rules in case of a deductive approach,
- visualise and memorize grammar rules, and
- check and evaluate his/her own progress.

SECTION THIRTEEN: Check Your Progress.

This last section aims at enhancing learner self-reliance. Therefore, it is to be done by the student on his/her own or eventually with a peer. The purpose behind it is to enable the learner to :

- detect his/her strengths and weaknesses by her/himself. (for such a purpose, all the exercises are discrete point items and the keys are included in the student's book), and
- decide what remedial steps to take.

Teachers should explain the rationale behind this activity to their students, as it may be new to some of them.

SPEAKING

There is no specific section devoted to speaking as such. Speech is extensively practised in every section throughout the course as well as during the whole learning-teaching process: while asking and responding to questions, correcting peers, asking for and giving clarification...

UNIVERSAL VALUES AND CULTURAL AWARENESS

The book deals with this component both explicitly and implicitly and teachers are advised to instil universal values of tolerance, gender equity and democratic practices in their work practices.

A whole section is devoted to cultural awareness activities and detailed teaching tips are included for each unit.

Gender equity themes are underlined throughout the book and sometimes in a somewhat challenging way ; Aicha, a married mother, works in the evenings. Ann plays soccer and her coach is a woman. Zaina, a young girl, enjoys the right to invite her friend. Teachers should take advantage of similar situations to raise SS's awareness to gender equity values.

As for other values such as democracy and human rights principles, it is recommended they also be practised in teacher classroom management (equal distribution of student-talk and feedback giving, etc.) These values, alongside the highlighting of our own cultural heritage, should constitute the core ingredients for a democratic class fostering a democratic society.

GLOBAL STRUCTURE OF A UNIT

Component I Presentation

1. Learn how to learn 1 hour

- | | |
|----------------------------|---------|
| 2. Explore the picture | 30 min- |
| 3. Welcome to new language | 2 hours |
| 4. Expand your vocabulary | 1 hour |
| 5. Learn your grammar | 1 h 30 |

P R E S E N T A T I O N

New Input presented
(Predominance
of oral work)

Component II Practise

- | | |
|----------------------------|--------|
| 6. Practise your Listening | 1 hour |
| 7. Practise your Reading | 1 hour |
| 8. Write in English | 1 hour |

P R A C T I C E

Input above recycled
Language reviewed
(Previous units)
And/or a few new
vocabulary items

Component III Transfer

- | | |
|--------------------------|--------|
| 9. Function in English | 1 hour |
| 10. Learn with fun | 1 hour |
| 11. Culture | 1 hour |
| 12. Work on your project | 1 hour |

T R A N S F E R

13. Check your progress home

Remedial work based on self-evaluation

SUMMARY

1. The eclectic approach adopted for the design of the book is reflected in the global structure of the unit. Every unit consists of four major components each of which draws on some of the principles underlying the major trends of syllabus design and represents a phase in the conventional PPP (Presentation, Practice and production) learning-teaching model.

Component I above is mainly based on activities drawn from the structural approach and represents the language presentation stage.

Component II draws mainly on both the structural and the communicative approach and could be considered the unit's practice stage.

Component III draws on various design paradigms (mainly CLT and the competency-based approach). It consists of task-based activities and could be seen as the production stage of the unit (sections 'Function in English' and 'Learn with Fun'). At the beginning and end of each unit, LTS and CYP (Check Your Progress) are inspired from learner centred approaches and may stand for the verification phase of the unit.

2. The eclectic approach is also reflected in the teaching materials: though some exercises and activities in the same section address the same goal and may look, therefore redundant. They should be seen as alternatives for the teachers to choose from in order to account for mixed-ability classes, as they are graded in terms of difficulty.

3. Teachers are urged not to adhere consequently to the order of the unit sections or the notes in this book: they are constantly invited to vary their teaching and adapt their materials to meet their students' needs and their levels, learning styles and environment.

GENERAL IMPLEMENTATION TIPS

These are the strategies and techniques used inside –and outside– the classroom by learners and teachers in order to put learning and teaching theories to practice: all the practices put at play to promote learning.

GENERAL ASSUMPTIONS

These tips are based on the assumptions that :

- no teacher's manual can accommodate all teaching situations. Hence the need for creative adaptation
- what is taught is not what is learnt: the teacher is to engage in a process of on-going evaluation,
- learner's active involvement in the learning process is essential: the adoption of tactful classroom management is paramount,
- Individualised teaching enhances learning: teacher awareness of individual learning strategies and the promotion of Computer Assisted Language Learning (CALL) practices whenever the facilities are available.

IMPLEMENTATION TIPS

IMPLEMENTING EXPLORE THE PICTURE

1. Go through the whole unit to identify the content (theme, lexis, grammar, functions and competencies).
2. Prepare your lesson accordingly.
3. Have your SS talk about the picture using the prompts (provided in the SB and TB and/or your own) to create the need for the use of the unit contents above (especially lexis)
4. Check that your SS take a few notes in their copybooks.

IMPLEMENTING WELCOME TO NEW LANGUAGE

Dialogues introduce the theme(s) of the unit, provide a semi-natural context for language elements use (vocabulary, grammar & functions) and target competencies. They can be treated inductively or deductively. Students are exposed to them either before or after the new language has been taught.

It is recommended to vary the approach based on the day's ambiance, learner needs, and nature of the text (some text types lend themselves more to one mode than to another.) Both inductive and deductive approaches can be used in the same period as there are always two texts/dialogues.

Dialogues are a dream opportunity for oral work. Therefore, practice in speaking and listening is to be given special focus. To this effect, the tape/CD accompanying the book is a valuable aid. It provides extensive practice in pronunciation, intonation, rhythm and stress, and familiarizes learners with native-speaker accents.

IMPLEMENTING EXPAND YOUR VOCABULARY

Since vocabulary is at the basis of language acquisition, it has received a great deal of the book's interest. This section addresses the vocabulary issue in a focused way to help students develop their own strategies for an ongoing vocabulary-building. It draws mainly from two different approaches, The Lexical Approach and The Thematic Language Teaching Approach.

Lexical approach distinguishes between learning vocabulary in the traditional way, and lexis. This section emphasizes the use of new vocabulary items. It is recommended that the practice stage should get maximum attention. While teaching collocations, teachers should insist on correcting any unnatural word combinations students may come up with.

The thematic language teaching approach is at the core of this section. Activities are based on the themes of the units. The course draws on various ways and methods to present and practise the vocabulary items. These include illustrations and graphic organizers, such as spider diagrams, maps, and charts to help students organize information. Examples are provided to help students understand word context.

Last but not least, the eclectic approach adopted in the book has made it possible for Expand Your Vocabulary to draw heavily on both Task-Based Learning and Cooperative Learning.

Teachers should keep their talking time to the minimum to give a chance to the students to practice what they have learned. Students should be encouraged to guess the meanings of new words from comprehensible context/input. Their attention should also be directed to the use of new words and their lexical environment, such as the other words or phrases that are used with them. Students should also be encouraged to keep vocabulary notebooks where they note down not only the meanings of new words but also the ways they are used by native speakers.

IMPLEMENTING LEARN YOUR GRAMMAR

Grammar is usually taught either deductively or inductively.

In a deductive model, the lesson usually begins with rules. Students then receive specific examples from which they are encouraged to draw inferences and make predictions based on these examples.

In an inductive model, the lesson usually starts with the presentation of language chunks in context, from which, the students are encouraged to form rules using the process of hypothesis-making and reasoning.

For an effective grammar teaching and learning, and for the sake of variety, a combination of the two approaches is most desirable.

It's up to the teacher to decide when to use such or such approach, depending on his/her students' learning abilities and his/her classroom situations.

How is grammar taught in the book?

To teach grammar, the book makes use of.

1. Dialogues.

The aim of these dialogues is to introduce the new grammatical items in real and meaningful contexts. The idea behind this procedure is to facilitate grammar learning among our learners. Thus, these dialogues are not only a means of contextualization of the target structure but also a very efficient way to help learners relate the form of the language to its meaning and use.

These dialogues are followed by activities whose aim is not to test comprehension but rather teach new structures.

At this stage, the whole work should be oral.

This section is divided into three subsections.

- a. The study subsection. Here Ss are provided with written or visual support or both showing how the structure is used.
- b. The practice subsection helps Ss internalize the rules through different practice activities.
- c. Use your grammar : Ss are provided with situations where they can relate what has been dealt with in the previous subsections to the students' real life and experience.

Most of the grammatical items presented are regularly recycled in subsequent sections and units.

IMPLEMENTING IMPROVE YOUR LISTENING AND IMPROVE YOUR READING

(These two sections are both receptive and are usually treated in the same way.

1. Set the scene to activate the learner's schemata about the theme : a few words about the theme, a visual aid (VA).
2. Introduce the text by means of a VA or The title.
3. Have SS make hypotheses about the content of the text, the characters in it...
4. Introduce briefly any unfamiliar lexis which cannot be inferred from context and which may hinder comprehension.
5. Set a listening task (a pre-listening question).
6. Play the tape or read the text at normal speed. You may want to break it into manageable and meaningful chunks.

7. Have Ss check their guesses in (3) and answers to (4) above individually, in pairs or small groups.
8. Proceed to correction with the whole class.
9. Play the tape or read the text again and have Ss.
 - answer your questions.
 - do the tasks in SB and/or ask each other questions.
10. Proceed to dialogue memorization (listening) or text structure study (reading)
 - Ss repeat utterance by utterance after you or after the tape if available paying attention to pronunciation and intonation or to logical connectors, punctuation and capitalisation, if it is a reading activity.
 - Omit parts of the text for SS to supply.
 - Focus on utterances with particular importance in terms of intonation, stress or rhythm.
11. Ask SS to produce similar dialogues, skits or texts individually, in pairs or groups and present their productions to the whole class.
12. Ss do tasks in SB or tasks of your design.
13. Ss engage in a discussion related to the theme.
14. Choose a few idioms, expressions or collocations used in the text and have Ss practise them orally and/or in writing.

In the last units, there are 2 reading texts. This is to cater for mixed-ability classes. Teachers may also assign each group a text and make each group questions about their text thus creating an information gap.

IMPLEMENTING WRITE IN ENGLISH

The unit writing tasks are graded from simple to elaborate, to cater both for mixed-ability classes and level discrepancies between streams in the Common Core.

Each writing section usually comprises scrambled words or sentences and a short paragraph, an e-mail or a note to write. Mini-projects also involve writing practice.

Below are a few teaching tips for the writing lesson. It revolves around four phases.

• Awareness-raising phase

The activities are unscrambling sentences and/or paragraphs. Here SS are led to discover the English sentence word order and the logic underlying paragraph organisation. For so doing, attention should be paid to.

- Punctuation, capitalisation,
- Reference markers, and
- Logical connectors.

These tasks are integrated with reading (and sometimes with listening): reading passages should be used as models.

• The support phase

Here SS are made to engage in remedial work either individually, in pairs or groups and eventually with the teacher.

It is essential to train SS to focus (a) on relevance of ideas, (b) coherence, (c) awareness of reader, message and purpose then (d) correctness in terms of grammar and of vocabulary.

• **The practice stage**

This is an opportunity for the Ss to apply and practise what they learnt in the previous phases. Practice can be global or focused. Focused practice focuses on a particular element at a time, whereas, in global practice, a holistic approach is adopted. Teaching writing in the book means moving gradually from a focused practice at the beginning (particularly with slow learners) to a global practice. This is reflected in the sequencing of the writing tasks. With "good" Ss, activities involving focused practice could be assigned as homework. However, slow Ss may need to do them in class for the sake of confidence building work. In terms of classroom management, writing tasks can be done individually and/or in groups. Group should be encouraged to promote collaborative learning.

• **The feedback phase**

This is an essential step in writing. It should constitute a learning rather than an evaluative experience for the student. It should help SS to identify features of good/poor writing and enable them to suggest improvements.

- Teachers need to decide what elements to focus on.

- Feedback can be given by peers, the learner her/himself, a group of learners; the learner in collaboration with the teacher or the teacher as a last resort.

Feedback can be oral or written. the book suggests assigning writing tasks related to mini-projects out of class and preferably in groups.

The awareness raising, support and practice cycle is a whole and should be adopted as such. However, the materials in the book could be adapted to cater for specific needs.

Implementing Function in English

Implementing Learn with fun

This section consists of two subsections. 1. Have Fun, 2. Learn about other cultures.

Learn with Fun.

This section is meant to create a relaxing atmosphere and help students build up confidence. It is recommended that teaching new items be reduced to the minimum, to enable students to perform in a natural, enjoyable, and relaxed context. Teachers are advised to perform "fun" activities as often now and again. The additional activities suggested in the teachers' notes and teacher devised ones are also to be used. Dividing the class into teams and creating a competitive context would make these activities both enjoyable and instructive.

Learn about Other Cultures.

The purpose here is to bridge cultural gaps. Learn about Other Cultures has been designed to address global issues and to create cross-cultural and interdisciplinary awareness. The activities are designed to meet two purposes : 1. the need for the students to be aware of global and international issues. 2. student age-related concerns. This section should be given as much importance as the other components in every unit. It relates lexically and thematically to the rest of the unit. It seeks to develop the understanding of different cultures which leads to a positive attitude towards language learning. Teachers tipped on how to deal with the culture section in the notes of each unit. However, they are encouraged to use their own materials as often as they can, provided these materials do not conflict with the basic objective of Learn about Other Cultures, helping students both take pride in their own culture while developing a healthy and tolerant attitude towards other cultures.

A TENTATIVE YEARLY SCHEDULE

The book suggests the schedule below for the school year :
34 weeks x. 4 hours per week.

Semester 1

Ice-breaking Tips	1 week	4 hours
Units 1 thru 5	15 weeks	60 hours
Other activities	1 week	4 hours

Semester 2

Units 6 thru 10	15 weeks	60 hours
Other activities	2 weeks	8 hours

ICE-BREAKING TIPS

These tips are mainly meant to expose students to English in a smooth way, and familiarize them with the language which will be used in the classroom. That is why it is highly recommended to refrain from translating. Using real objects, visual aids and activities that involve Total Physical Response (TPR) will certainly prove very efficient at this stage. It is therefore obvious that the whole work will be oral.

The first encounter with English will have a determinant impact on learner motivation. This means that we need to make these tips as informal and as enjoyable as possible in order to enhance in the learner the desire to learn. Experience has shown that games and songs are very much enjoyed by learners especially at this age. Some of these have been suggested further ahead in the teacher's book (TB). However, it is worth noting that there is no better material than that designed by the teacher her/himself.

These tips should last no less than a week and no more than two ; time enough for students to get used to their new environment and get definitely settled.

Do not worry if your students do not assimilate all the contents of this unit. They will have the opportunity to study them more formally and in more detail in subsequent units.

Competencies

- Greet and respond to greetings.
- Introduce oneself and the others.
- Give and ask about names.
- Use some classroom English.
- Make and respond to polite requests.
- Tell & ask for time.
- Give and ask about age.
- Learn names of a few countries, cities and capitals.

Example :

Rachid El Ouali	Juan Carlos	Chirac	Michael Dougloous
Moroccan .	Spanish	French	American

Students practise :

S1 : where is... from ?

S2 : S/he is from Morocco.

OR

S1 : What nationality is X ?

S2 : S/he is

Demonstratives with classroom objects : pens, books, tables, etc...

This is my pen.

These are your books.

That's Jane's chair.

Those are our friends.

Use classroom objects.

Use the (same) objects to introduce and practise genitive.

Example :

T : Is this your pen ?

S : No, it isn't.

T : Whose pen is it ?

S : It's X's.

Polite requests

T. makes polite requests & Ss respond (Total Physical Response).

Stand up, sit down, come here, please etc.....:

Use flashcards with different actions for students to practise making requests

Numbers

Teach numbers from 1 to 20.

Have students give their telephone numbers, and (or)

Write some phone numbers on the blackboard for them to read aloud.

Telling & asking for time

What time is it ?

It's : 6:00 - 7:15 - 8:40 - 9:50 - 11:00

.....

Giving and asking about age

Draw Ss's attention to the fact that it is not quite appropriate to ask people (especially women) about their age.

Give your age & ask your students about their ages.

Introduce. " how old are/is ..? "...

I'm (age..),

He/She is (age)..

UNIT 1

PERSONAL RELATIONS

STANDARDS

- Gain knowledge of other cultures
- Connect with other disciplines
- Work effectively in groups

COMPETENCIES

- Talk about self and others
- Use and understand classroom language
- Identify names/ flags/ capitals

LEARN HOW TO LEARN

Competencies

- 1- Identify and use language related to classroom objects,
- 2- Respond to everyday classroom-management discourse.

Suggested Procedure

- Ss listen to individual words (tape or teacher) with teacher pointing to objects.
- Ss listen, repeat and show right objects.
- S to S exchange.

Tape/teacher.

- Open your book, please.
- Listen to the tape/teacher...
- Take the chalk/pen...
- Ss respond : Ok (and carry out the request).
- Same steps as above.

Introduce 'how much'.

Use flashcards of school objects with prices on them and model the following exchange.

A: How much is this pen ?

B: Ten dirhams.

EXPLORE THE PICTURE

A FAMILY TREE

Competencies : By the end of this activity Ss will be able to

- 1- Give and elicit names.
- 2- Identify and use kinship terms.

Procedure

- Teach " his - her ".
- Teach vocabulary related to family relationships.
- Use family tree to introduce & practise father, mother, daughter, grand mother/ father/ daughter/ son, husband & wife.

- Ss ask each other questions about their families or
- Pair/groupwork : Ss exchange information about their families/... their kinship relations.
- Ss look at main visual aid & ask each other questions about it.

Example : A : what's..... to..... ?

B : she / he's

grandfather
father
uncle
niece
wife

grandmother
mother
aunt
brother

grandson
son
cousin
sister

granddaughter
daughter
nephew
husband

WELCOME TO NEW LANGUAGE

Dialogue one

Competencies

By the end of this activity Ss will be able to

- 1- Understand & use formulaic expressions (greetings, what's the problem?, Can I help you ?)
- 2- Begin to infer meaning from context.

Suggested procedure

- 1- Set the scene.
- 2- Suggested pre- listening question (PLQ) : Guess what Aicha's problem is.
- 3- Play tape or read dialogue.
 - Elicit answer to PLQ.
 - Have Ss infer meaning of "Can I help you ?" & "lost" from context.
- 4- Move to more detailed questions.
- 5- Ss memorize & act out dialogue.

Dialogue two

Competencies

By the end of this activity Ss will be able to

- 1- give basic information about other people (name, age...)
- 2- Spell their/other people's names.

Suggested procedure

Adapt procedure above or design your own keeping in mind the competencies being targeted.

Alternative use of the dialogues

One of the two dialogues may be used as a reading passage. The competencies targeted as well as the procedure remain the same. Dialogue one has been suggested below as an example but teachers are urged to design their own reading comprehension tasks provided the same competencies are sought.

EXPAND YOUR VOCABULARY

Competencies

- 1- At the end of this section, Ss will be able to understand spoken language and written materials on topics of personal interest.
- 2- Begin to derive meaning through contextual clues.
- 3- Give possible solutions to a problem related to a personal need.

Numbers

By the end of this exercise, students should learn numbers from 0 to 20.

- Have students listen to and repeat numbers (Tape or teacher).
- Draw the students' attention to stress.
- You may choose to do the following books closed.
 - dictation (in pairs), number chain.
- Give an example (in groups, from small to big, and vice versa).

LEARN YOUR GRAMMAR

Competencies

At the end of this lesson, students will be able to use

- 1- The verb to be in the present tense
- 2- The subject pronouns with the verb to be
- 3- The indefinite article
- 4- Yes/no questions
- 5- Question words : where... from
- 6- Yes/no questions.

A- The verb "to be"

Presentation

The verb 'to be'

T presents the verb 'to be' all forms all subject pronouns.

Have students study the examples in the study section..

Have students do the activities in practice and use sections.

Correction.

B- The indefinite article a/an/Zero article

Presentation : T presents the indefinite article using realia, & flashcards...

Practice : T designs her/his own practice tasks (an example is suggested in SB).

PRACTISE YOUR LISTENING.

Integrating listening, speaking, reading and writing.

Competencies : Ss will be able to

- understand spoken language on a familiar topic.
- eliciting and giving personal information
- fill in a form based on the listening passage below.
- derive meaning from derivation (**sixth**).

Suggested procedure

- 1- Set the scene :
- 2- Write pre-listening question (PLQ) on BB. (Where's Aicha?)
- 3- Have Ss make guesses.
- 4- Play tape or read dialogue at normal speed.
- 5- Elicit answer to PLQ.
- 6- Move on to the listening tasks (SB) p15. (re-read the dialogue only if necessary).
- 7- Check Ss answers.
- 8- Ss listen again and repeat individual utterances after tape or teacher if tape not available.
Focus on pronunciation, intonation & rhythm.
- 9- Ss act out dialogue.

Pre-listening question

- What does "sixth" mean ?

Aicha is still at the police station. The policewoman is asking her questions.

PLQ : Guess the policewoman's questions.

Policewoman :	Good! Your address, please ?
Aicha :	10, St Mark Street, London.
Policewoman :	What's your phone number ?
Aicha :	Home number ?
Policewoman :	Yes, please.
Aicha :	071824395.
Policewoman :	OK, what's your son's school ?
Aicha :	King George High School.
Policewoman :	What grade is he ?
Aicha :	First year.

STANDARDS

- Gain knowledge of other cultures
- Learn to become an independent learner
- Solve a problem

COMPETENCIES

- Ask for clarification
- Derive meaning from context
- Learn about a major figure in technology

LEARN HOW TO LEARN

Competencies

This lesson is the first of a series meant to give learners training in dictionary skills and asking for clarification. Therefore, by the end of this session, Ss will be able to

1. recite the English alphabet properly (i.e. in its order & right pronunciation).
2. order words alphabetically (as they would occur in a dictionary).
3. request & thank for clarification.

Dictionary Skills

Suggested procedure

1. Show the class a keyboard & teach the word.
2. Write or have (a) student (s) write the alphabet on BB.
3. Play the tape & have Ss sing along in chorus then in small groups & individually till you feel they have memorized it.
4. Scramble up the alphabet & ask them to unscramble it (preferably as a competition in pairs or groups).
5. Have Ss do exercise 3 (SB) as a competition then exercise 4 (SB, p.21).

Requesting & thanking for clarification

Suggested procedure

1. Model the dialogue/ have Ss listen (tape or teacher).
2. Have a few pairs act it out in front of the class.
3. Pair work.

Note : Words used for pronunciation practice are mostly words encountered in previous classes. Others are easy to guess/ cognates. Do not spend time explaining them as they will reoccur in subsequent sections of this unit.

EXPLORE THE PICTURE

Have Ss look at the picture. Ask them if they know the name or the names of any of the objects in the picture to create the need for learning in the Ss.

Teach them the names of the different objects in the picture.

(laptops/printers/scanners/ TV/etc.....)

Teach them the following vocabulary words related to these objects. ie. expensive/cheap/make/ prefer.

Teach them the name of the British currency.

WELCOME TO NEW LANGUAGE

Competencies

By the end of this section, Ss will be able to use the language they have encountered so far to

1. express ownership, (lack of ownership) with have (not) got.
2. apologize.
3. begin to make good guesses.
4. infer meaning from context.
5. answer a phone call.

Suggested procedure

Dialogue one

Teach : - have got (affirmative, interrogative & negative).
- Still, best friend, ring (to).

1. Ss do exercises in SB (p.23) or those designed by teacher with the competencies above in mind.
2. Peer then class correction.
3. Ss act out dialogue.

Dialogue two

Teach : at home, strange, bad news.

1. Ss read & try to guess Peter's replies, individually then in pairs.
2. Class correction (accept any plausible answer).
3. Ss do exercises in SB. Correction.
4. In pairs Ss practise making & answering phone calls, make sure they use the right intonation & polite expressions, (allow Ss to change partners).

Pronunciation Practice

1. Ss listen to parts of the dialogue & repeat with focus on pronunciation, intonation, rhythm and stress (encourage "positive" mimicry).
2. A few pairs act out in front of class.

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

1. acquire and use new vocabulary related to modern technology.
2. review and use some verbs they have learnt before.

Modern technology

A. Books closed. Draw a spider map on the board.



Ask students to tell you the technology-related vocabulary items they know. Correct their errors (pronunciation, spelling, etc.), but don't teach them other words.

Books open. Students match the words with the pictures. The teacher's assistance should be kept to the minimum as this exercise heavily draws on the students' background knowledge as well as their guessing talents.

Pair correction.

Key :

- | | |
|---------------|-----------------|
| 1. camera | 6. computer |
| 2. printer | 7. DVD player |
| 3. calculator | 8. mobile phone |
| 4. laptop | 9. camcorder |
| 5. television | |

PAIR WORK

Students talk about their possessions as indicated in the students' book. To check if they have done the exercise properly, the teacher may ask them to report to the class what their partners have/not got. S/he may proceed this way : "Ahmed, what has your partner, Ismail, got? What hasn't he got?"

VERBS, VERBS...

This exercise is meant to review previously taught verbs. To be done either in class or at home.

Key :

- | | |
|---------|----------|
| 1. know | 3. spell |
| 2. Look | 4. sit |

LEARN YOUR GRAMMAR

Have got

Suggested procedure.

Introduce 'have got' all forms all subject pronouns, using realia, and flashcards

Have Ss make use of the family tree in the previous unit. Encourage contracted forms. Short and long responses should also be encouraged.

Have Ss look at the Itry family on p.10 (SB) and study the sentences on p. 25.

Have them do tasks in the practice subsection.
correction.

Have Ss do tasks related to the 'use your grammar' subsection
Peer/ class correction.

Have Ss practise the structure 'have got' using the items seen in the vocabulary section.

Example:

A: I've got a camera. Have you got one, too?

B: Yes, I have, /No I haven't.

+ As an alternative task:

In pairs, Ss ask and answer questions about their possessions.

Introduce wh questions: who/what/where

Have Ss do tasks on p. 26 (SB).

Teach there is /there are with some and any... and do tasks on p.27 (SB). Correction.

Teach regular and irregular plurals and have Ss do tasks on p.28 (SB).

Correction

PRACTISE YOUR LISTENING

Competencies

Ss will be able to

- Understand basic language related to shopping.
- Begin to derive meaning from textual clues, and
- Begin to derive meaning from contextual clues.

Suggested procedure.

Set the scene for the listening task.

Have Ss listen to the dialogue and answer PLQ/Correction.

Have them answer factual questions.

Have Ss complete the sentence. (SB p.28)

Read/play section 1 of the dialogue without the shopkeeper's utterances.

Give special importance to intonation, stress, rhythm and pronunciation.

Have Ss provide these utterances.

Have Ss repeat section 2 & 3 after teacher/tape with focus on intonation and stress.

Optional: Ss imagine Beth and Hamid's conversation after their visit to the shop (pair work).

PRE-LISTENING QUESTION

Beth and Hamid are at a shop.

What shop is it?

Listen and check your guess.

Section 1

Beth : Good evening, Ma'am.
Shopkeeper : Good evening. May I help you?
Beth : Yes, please. What watches have you got?
Shopkeeper : We've got a lot. We've got watches for men. Look!
Hamid : Have you got any watches for ladies?
Shopkeeper : Yes, I have. I've got a beautiful one for you Miss, Look.
It's a new **make**.

Section 2

Beth : Sorry, Ma'am ; it's not for me.
Shopkeeper : All right, all right. I've got beautiful ones for men, too.
Here, look, young man.
Hamid : It's not for me, either, sorry, Ma'am.
Shopkeeper : Who is it for, then?
Hamid : It's for my mum.

Section 3

Shopkeeper : I've got a pretty one for your mum, too. Here, look.
(they look at the watch)
Beth : How much is it?
Shopkeeper : 335. Not much.
Beth & Hamid : WHAT??!!
Hamid : I'm sorry. I haven't got that much money.

PRACTISE YOUR READING

Competencies

- 1- guess content from photo and title.
- 2- read for specific information.
- 3- respond to factual questions.

Suggested procedure

Set the scene for the reading activity. Either you write the title of the text on the board, or show Ss the picture of Bill Gate and ask them to predict what the text is going to be about.

Have Ss read the texts and do tasks 1 and 2. (SB) p.29.

Correction.

Have Ss complete the task individually, in pairs or in groups.

WRITE IN ENGLISH

Compétencies

1. be able to spell orally and in writing some of the words introduced previously.
2. use basic linking words.
3. write a paragraph following a model (a riddle « Who is he, »).

Suggested procedure

Have Ss unscramble the words suggested in SB or devise your own.

Present "but" and "and".

Have Ss practise the linking words above.

Have them do the task related to the previous linking word.

Correction.

Have Ss write a paragraph following a model/correction.

Unscramble the words.

Key :

a. generous

b. computer

c. laptop

d. camera

e. printer

f. founder

Use 'but' or 'and'.

1. but

2. and

3. but

4. and

5. and/but

6. but

7. but

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to use the language they have learnt so far to

1. ask for and give information about possessions.
2. talk about their home.
3. share information with their partners.

FIND SOMEONE WHO...

Ask Ss to walk around the class, interviewing their classmates about the items on the chart and noting down their findings. You may demonstrate the activity to them by asking some students. Make sure your students speak English.

Students report their findings as indicated in the students' book.

THE HOUSE

Go through the vocabulary items with your students.

Students work in pairs. They ask and answer questions about their house/apartment.

PAIR WORK

In this information transfer activity, students will work in pair and share information about some people. Tell them the aim of this exercise is to ask for information they don't have and give information they have. Tell students A to open their book to page 31 and students B to page 32. Make sure students don't look at their partners' pages. Again, insist they use only English.

Once they finish, have them check their answers.

LEARN WITH FUN

GAMES

By the end of this section, students will be able to

1. review their vocabulary.
2. identify words in spoken language.
3. use vocabulary in sentences.

N.B. Teachers are encouraged to use these games and others (e.g. The Hanged Man) whenever they feel a need to review previously taught vocabulary in a light-hearted way.

BINGO

This fun game is an excellent review of previously taught vocabulary. For this activity, the teacher needs to write sentences using the words in question in advance. S/he may also use any other vocabulary items s/he judges worth reviewing.

Variation 1.

Students copy the words on their 5-5 grid in any order. Make sure they don't copy each other's grids. Once they have finished, tell them they will hear sentences containing words on their grid. Every time they hear a word, they cross it. The first student to cross five words in a row will shout, 'Bingo!' and is the winner.

Variation 2.

In variation two, the teacher will say the sentences leaving out the words in question for the students to guess. This variation is more challenging and you may need to repeat a sentence more than once.

TIC-TAC-TOE

This game can be played in different ways. Here are two suggested variations.

Variation 1.

Draw a grid with nine squares on the board. Write words you have taught before on the grid. The order is unimportant. Note that you don't have to use the words suggested in the students' book.

Variation 2.

Draw a grid with nine squares on the board. Ask students to give you words they have encountered before and write them on the grid, the order being unimportant.

Divide the class into two teams, Team X and Team O. Toss a coin to decide which team will start the game. Team X, for example, starts by choosing a word from the grid and making a sentence with it. If it is correct, put an X on that word on the grid. Then it is Team O's turn to do the same. If it is incorrect, Team X can use the same word in a sentence. If it is correct, put an O on the word on the grid, and they get a second chance to choose a word. The game continues until one team gets tic-tac-toe, that is three Xs or three Os in a row, vertically, horizontally, or diagonally, as indicated in the students' book.

REVIEW TEST 1

The Bakers have got a beautiful house in a village near London. It has got a dining-room, a bedroom, a bathroom, a kitchen and a yard. It has also got a big garage for the car.

In The Bakers' living-room, there is a TV set, a dining table and some sofas. There are some of their children's photos on the walls.

The Bakers have got a dog, a cat and a horse. Have you got a horse, too?

A. COMPREHENSION

I. Answer the following questions.

1. Have The Bakers got a house or an apartment?
2. Is it a large or a small one?
3. Is there a home cinema in the Bakers' apartment?

II. True or false?

1. The Bakers have got a dining-room.
2. They have got two cars.
3. They haven't got any children.

III. These words are underlined in the text. What do they refer to?

1. It (line 1)
2. you. (Line 6).

B. LANGUAGE

I. Find the question word.

A : is that?

B : That's Mr. Baker.

A : is his occupation?

B : He's a businessman.

A : children has he got?

B : He has got two.

II. Put in the right article: a, an or x (zero article).

Mrs Baker is housewife but her husband is engineer. Peter and Beth, their children are students at university in London.

III. Put the words in brackets in the correct form.

There are six (person) in that picture: three (man), two (woman) and a (child)

C. WRITING

Write a short passage about your dream house.

STANDARDS

- Develop independent learning
- Give and obtain information
- Learn about other cultures (holidays)

COMPETENCIES

- Ask for clarifications
- Talk about holidays and celebrations
- Represent other cultures

LEARN HOW TO LEARN

Competencies

- 1- be able to ask for clarification.
- 2- be able to give clarification.

Suggested procedure

- 1- Write 'nickname' on B.B.
- 2- Read dialogue in SB p. 34. Ss try to infer the meaning of 'nickname'.
- 3- Ask a few questions to check understanding.
- 4- Have a few Ss act out the dialogue.
- 5- Ss do exercises 2, 3 and 4 in SB.

EXPLORE THE PICTURE

Suggested questions

Have Ss look at the VA. Have them describe what they see in it.
 Teach them the names of celebrations in the VA.
 Elicit Moroccan and foreign celebrations they know. Aid El kebir/Aid El Fitr...
 Teach the names of some foreign celebrations. Thanksgiving/ Valentine/ Christmas.....
 Teach the name of special foods related to these celebrations.
 Teach: buy gifts/send flowers/cook/turkey/celebrate/celebrations.
 Have Ss answer the questions related to the VA.
 Have them use the new vocabulary.

Suggested procedure

- look at the picture. Who are these people?
- What are they talking about? (celebrations).
- What do people do on these ceremonies?
- What do they eat? (teach special food related to special celebrations).
- What do parents do? (buy gifts for their children).
- What about Beth and Peter. What celebrations are they talking about?
- When is Thanksgiving? (14 February).
- What do people do on Thanksgiving day? What do they eat? (turkey).
- What do they do on Valentine day? (send flowers, buy gifts).
- Do you know any other Moroccan celebrations? What do people do on these celebrations?

WELCOME TO NEW LANGUAGE

Competencies

By the end of this activity, Ss will be able to

- 1- Talk about food and religious celebrations.
- 2- Talk about actions in progress.
- 3- Talk about future plans using present progressive, and 'going to'.
- 4- Understand and use the following idioms : 'to be fed up with'.
- 5- Infer meaning from context.

Suggested procedure

Dialogue 1

- 1- Elicit a few religious celebrations.
- 2- Have students talk about what they do and eat. (special activities and food/meals).

Teach : 'get ready'.

Dialogue 2

Teach the present progressive for future plans.

Have Ss talk about their future plans.

Have Ss ask their peers questions about their future plans.

Teach and have students practise 'to starve', and 'to be fed up with...'.

Set the scene for the reading /listening activity.

Suggest a pre- listening/ pre-reading question.

Do follow up activities in SB or devise your own.

Have Ss read the dialogue. Correct pronunciation/ intonation/ stress or rhythm mistakes.

Encourage peer correction.

Give Ss practice in intonation.

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

- 1- acquire and practise cardinal numbers.
- 2- acquire and practise new vocabulary related to dates.
- 3- Learn the ordinal numbers

You may start by writing the first five letters of the alphabet on the board and asking students: What's the first/second/etc. letter of the alphabet?

Have students repeat the cardinal numbers. You may also ask them to work in pairs as follows:

A : I'm first.

B : I'm second.

A : I'm third....

MONTHS

N.B. It would be preferable to have a calendar for the next activities.

Students give numbers to the months. Have them practise the names of the months in pairs. You may write this question on the board : 'What's your favourite month?'

PAIR WORK

You may start by eliciting/presenting names of Moroccan celebrations and holidays from students. Then, have them work in pairs.

BIRTHDAYS

Draw a chart like the one in SB on the board and have students copy it on their notebooks. Ask them to walk around the classroom asking their classmates about their birthdays. Tell them not to ask the students sitting next to them, and encourage them to work with other students. Make sure they use English. Depending on class size you may decide on a number of students (e.g. 5 students) to ask.

Check Ss work by asking the class, 'When's Mehdi's birthday?' / 'When's Karima's birthday?' etc.

Optional : For fun, sing the birthday song for the students who were born in the present month.

LEARN YOUR GRAMMAR

Competencies

By the end of this session, and within the limits of what has been encountered so far, Ss will be able to

1. Use the present progressive.
2. use the present progressive to talk about future plans
3. use 'going to' to talk about future actions.

SUGGESTED PROCEDURE:

1. Present the present progressive to describe actions taking place at the moment of speaking.
 2. Use mimicry or flashcards to present the new structure.
 3. Check Ss' understanding.
 4. Ss study the sentences on p.38.
 5. Ss do activities 2/3/4 (in pairs preferably).
- Correction.
6. Teach the present progressive for future plans.
 7. Have Ss study the sentence on p. 39
 8. Introduce 'going to' for future plans.
 9. Follow the same procedure as above.

You may use this activity at the use stage.

Ask your partner what s/he is going to do.

- after class
- this week end
- next summer holidays

PRACTISE YOUR LISTENING

Competencies targeted

1. Make the right guesses.
2. Answer factual questions.

Suggested procedure

- Remind Ss of Aïcha's story.
- Read introductory sentence.
- Have Ss answer PLQ.
- Have Ss listen to section 1.
- Have Ss listen to section 2 and guess who is calling (section 2).
- Ss do tasks in SB p.40/ correction.
- Ss repeat section 1 after teacher/tape
- Ss may memorize utterances in section 2 (intonation practice).

The policewoman is still asking Aïcha questions.

1. guess the policewoman's questions (PLQ)

Section 1

Policewoman : Tell me about Hamid's routine.

Aïcha : Excuse me, his "what"?

Policewoman : His routine, what does he do every day?

Aïcha : Nothing special: he gets up at 7, has a shower, goes to school and comes back home at 6 in the evening. He sometimes plays football after 6.

Section 2

Policewoman : Anything special these days?

Aïcha : He's very busy. He's working on a school project with Beth. He says they're going to do some research.

Policewoman : My daughter has got a project, too. She's doing a lot of work outside. She sometimes comes back home late.

Aïcha's phone rings again.

Aïcha : Excuse me, it's my phone again.

Aïcha answers the phone.

2. guess who is calling.

Aïcha : Oh, is that you Hamid? Where are you?

Hamid : I'm coming right away.

Aïcha : I'm terribly sorry, Ma'am. It's him. He's at home.

Policewoman : It's all right, Mrs. Itry. Kids are all the same.

PRACTISE YOUR READING

Competencies

1. identify main idea.
2. respond to factual questions.
3. identify reference.

Suggested procedure

Set the scene for the reading activity.

Rachid has just got a letter from his Japanese friend, Takeshi. What do you think he's going to talk to him about?

Have Ss read the text and answer Comprehension tasks/correction.

Have Ss complete the tasks individually, in pairs or in groups.

Devise a few discussion questions of your own.

WRITE IN ENGLISH

Competencies

Reorder scrambled words to make correct sentences.

Reorder scrambled sentences to make a paragraph.

Complete a paragraph.

Write a paragraph.

Suggested procedure.

Have Ss do task 1/2/3 individually, in pairs or in groups/ correction

Have Ss write a paragraph about their birthday party.

Key :

1. a. Thank you for your e-mail.

b. People decorate their houses on this occasion.

c. They have special food.

d. Aid Al Fitr is a religious celebration.

2. 1. a 2. d 3. b 4. c

3. 1. thanks 2. have 3. celebrations 4. have 5. kill 6. eat 7. buy 8. go 9. visit 10. drink
11. eat 12. have.

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

1- talk about future plans.

2- handle brief conversations on celebrations.

Finding a time to meet

Students work in pairs. They have different plans for a week holiday and try to figure out a suitable time to meet. Have students ask and answer questions as in the examples.

Encourage them to use both the present continuous and 'going to'.

Picture Talk

Have students work in groups. Encourage them to use the vocabulary they know to describe the pictures. You may write the following questions on the board.

1. What can you see in this picture?

2. What are they celebrating?

3. What have the men got in their hands?

4. In your opinion, why?

5. In your opinion, is it...?

a. funny

b. stupid

c. interesting

d. bizarre/unusual

Discussion

Students discuss the question in groups. Walk around and help them with the vocabulary they may need. Devise a class discussion afterwards. You may also ask each group to write a short presentation on a particular celebration and present it in class.

LEARN ABOUT OTHER CULTURES

Competencies

By the end of this section, students will be able to
Learn about international celebrations.

INTERNATIONAL CELEBRATIONS

You may start by drawing a spider diagram and brainstorming the students on international celebrations.

Ask Ss to work in pairs and do the matching exercise. Class correction.

Key :

A. Hina Matsuri

B. New Year's Eve

C. Thanksgiving

D. Valentine's Day

E. The Chinese New Year.

SPECIAL DAYS

Have Ss work in pairs..

Possible answers :

ring – wedding/marriage

heart – Valentine's Day

Moroccan flag – Independence Day/ etc.

sheep – Aid El Kebir

dragon – The Chinese New Year

STANDARDS

- Give and obtain information
- Connect with other disciplines

COMPETENCIES

- Learn about foreign countries
- Talk about economy
- Learn about the Internet
- Identify semantic relationships

LEARN HOW TO LEARN

Competencies

- 1- Identify word stress.
- 2- Put stress where it belongs (a few words).
- 3- Show the importance of word stress record(n) vs record(v) desert vs dessert.
- 4- Ss do exercises in SB.
- 5- Class correction.

Suggested procedure

- 1- Explain what a syllable is.
- 2- Give a few examples of word stress.
- 3- Ss do exercises 1, 2 and 3 (SB) p.47.

EXPLORE THE PICTURE

Suggested procedure

Have Ss Study the picture.

Teach the following words : map/ ship/sand dunes/import/weather/export/tourists/handicrafts/sell/ buy. use the VA and the question answer technique to create the need for learning the new vocabulary.

Have Ss look at the VA and describe it.

Have them answer the questions in SB. Encourage Ss to use the new vocabulary in their answers.

WELCOME TO NEW LANGUAGE

Suggested procedure.

Dialogue one

Teach the simple present tense.

Teach sell - handicrafts - import.

Devise a pre-reading or a pre-listening question .

Have students read/listen to the dialogue and answer PRQ. or PLQ

Students do tasks 1 and 2 in (SB) p.49. Correction.

Dialogue two

By the end of the hour, and within the limits of what has been seen so far, Ss should be able to

- 1- talk about their country's economy.
- 3- Scan the dialogue for specific information.

Suggested procedure

Have Ss read/listen to the dialogue.

Have Ss do tasks 1/2/3

Correction.

- Have Ss listen to the dialogue again.

• Ss may act out the dialogue in front of their peers.

(give special attention to pronunciation, intonation, and stress).

Teach : kingdom - queen - king:- export - import.

Have students listen to the dialogue and answer PLQ

Have them do true/false questions in (SB) p.49.

Correction.

Have Ss complete the chart in (SB) p. 50.

Have students answer comprehension questions in (SB) p. 50.

Correction.

Country	Kingdom	Republic	Capital	Currency
Morocco	✓		Rabat	Dirham
France		✓	Paris	Euro
Canada		✓	Ottawa	Canadian dollar
Tunisia		✓	Tunis	Dinar
Holland	✓		Amsterdam	Euro
Spain	✓		Madrid	Euro
Egypt		✓	Cairo	Egyptian pound
Great Britain	✓		London	Pound Sterling
Sweden	✓	✓	Stockholm	Swedish Crown
Thailand	✓	✓	Bangkok	Baht

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

- name/describe occupations.

OCCUPATIONS

Draw a spider diagram on the board. See how many occupations your students can name in English.

A. Go through the occupations in SB. Have students give you examples.

B. Matching. Students do the exercise in class/correction.

Key: 1. c 2. f 3. a 4. e 5. b 6. d

C. What are the occupations of your family members?

Students work in pairs and complete the task.

Optional

MIMING

Variation 1. (zero-prep activity)

Have students come in front of the class and mime an occupation for the rest of the class to guess. The one with the right guess takes the turn, and so on.

Variation 2.

Prepare cards with occupations on them. Call on a student to come in front of the class to mime the occupations. Student with the right guess takes turn, and so on.

Variation 3.

The class is divided into teams (the number of the teams depends on class size). Each team takes five minutes to work on their occupations. Then, they have one of them mime the occupation for the other team(s). If they get the occupation right, they get a point. The team with the highest score wins.

LEARN YOUR GRAMMAR

Suggested procedure

1- Introduce the simple present tense (all forms, all subject pronouns.)

Make use of realia, flashcards with different jobs, daily activities...

2. Have Ss do tasks on p. 51

Correction

3. Teach possessives all subject pronouns.

Have Ss do tasks 1/2/3 on p.52 (SB)

Correction.

4. Teach prepositions of place and time.

5. Have Ss do the tasks on (SB) p53-54.

6. Describe a picture for the Ss to draw. Use prepositions seen in the previous activity.

PRACTISE YOUR LISTENING

Competencies

By the end of the lesson, students should

1. begin to adopt good guessing strategies. (PLQ 1)
2. be prepared to check their guesses. (PLQ 2)
3. begin to spot main idea. (finding a title)
4. understand language related to the basics of school-subject projects.
5. start asking questions related to these projects.
6. be aware of the Internet as a source of information (if they are not already).

Suggested procedure

See previous notes on listening and adopt/adapt.

Give your class an idea about school projects.

Brainstorm questions that may be asked to Hamid's father.

Have the class decide which are relevant to the project.

Have Ss listen again if necessary and do tasks (SB p.54)

Elicit other sources of information : books, real life, personal experience...

Depending on your teaching context : find out what Ss know about the Internet, search engines...

Optional Follow up:

- Show your Ss a map of Great Britain and ask them to locate and spell names of British cities.
- Ss do close exercise on section 2. (find out chunks in green characters)
- Ss may memorize section 1.

Beth and Hamid don't know what to do for their economics project.

Now Beth has an idea.

1- Guess what it is.

2- Listen to their discussion and check your guess.

Section 1

- Beth : You know what, Hamid? I've got an idea for our project.
- Hamid : What project?
- Beth : The economics project?
- Hamid : Oh, good. What is it?
- Beth : Something about the economies of our two countries.
- Hamid : Oh, yes! That's a great idea. You're a smart girl.
- Beth : Thanks.

Section 2

- Hamid : You know what, Beth? I already have an idea in my mind.
- Beth : Excellent. Tell me about it. I want to know.
- Hamid : You do research on the Moroccan economy.
I do research on the British economy.
- Beth : But I don't know where to find information about Morocco.
- Hamid : Yes, you do. On the Internet, Beth.

- Beth : Then we can get together and see... (Hamid interrupts)
- Hamid : What each country produces, what it needs and what it exports and imports.
- Beth : Doesn't your dad know that?
- Hamid : Of course, he does.
- Beth : So, he can help us.
- Guess Hamid's answer.**
- Hamid : We can ask him questions.

PRACTISE YOUR READING

Competencies

1. Make predictions based on textual & visual clues (map).
2. Identify reference (while reading question)
3. Identify main idea.
4. Infer meaning & decoding acronyms using own schemata, (con)textual clues & cognates.
5. Answer detailed questions about the text.
6. Start using a special section in notebooks for new vocabulary.

Suggested procedure

1. Set scene :
 - a- have Ss look at the map.
 - b- review content of listening text in the same unit.
2. Explain the title & have Ss predict the content of the text. Have Ss report guesses on BB.
3. Ss read & check predictions individually, in pairs or small groups + whole class discussion of predictions. (Be positive in your feedback to avoid inhibiting guessing in the future).
4. Ss do remaining tasks individually or with peers + class correction.
5. Have Ss practise idioms task 6. (SB) p.55.

WRITE IN ENGLISH

Competencies

1. Arrange scrambled words into sentences.
2. Arrange scrambled sentences into a paragraph.
3. Begin to understand "logical" writing using mechanics & conventions (punctuation & capitalization) & textual clues (anaphoric and cataphoric references) & basic connectors.

Suggested procedure

Ss do Tasks 1 & 2. (SB) p.55-56.

Key :

Reorder the words and write sentences.

1. Moroccan people are friendly and generous.
2. They grow fabulous dates in Arfoud.
3. Tourists like Moroccan food because it's delicious.
4. Tourists like the Moroccan weather a lot.

Arrange scrambled sentences into a paragraph

f. c 2. e 3. g 4. a 5. d 6. b 7. f 8. h

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

1. give opinions on jobs.
2. talk about their future occupations.
3. ask for and give directions.

GROUP WORK

1. Check if students understand the adjectives on the chart. Then, ask them to complete the chart individually. Walk around to help students with the new vocabulary they may need.
2. Students talk to their group about their answers. Make sure they communicate in English.
3. Students talk to their group about their future occupations.

Asking for and giving directions.

Teach different expressions of asking for and giving directions.

Have Ss practise the function by making them ask for and give directions.

LEARN WITH FUN

Competencies

By the end of this section, students will be able to

1. see similarities and differences.
2. review vocabulary.

THE ODD-ONE-OUT

Students work individually or in pairs and try to find the odd-one-out. You may demonstrate the first one by saying, for example, 'A student, a teacher, and a school are parts of education. A businessman isn't.'

Key : (Answers may vary)

2. taxi
3. artist
4. radio
5. secretary

WORD PYRAMID

Explain to students that all the words start with the letter 'H'. They should use the clues to find the words. Then, divide your class into teams. Set a time limit for the activity. The first team to answer more questions will be the winner.

Key :

- | | |
|-----------|------------------|
| 2. hi | 7. hostess |
| 3. has | 8. hospital |
| 4. hard | 9. housewife |
| 5. hotel | 10. high school |
| 6. halves | 11. hard-working |

REVIEW TEST 2

Hassan, a Moroccan tourist in Great Britain, is writing to his family in Marrakech.

Dear Mum and Dad,

This is my second week in England. Now I'm in London, a very beautiful city in the south of England. There is a lot to see, Trafalgar Square, Big Ben, Hyde Park... Tourists like this city very much.

In the morning I go downtown. I have lunch in one of those English traditional restaurants. British food is delicious and not very expensive. I have got an English friend. His name's Alan and he's a doctor. He's a very nice guy. Next Sunday, I'm going to have lunch at his place. This afternoon, I'm going to buy a present for his sister. She's getting married next weekend.

Alan wants to come to Morocco with me. Is it possible?

Bye for now.

Love..

Hassan.

A- COMPREHENSION.

I- Answer the following questions:

- 1- What's Hassan doing in England?
- 2- Who's Alan?
- 3- What's Hassan doing this afternoon? Why?

II- These sentences are false. Correct them:

- 1- This is Hassan's first week in England.
- 2- Alan's niece is going to get married next weekend.

III- Complete the following sentences from the text:

- 1- Hassan finds Moroccan food.....and.....

IV- What do these words refer to:

- a- This city (L.4) b- guy (L.7)

B- LANGUAGE.

I- Give the correct form of the verbs in brackets:

Hassan : What (you, do).....tomorrow, Alan?

Alan : In the morning, I (go)..... to the medina. In the afternoon, some friends (come)..... to my place. We (watch)..... a match.

II- Complete these questions:

- 1-tourists like Morocco?
- 2- you got any British friends?
- 3- Alan and Hassan good friends

III- What do these people do?

- 1- a mechanic.....
- 2- a doctor.....
- 3- a farmer.....

A- WRITING.

Alan is in Marrakech now. He's writing to his family in Great Britain. Write Alan's letter.

STANDARDS

- Develop independent learning(3)
- Gain knowledge of other cultures
- Make comparisons

COMPETENCIES

- Learn about sports
- Express likes/dislikes/preferences and feelings
- Derive meaning using contextual clues

LEARN HOW TO LEARN

Competencies

1. learn how to use a dictionary
2. use guide words to locate information.

Suggested procedure

1. Have a student open a dictionary (if you have only one dictionary) to any page.
2. Point out the guide words on the pages (the first and last words on that page). The words found on the page are placed alphabetically between the two guide words.
3. Write **fruit & fund** on the board. Explain that these are two guide words in a dictionary.
4. Have Ss do exercises 1 & 2 in SB individually then in pairs / class correction.
5. Ask the students which of the following words would be found on this page liberty, monkey, lift, lifesaver. The words lift and lifesaver would be found on this page because they fall in line alphabetically. For another explanation, have the students put all of the words in alphabetical order. The words between life and light would be found on the page.

EXPLORE THE PICTURE

Suggested procedure

Have Ss study the picture and answer the questions in SB.
Ask Ss what their favourite sport(s) is/are.
Ask them if they play any sport and how often they play it.
Discuss with the Ss the importance of sport.

WELCOME TO NEW LANGUAGE

Competencies

Talk about their likes and dislikes.

Suggested procedure

Dialogue 1

Revise the simple present tense.
Introduce the simple present tense with adverbs of frequency. (always/usually.....
Have Ss read or listen to the dialogue and answer the PRQ or the PLQ. Correction.
Have Ss do tasks 1 and 2 (SB) p.62. Correction.

Dialogue 2

Present comparatives and superlatives of long/short/ regular and irregular adjectives.

Have Ss read the dialogue and do the follow up tasks.

Correction.

Have Ss listen to the dialogue.

Ss may act out the dialogue in front of their peers.

Give special attention to pronunciation, intonation, and stress.

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

- 1- Learn and practise collocations related to sports.
- 2- Express likes and dislikes.

SPORTS COLLOCATIONS

Brainstorm the students on the sports they know. Then, draw their attention to the three different verbs we use when talking about different sports.

Give them examples, and go through the exercise with them.

Key :

do	go	play
karate gymnastics weightlifting aerobics taekwondo	skiing jogging swimming horseback riding walking	tennis volley ball football ping pong baseball

In pairs, students talk about the sports they do.

LEARN YOUR GRAMMAR

Suggested procedure.

Review the simple present tense .

Introduce the simple present tense with adverbs of frequency. (Use the suggested activities or devise your own).

Have Ss study the table (SB) p.63 and elicit the difference between always, usually, sometimes, often and never.

A typical weekend for Peter, Beth and their friends.

	8:30	9:00	10:00	11:00	1:00	3:00	4:00
Peter	Get up	Have breakfast	Go shopping	Play computer games	Have lunch	Watch TV	Do homework
Beth			Play computer games	Watch cartoons	Have lunch	Do homework	Do gymnastics
Their friend			Play football			Work on their project	Chat on the internet

- Have Ss ask and answer questions about the people in the table:

Example 1: S1 : - Does Peter get up at 9 on the weekends?
 S2 : - No, he doesn't.
 S1 : - What time does he get up?
 S2 : - He gets up at 8:30.

Example 2 : S1 : - Do Peter and his friend play football on Sunday at 4:00?
 S2 : - No they don't.
 S1 : - What do they do?
 S2 : - They chat on the internet.

Check Ss' understanding after the presentation stage of any new structure.

Optional

- In case Ss need more practice, have them answer these questions about themselves.
 - 1- What time do you get up on Sundays?
 - 2- What do you do in the morning?
 - 3- What do you do in the afternoon?
 - 4- What do you do in the evening?
 - 5- What time do you go to bed?
 - 6- Do you like Sundays? Why/ why not?

PRACTISE YOUR LISTENING

Competencies

1. Anticipate the content of the text.
2. Listen for specific information.

Suggested procedure

Same steps as in previous units (set the scene, answer PLQ, and do post listening tasks in SB p.65).

Ss guess chunks in green characters.

Ss may memorize section 1 (intonation).

Section 1

Diana is in the USA, now. She doesn't know what sport to play in her school. She's asking Kim, her host, for advice.

Diana : What sport do you play, Kim?

Kim : I play different sports but, I like soccer most. How about you?

Diana : I like football.

Kim : So, why don't you join our football team? Our school has an excellent football team. They often win inter-school competitions.

Section 2

Diana : I'd like to, but Dave tells me your football is **very different** from ours.

Kim : Oh! really? In that case, choose **another sport**.

Diana : I'm also good at swimming.

Kim : Too bad, there's **no swimming-pool** in our school.

I'm terrible **at swimming**, myself.

Diana : I really don't know which sport to play. Never mind. 'wait and see' as they say.

PRACTISE YOUR READING

Competencies

1. anticipate the content of the text.
2. identify the main idea.
3. infer the meaning from the context.

Suggested procedure: See introduction and previous units.

WRITE IN ENGLISH

Competencies targeted

1. Arrange sentences into a paragraph.
2. Use capitalisation and punctuation correctly.

Suggested procedure: See introduction and previous units.

Key

1. d 2. c 3. e 4. i 5. a 6. g 7. b 8. f 9. h

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

1. give their opinion on sports.
2. express agreement or disagreement.
3. compare sports.

SPORTS CHART

Check the adjectives on the chart with your students. Then have Ss complete the chart individually.

GROUP WORK

Students work in groups and compare their notes expressing agreement/disagreement as indicated in the example.

Which is the best?

In groups, students compare sports as in the example.

LEARN WITH FUN

Competencies

By the end of this section, students will be able to

1. learn how to exchange information.
2. give definitions of sports.

CROSSWORD PUZZLE

PAIR WORK

Students work in pairs. Student A looks at the grid on page 68 (SB). Student B looks at page 70 (SB). Make sure they don't see each other's pages. Explain to them that they should try to define the sports to their partners using the language they know or gestures.

Key:

1	R	U	G	2	B	Y		3	G	O	L	F	
					A								
4	S			5	S	W	I	M	M	I	N	6	G
	K				K								Y
	I				E								M
	I			7	T	E	N	N	I	S			N
	N				B								A
	G		8	K	A	R	A	T	E				S
					L								T
9	C	Y	C	L	I	N	G						I
													C
				10	A	E	R	O	B	I	C		S

UNIT 6

FOOD AND HOLIDAYS

STANDARDS

- Develop independent learning
- Gain knowledge of other cultures

COMPETENCIES

- Ask for clarification and take notes
- Learn about stereotypes and eating habits

LEARN HOW TO LEARN

Competencies

- 1- Use the dictionary (focus on definitions).
- 2- be able to choose the appropriate definition.

Suggested procedure

- 1- Give an example of a word with more than one definition.
- 2- Help Ss find the appropriate definition according to the context in which it is used.
- 3- Ss do exercises 1, 2 and 3.

EXPLORE THE PICTURE

Suggested Procedure

Have Ss study the VA and describe what they see.

Introduce varied food items : fruit, vegetables, meat, and dairy products, coke, tea, coffee.

Teach 'how much'.

Pointing to bananas.

T. How much are bananas?

S. They are

T. What about apples?

S. They are

T. Are they expensive/cheap?

Same procedure with the other items.

Ask Ss what food items they like/ they don't like.

what food items is good/ bad for them/ for health.

Present the words 'dish/ meal.

Ask Ss to give you names of some Moroccan dishes.

to give you names of foreign dishes.

Persent : starter/ main course/dessert.

Ask Ss what dish they can/ can't make.

what dish they like, they don't like.

WELCOME TO NEW LANGUAGE

Dialogue 1

Competencies

By the end of the session and within the limits of what has been seen so far, Ss should be able to

1. scan a text for specific information.
2. Identify reference words.
3. Express possibility (may/could).

Suggested procedure

Present the simple past tense with the verb 'to be' and 'to have'.

Present 'to be tired of'.

Have Ss read/listen to dialogue 1 and answer pre-reading/pre-listening questions.

Have Ss do tasks 1, 2, 3 and 4 (SB) p.73.

Correction.

Dialogue 2

Competencies

By the end of the session, and within the limits of what has been encountered so far, Ss should be able to.

- express ability (can/can't).
- talk about food.

Suggested procedure

Introduce can/can't for ability.

may/could for possibility.

Teach 'shopping list'.

Have Ss listen to/read the dialogue and do the pre-listening/pre-reading task.
answer questions 1/2/3/4. (SB) p.73-74.

Correction.

listen to the dialogue(s).

repeat utterance by utterance after the model to memorize the dialogue.

act the dialogue out in front of their peers.

Give special attention to Ss' pronunciation, rhythm, intonation, and stress.

Encourage Ss to correct each other.

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

1. acquire and practise new vocabulary related to food.
2. classify types of food and state their food preferences.

PAIR WORK: FOOD

In this information transfer, students work in pairs and share information they have with their partner. Have each student look at his/her page. (Student A looks at page 74 SB/Student B looks at page 82), then tell them to ask and answer questions as it is indicated in the student's book. You may give them a demonstration if necessary.

WORD MAP

Students work individually or in pairs to complete the diagram. Ask them to add other items to each category.

Possible answer

Vegetables : tomatoes, potatoes, carrots, onions

Fruit : apple, strawberry, orange, pear, banana, grapes

Meat and other protein : hotdog, beef, chicken, fish

Drinks : milk, water, soda, coffee, tea

Optional Drawing

Ask your students to draw their favourite foods and talk about them to their partners. Walk around the class to provide lexical assistance. You may even ask the students with the best drawings to show them and talk about them in front of the class.

PAIR WORK

Students work in pairs. They ask and answer questions about their favourite foods.

LEARN YOUR GRAMMAR

Suggested procedure.

Present the past form of the verb 'to be' all forms all subject pronouns. Use dates, age to introduce the new structure, or devise your own procedure.

Have Ss study the conversation on p.75. (SB)

Have Ss do activities in 'practice and use your grammar' subsections.

Correction.

Ss complete the chat below (in pairs preferably).

Infinitive	Past	Past participle
To be To have	Was/were had	To be completed later

Present 'can' and 'can't' for ability.

Have Ss do activities 1/ 2/3. (SB) p. 76-77. Correction.

Present 'may'/'could' for possibility.

Have Ss do the activities related to the new structure.

Present countable and uncountable nouns.

Have Ss do activities 1 and 2 on p.77. (SB)

Correction.

Review there is/ there are with some, and any.

Introduce much/ many/ a lot/ a few/ a little.

Have Ss do tasks (SB) p.78.

Correction.

PRACTISE YOUR LISTENING

Competencies

- 1- listen for specific information.
- 2- Make a shopping list.
- 4- Express likes and dislikes.

Suggested procedure

Set the scene for the listening.

Write PLQ on BB:

Guess what Zaina needs for her barbeque. (different answers).

Play tape/ Read the 2 first sections and ask Ss to supply the chunks in green characters. (cloze)

Before listening to part 3 Ask Ss to guess Mrs. Baker's answer to Zaina's question. (What about dessert?)

Ss listen to the dialogue and check their guess.

Ss do the remaining tasks (SB p. 78-79).

Section 1 Zaina is planning a barbecue for her birthday.

Guess what she needs for her BBQ.

Mrs Baker : Well, you **need** some bread and some cheese, and a few tomatoes...
Zaina takes notes.

Zaina : Some bread, some cheese, and a few tomatoes?

Mrs Baker : That's right. You **also** need some fish or meat.

Zaina : OK, meat or fish.

Mrs Baker : That's right, and some potatoes.

Zaina : Ok some potatoes. And **what** about drinks?

Section 2

Mrs Baker : To drink? I don't know. A few soft drinks, perhaps coke, orange juice or mineral water....

Zaina : And what about dessert?

Section 3 (while listening)

Guess Mrs. Baker's answer.

Mrs Baker : Some fruit, some bananas, apples, peaches, or oranges... Moroccan oranges are fabulous.

Zaina : It sounds great.

Mrs Baker : By the way, for dessert, your mum makes delicious apple pies. I like them very much.

Complete Zaina's list for the BBQ.

Does Zaina need.....?

	Yes	No	Perhaps
meat	✓		
chicken		✓	
fish	✓		
jam		✓	
cheese	✓		
bread	✓		
olives			
tomatoes	✓		
onions		✓	
oranges			
melon		✓	
apples		✓	
mint tea		✓	
Coke		✓	
Orange juice			✓
Peaches			✓

PRACTISE YOUR READING

Competencies targeted

1. Identify semantic relationships.
2. Understand written instructions.

Suggested procedure

1. Ss group words that belong to the same semantic field, give them an example, if necessary
2. Ss Label groups.
3. Ss do task 2.

All these tasks can be done individually, in pairs or in groups.

A recipe

1. Teach Ss new vocabulary items.
2. Have them read the recipe and do task related to it.

WRITE IN ENGLISH

Competencies

Write invitation (provide Ss with a model).

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

3. find out information about their classmates.
4. use collocations with 'have.'
5. recognize and practise reduced sounds.

FIND OUT...

Students walk around the class interviewing their classmates and completing their chart. Make sure they use only English in this exercise. Once they are finished ask them to report to the rest of the class.

COLLOCATIONS WITH 'HAVE'

Explain to your students the word 'collocation.' Give them examples from the previous unit on sports. e.g play basketball, go swimming, etc.

Go through the collocations with 'have' with them, explaining any difficult words they may encounter. Tell them to use the collocations to talk about their real life experiences.

REDUCED SOUNDS

PAIRWORK

You may start by asking students to come up with sentences using 'can' or 'can't.'

Write the sentences on the board and read them aloud for them making the difference in pronunciation between 'can' and 'can't' clear.

Have Ss repeat the sentences.

In pairs, students take turns reading sentences (a) or (b) and answering them appropriately depending on the sentence they think they have heard.

You may add other collocations.

LEARN ABOUT OTHER CULTURES

Competencies

By the end of this section, students will be able to use the language they have learnt so far to

6. be aware of cultural stereotypes.

7. practise the names of food in a lighthearted way.

FOOD STEREOTYPES

Pre-teach the word 'stereotype' by asking your students what they know about other people from other parts of Morocco. Tell them that stereotypes are often wrong or exaggerating. Then ask them to do the exercise individually and compare their answers with their partners'. Class correction.

Key

1. c

3. g

5. f

7. h

2. d

4. b

6. a

8. e

REVIEW TEST 3

Read the text below and give it a title.

Aicha, her husband, Ahmed and their children, Selma and Yassine live in a small flat in Paris. They have two cars. They both go to work every morning at eight. Youssef drives Selma to school and Yassine takes the bus with his friends. They don't go back home for lunch. Ahmed sometimes eats in a restaurant, Aicha has a sandwich at work and the children eat in the school canteen. They come back home at different times but dinner is always at 8.

Ahmed usually cooks dinner for the family while Aicha relaxes: she gets up early to make breakfast. They eat and talk about their day, work and country. They miss Morocco, their relatives and friends a lot. After dinner, the parents watch TV, the children do the washing up, do their homework and go to bed. I think this is a happy family.

A- COMPREHENSION.

I- Answer the following questions:

1. What time do Aicha and her husband usually go to work?
2. What does Aicha do in the evenings?
3. Who does the washing up?

II. Are these sentences true or false? justify.

1. Selma and her father take the bus Everyday.
2. Aicha hasn't got a maid.

B- LANGUAGE.

I. Put the verbs in brackets in the correct tense.

Aicha and her family usually (stay) at home in the evenings. But tomorrow is Selma's birthday. So, they (go) out. They (eat) in a restaurant and (give) Selma her gifts.

II. Look at the chart and put the adjectives in brackets in the correct form.

1. Leïla is (young) Selma and Yassine.
2. They're (intelligent) her.
3. Yassine is (old) and (intelligent) of the three.

	Age	Marks at Maths	Marks at Physics
Selma	16	14/20	18/20
Yassine	18	19/20	19/20
Leïla	15	10/20	9/20

III. Complete the following sentences using can/can't/may.

- 1- Yassine : Sorry, Leïla. I come to the party. I'm very busy.
- 2- Rim speak many languages.
- 3- Aïcha and her family come back to Morocco for good next year.

C- WRITING.

Write a passage answering this question.

What do you usually do during week days and on the weekends.

STANDARDS

- Gain insight into the nature of language
- Gain knowledge of other cultures
- Work effectively in group

COMPETENCIES

- State personal preferences
- Identify currency and costumes
- Write a short description
- Write a brochure

LEARN HOW TO LEARN

Competencies

- 1- Identify word stress.
- 2- Put stress where it belongs (a few words).
- 3- Show the importance of word stress *economy* Vs *economics*.
- 4- Ss do tasks (SB) p.84.
- 5- Class correction.

Suggested procedure

- See notes in Unit 4 page 42. (Learn how to learn).

EXPLORE THE PICTURE

Have Ss describe the picture.

Elicit new vocabulary items from Ss. (catalogue/hand made/designs/to order/electronic shopping, etc...

Have Ss answer the questions on the VA. (SB p.85)

Discuss with the Ss the advantages and the disadvantages of electronic shopping.

WELCOME TO NEW LANGUAGE

Competencies

By the end of the session, and within what has been seen so far, Ss should be able to.

1. talk about future activities.
3. scan for specific information.
4. derive meaning from context.

Suggested procedure

Dialogue 1

Present the future tense all forms all subject pronouns.

Devise a PLQ/PRQ for dialogue 1.

Have Ss read/listen to the dialogue and answer the PLQ/PRQ.

Have Ss do tasks 1/2/3/4. (SB) p.86. Correction.

Dialogue 2

Devise a PLQ/PRQ for dialogue 2.

Have Ss answer the PLQ/PRQ.

Have Ss do tasks 1/2/ correction.

Ss may act out the dialogue(s) in front of the class.

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

1. acquire and practise vocabulary related to colours.
2. acquire and practise vocabulary related to clothes.

COLOURS.

Go through the names of colours with the students. Then ask them to describe five items in the classroom using colours.

CLOTHES.

Students learn the names of clothes and use them to talk about their classmates.

LEARN YOUR GRAMMAR

Suggested procedure.

Revise 'going to' form for future plans.

Introduce the 'will' future all forms all subject pronouns.

Have Ss do activities in the study, practice and use grammar subsections.

Correction.

Review the past of the verb 'to be' and 'to have'.

Present the simple past of some regular and irregular verbs all subject pronouns.

Draw Ss' attention to the 'ed' different pronounciation of different irregular verb pasts.

t	d	id
talked	revised	carried wanted

Have Ss do tasks 1/2/ (SB) p.90. Correction.

Oral practice

Say it in the past.

Example.

T. I get up early every day.

S. I got up early yesterday.

T. I watch TV in the evening.

S. I watched TV last evening

T. Do you leave home early?

S. Did you leave home early last night?

T. They don't often buy carpets.

S. They didn't buy carpets yesterday.

Provide Ss with sentences containing already seen verbs.

S1 gives a sentence in the present. S2. gives the past form of the same sentence.

Present exclamations with singular and plural forms.

Example.

What a nice carpet! What nice carpets!

Have Ss do tasks 1/2/3. (SB) p.90. Correction.

PRACTISE YOUR LISTENING

Competencies

1. Anticipate the content of the text.
2. Listen for specific information.

Suggested procedure

See TB introduction and previous units.

Section 1: Ss repeat after tape (intonation). Remember intonation generally rises with yes/no qs and falls with wh qs.

Section 2 : have Ss imagine other words after 'and...'

Ss listen and do tasks (SB) p.91.

Half an hour later, the telephone rings. Aicha switches the speaker phone on.

Section 1

PLQ: Who do you think is calling?

- Daria : Hi, Aicha. It's me again.
Aicha : Ok Daria, did you talk to Mr Brown?
Daria : Yes, I did.
Aicha : Did he like them?
Daria : Yes, he did. He liked them very much.

Section 2

- Aicha : Oh, I'm glad he did. So which one did you choose?
Daria : He liked the one on page 12.
Aicha : Page 12 you say? Wait a minute. I'm afraid I can't remember which one you mean.
Daria : The one in red and blue, remember?
Aicha : I still can't see what you mean but never mind, if you like it'
Daria : But that's not the one I like. I prefer the one on page 27, remember the last page?
Aicha : Listen Daria, why don't you take Brahim's telephone number and e-mail and then....
Daria : Yeah, I think you are right. When is Mr Itty coming back?
Aicha : In ten days. You still have time.

Pair work: Ss imagine a telephone conversation between Daria and Brahim.

PRACTISE YOUR READING

Competencies

1. Understand a written form.
2. Decode abbreviations.

Suggested procedure: See TB introduction and previous units.

WRITE IN ENGLISH

Competencies targeted

1. Complete a dialogue by supplying the missing word(s).
2. Produce a dialogue following a model.

Suggested Procedure

Shopping Dialogue

Pre-teach the following words and expressions :

size

try

credit card

Can I help you?

the red one

Here you are

Students complete the dialogue. Then they practise it in pairs using other pieces of clothing.

Key :

1. Good morning
2. blouse

3. size
4. Thank you.

5. try
6. changing room

7. take
8. credit card

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

1. practise the vocabulary related to colours and clothes.
2. learn and practise expressions related to shopping.

PAIR WORK

Students write descriptions of their classmates' clothes as it is explained in the students' book. Then they take turns reading out their descriptions to the class. The other students have to guess the student in question.

ROLE PLAY

Students work in pairs. They write their dialogues, and act them out in front of the class.

LEARN WITH FUN

Competencies

By the end of this section, students will be able to

- find similarities and differences.

THE ODD-ONE-OUT

Students work in pairs or groups and try to identify the odd-one-out in each group. Encourage your students to give different answers and to justify their answers in English.

Possible answers.

1. shoes (the other words are singular).
2. belt (the other words begin with the letter 's').
3. tie (the only one that a man can wear).
4. shoes (you wear the others in your hand).
5. gloves (it's plural) / T-shirt (you usually wear it in the summer).
6. suit (it's formal/you wear it for important occasions).
7. pyjamas (you wear the others on your feet).
8. scarf (has only one syllable).

LEARN ABOUT OTHER CULTURES

Competencies

By the end of this section, students will be able to

- learn about clothing in other cultures/countries.

You may start by having a short discussion on the national costume in Morocco as well as on the different garments worn in different parts of Morocco. You may also talk about the clothes worn in Morocco on special occasions/times. Then have students work in pairs and try with the help of the pictures to figure out the origin of the different garments. After the correction you may ask them if they know the origin of other pieces of clothes worn in other countries.

Key :

- | | | |
|------|------|------|
| 1. h | 4. a | 7. e |
| 2. b | 5. c | 8. d |
| 3. d | 6. i | 9. g |

UNIT 8

ARTS AND EDUCATION

STANDARDS

- Gain knowledge of other cultures
- Give and obtain information

COMPETENCIES

- Learn about schooling in the USA.
- Learn and talk about famous singers and actors
- State personal preferences

LEARN HOW TO LEARN

Competencies

- 1- Identify grammatical categories.
- 2- Identify semantic relationships.

Suggested procedure

- 1- SS do exercises in SB.
- 2- Peer/class correction.

EXPLORE THE PICTURE

Have Ss study the picture and describe what they see.

Introduce new vocabulary items.

Have Ss answer the questions on the VA. (in SB, p.97)

Talk to your Ss about the different types of music. (jazz/hip hop/country/pop/classical etc.....)

Conduct a discussion about the importance of music in people's life.

Encourage Ss to talk about their favourite music type/singer.

Have Ss talk about Moroccan music types and give their opinion about it.

WELCOME TO NEW LANGUAGE

Competencies

By the end of this session, and within the limits of what has been encountered so far, Ss should be able to

1. talk about likes and dislikes
2. talk about their preferences.
3. give their opinion about some issues.

Suggested procedure

Present verbs expressing likes and dislikes.

Present the same verbs with gerunds.

Dialogue 1

Devise a PLQ/PRQ.

Have Ss read/listen to the dialogue and answer the PLQ/ PRQ.

Have Ss do tasks 1/2/3 (SB) p.98). Correction.

You may have Ss act out the dialogue in front of the class. Give special attention to Ss pronunciation/ intonation/rhythm and stress.

Encourage Peer correction.

Dialogue 2

Have Ss read/ listen to dialogue 2 and answer the pre reading/listening question set in SB or devise your own.

Have Ss do tasks 1/2/3/4. (SB) p. 98-99.

Correction.

Use the same procedure in the previous units to help Ss memorize the dialogue(s).

EXPAND YOUR VOCABULARY

TYPES OF ENTERTAINMENT.

Students work in pairs and complete this task.

Key :

Music	Plays	Films	TV programmes
jazz hard rock reggae audience	comedy actors drama audience	sitcom action cartoon actors horror drama romance audience musical	sitcom news cartoon programmes drama game show audience talk show sports

PAIR WORK

Students discuss the questions in pairs and then report their discussion to the class.

NOUN SUFFIXES

Use the example in the students' book and others to explain to the students that these noun suffixes usually refer to the person doing something. Then ask them to do the exercise individually and compare their answers with their partners'.

Key :

actor	violinist	writer	guitarist	drummer	dramatist
artist	composer	director	singer	conductor	painter

LEARN YOUR GRAMMAR

Competencies

By the end of this grammar lesson, and within the limits of what has been encountered so far Ss should be able to

1. Talk about themselves.
2. Express likes, dislikes and preferences.

Suggested procedure

Present reflexive pronouns all subject pronouns.
Check Ss' understanding of the new structure.
Have Ss do activities 1 and 2. (SB) p.101. Correction.

Present tag questions with already seen tenses and modals. Have Ss practise and use the tenses and modals encountered so far.
Have Ss do tasks 1 and 2. (SB) p.101. Correction.

Introduce verbs expressing likes/dislikes and preferences. (like/love/ don't like/hate/ prefer...)
Have Ss do 'the study, practise and use your grammar' activities or devise your own procedure.
Correction.

Verbs taking 'ing' (I like/ dislike/ love/ hate/ enjoy/ prefer etc... doing something).
I love listening to classical music. What about you?
Sara hates listening to jazz. What about you?
Have Ss do activities 1/2/3. (SB) p.102. Correction.

PRACTISE YOUR LISTENING

Competencies

- Gain insight into some music types/genres (task 1 in SB).
- Infer implicit meaning from intonation (task 2 in SB).
- Guess unstated content from context.
- Express likes, dislikes and preferences.

Suggested procedure

Set the scene : types of Moroccan music, foreign music, music instruments etc...
Read introductory sentence and assign a PLQ.
Ss listen to introductory sentence and answer PLQ.
You may want to devise a gap filling task of your own.
You may also want your Ss to memorize a part of the dialogue (section 2, perhaps)
For tasks 2 and 3 intonation is very important. Make sure Ss are aware of that.
Task 3: have students give as many guesses as they can as long as they make sense.
Have Ss listen to the whole dialogue (if necessary) & do tasks (SB p.103).

Sarah and Hamid are at the music store in the city shopping center.

PLQ: Guess what music do Sarah and Hamid prefer?

Ss Listen and check their guess.

Section 1

Sarah : Do you like this CD?
Hamid : What kind is it?
Sarah : It's Jazz.
Hamid : No, I don't. I hate Jazz music.

Sarah : What kind of music do you prefer?
 Hamid : I prefer rap, or rock music. I love rock !
 Sarah : Who's your favourite singer?

Section 2

Hamid : I like - Be Giants - (The Doors) and you?
 Sarah : I don't like them that much. I don't like rock.
 Hamid : What's your favourite music?
 Sarah : I love classical music. It's relaxing.
 Hamid : (joking) Yeah, my grandparents like classical music, too.
 Sarah : Hey !

Follow up: Ss talk about their favourite types of music.

PRACTISE YOUR READING

Competencies

- 1- Look for specific information.
- 2- Gain some insight into the American education system (basic vs elective classes).
- 3- Be able to talk about their own education system at high school level.

Suggested procedure

- 1- Set the scene: classes/subjects studied in Moroccan high schools (major – secondary), exams etc...
- 2- Introduce extra classes, a break, rehearse.
- 3- Ss read and answer PRQ.
- 4- Have Ss guess meaning (social studies, the differences between electives and regular classes)
- 5- Introduce wood and have Ss guess wood working and ceramics.

WRITE IN ENGLISH

Competencies

1. Produce a paragraphe following a model.
2. Review, edit and rewrite own work.

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

- 1- interview their classmates about some of their likes.
- 2- learn and practise asking for and giving permission.

Class Poll

Divide the class into four groups. Each group will be in charge of one question in the students' book. They will have to interview their classmates and find out information related to the questions in the students' book. You/They may add other questions of your/their own. After the poll, you may have a short discussion of the 'results.'

Asking for and Giving Permission

Go through the chart with your students. Give them a demonstration or ask a pair of students to demonstrate the first (or another) situation. Then, let them complete the task in pairs. You may need to ask for a few class performances afterwards.

LEARN ABOUT OTHER CULTURES

Competencies

By the end of this section, students will be able to

- 1- ask and answer questions about celebrities.
- 2- test their knowledge of art.

TEN QUESTIONS

As a preparation for this activity, ask the students to tell you questions people usually ask about celebrities. Go through the instructions in the students' book with them. Then, get them to choose their celebrities before you start the game.

KNOWLEDGE QUIZ

Students take the quiz individually. During the correction period, you may wish to elaborate on the cultural content of the quiz.

Key :

1. b
2. a
3. b
4. c
5. a

6. b
7. c
8. b
9. a
10. b

REVIEW TEST 4

Cat Steven's biography

Cat Stevens was born in 1948, to a Greek Cypriot father and a Swedish mother. The family owned a restaurant on Shaftesbury Avenue in London. Stevens, his older brother and sister worked as waiters from an early age.

He learnt to play the piano in his parents tiny flat and soon became famous. He produced his first hit single at the age of eighteen, 'entitled 'I Love My Dog'.

Stevens eventually decided to convert to Islam, changed his name to Yusuf Islam, and left the world of entertainment. In 1995, he released his first album in eighteen years, titled 'The Life of the Last Prophet'.

He continues to write music and study religion.

A. COMPREHENSION.

I- Answer the following questions

1. Were Cat Steven's parents rich? Justify your answer.
2. Why did he change his name?
3. How old was he when he produced his first single?

II- These statements are false. Correct them.

1. Cat Stevens left music for ever.
2. Cat Stevens was born a muslim.

III- Find in the text words which mean the same as.

1. very small
2. called
3. finally

B- LANGUAGE.

I. Put the verbs in brackets, in the correct tense.

Last month, Janet (take).....her daughter to a musical festival. They (stay)..... there for three days. They (have)..... a very nice time. "We (go) to another one next month, too." Janet said.

II. Put in the right reflexive pronouns.

Janet always does the housework Her husband repairs the car..... And her children clean their rooms..... What about you, do you clean your room....., too?

III. Complete the following sentences with the right question tag.

1. Stevens wasn't born in France,.....?
2. The Stevens' children worked as waiters from an early age,.....?
3. Cat still writes about music,.....?
4. You won't buy that CD,.....?

WRITING.

You are at a clothes shop. You want to buy a jacket.

Imagine the conversation between the shopkeeper and yourself.

UNIT 9

HEALTH AND WELFARE, AND SCIENCE

STANDARDS

- Develop independent learning
- Gain knowledge of other cultures
- understand jokes

COMPETENCIES

- Understand word formation
- Talk about health problems and issues
- Learn about health care in the USA
- Learn about a famous figure

LEARN HOW TO LEARN

Competencies

- 1- Understand word formation.
- 2- Use word formation rules.

Suggested procedure

Ss do tasks in SB p.108.

Peer/class correction.

Word formation

EXPLORE THE PICTURE

Introduce vocabulary related to health problems. Headache/stomach ache/back ache/ear ache/allergy/cough/ asthma /flu/ sore throat/etc.....

Introduce the words : prescription/ itching/ ointment/ Health insurance/diseases /illnesses/ to cure/ medicine/sick/ nurse/patient.....

Have Ss describe the picture.

Ask Ss the following questions or devise your own.

Is it expensive or cheap to see a doctor in Morocco?

If people can't buy medicine, what do they take to treat headaches/flu/coughs?

Are there any public hospitals in your area?

Is it good or bad to have health insurance? Why?

Who does normally have health insurance?

WELCOME TO NEW LANGUAGE

Competencies

By the end of the session, and within the limits of what has been encountered so far, Ss should be able to

1. talk about health problems.
2. Make polite requests.

Suggested procedure

Revise vocabulary items related to illnesses (headaches/backaches/ stomach ache/ear aches/ flu/sore throat/ cough/itching/ etc...

Revise health problems and medicine vocabulary. (swollen/ sore/ hurt/ pain/ cure/ treat/ ointment/ pills/ prescription etc...

Introduce the present perfect tense with already/ yet/ ever/ never....

Introduce 'can' and 'may' for polite requests.

Dialogue 1

Have Ss read/listen to dialogue 1 and answer the PLQ/ PRQ.

Have Ss do task 1. (SB) p.110.

Correction.

Suggested answers. (stress/too much work/hot weather/insomnia/ etc.

Read the dialogue again and do task 2 in (SB) p. 110

Correction.

Have Ss act out the dialogue in front of the class.

Give Special attention to pronunciation and intonation.

Dialogue 2

Have Ss read/ listen to dialogue 2.

Have them do activities 1 and 2. (SB), p.111. Correction.

Suggested answers, (asthma/pulmonary diseases/cancer/heart diseases/hypertension/brain diseases, etc...

Ss read again and do task 3. (SB) p.111.

Correction.

Water pollution/earth pollution...

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

- 1- learn and practise vocabulary related to body parts.
- 2- learn and practise vocabulary related to health problems.

PARTS OF THE BODY

Go through the parts of the body with your students. You may teach them other parts. Write on the board :

Point to your...

Have them work in pairs. Student 1 asks student 2 to point to his/her nose, and student 2 performs the action.

HEALTH PROBLEMS

Go through the instructions with your students. Explain to them that they are supposed to guess the missing health problems using the names of the parts of the body. Have them work in pairs. Class correction.

Key :

- | | | | |
|---------------|--------------|-----------------|--------------|
| 1. backache | 3. headache | 5. stomach ache | 7. toothache |
| 8. runny nose | 9. sore eyes | 11. fever | 12. cold |

Complete the Sentences in class or at home.

Key :

- | | | |
|-------------|--------------|---------------|
| 1. insomnia | 3. fever | 5. runny nose |
| 2. cough | 4. sore eyes | 6. backache |

LEARN YOUR GRAMMAR

Suggested procedure

Introduce the present perfect with already/ yet/ever/ never/ lately.
Check Ss' understanding of the new structure.
Have Ss do tasks. (SB), p.112-113.
Correction.

Introduce 'can' and 'may' for polite requests.
Have Ss do tasks. (SB) p.113.
Correction.

PRACTISE YOUR LISTENING

Competencies targeted

1. Anticipate the content of the text.
2. Listen for specific information.

Suggested procedure

See introduction and previous units
Set the scene: Read introductory sentence.

Diana is back from the doctor's. Her mother is asking her questions.

PLQ: Guess the doctor's diagnosis?

Ss listen and provide chunks in green characters.
Ss listen and check their guess.
Have Ss do tasks (SB p.114). Correction.

Mother : How was your doctor's **appointment**?

Diana : It was good. The doctor said that the rash on my skin is probably an allergic **reaction**
She suggested that I drink lots of water and get plenty of sleep. She also gave me a **prescription** for some ointment to **apply** twice a day.

Mother : Have you already put the ointment on? Your skin looks better to me.

Diana : I haven't put the ointment on yet, because I'll do it this evening before I go to sleep. I'm glad that it looks better, though.

Mother : I'm glad that you **went** to the doctor. I've never seen your allergies as bad as **this** before

Follow up: Language work. Ss make up sentences with: I'm glad... / I've never seen... / as ... as before.

PRACTISE YOUR READING

Competencies

1. anticipate content of text.
2. identify main idea.
3. infer meaning from context.
4. learn about health care in the USA.

Suggested procedure

See introduction and previous units.

WRITE IN ENGLISH

Competencies targeted

1. Arrange scrambled sentences into a paragraph.
2. Produce a biography following a model.

Key

1. f 2. b 3. g 4. c 5. h 6. d 7. i 8. a 9. j 10. e 11. k

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

- learn and practise giving suggestions.

Giving suggestions

Matching exercise.

Have students do the exercise. Then have them identify the different ways of giving suggestions used in the exercise.

Key :

1. e 2. c 3. a 4. b 5. d

PAIR WORK.

Students follow the instructions in the students' book. You may add/expand on the activity by adding a few more health problems or by teaching them other expressions of giving suggestions.

LEARN WITH FUN

Competencies

By the end of this section, students will be able to

2. understand doctor jokes.

Doctor Jokes

Students match the two lines of each joke.

Key :

1. d	5. a
2. f	6. e
3. g	7. c
4. b	

You may ask your students

to tell you jokes if they know any.

Or you may even tell them to look for more doctor jokes on the Internet.

STANDARDS

- Gain insight into the nature of language
- Develop awareness of global concerns

COMPETENCIES

- Learn about word formation
- Talk about the weather
- Talk and write about environmental issues

LEARN HOW TO LEARN

Compound nouns

Competencies

- 1- Understand meaning of compound nouns.
- 2- Use the rules underlying the formation of such words.

Suggested procedure

- Ss do exercises in (SB) p.119.
- Peer/class correction.

EXPLORE THE PICTURE

Suggested procedure

- Have Ss describe the pictures.
- Introduce the new vocabulary related to environment. (clean/dirty/smoke/fumes/trash/ garbage/ throw away/ pollution/recycle/deforestation etc.....)
- Use the question answer technique about the VA to introduce the vocabulary above, or devise your own procedure.
- Have Ss Answer questions in (SB) p.120 . Correction.
- Have Ss talk about the importance of the environment.
- Encourage them to use functions and vocabulary already seen.

WELCOME TO NEW LANGUAGE

Competencies

By the end of the session, and within the limits of what has been encountered so far, Ss should be able to

1. express obligation, lack of obligation and prohibition.
2. use the past continuous with while.
3. derive meaning from context.

Suggested procedure

Dialogue 1

- Devise a PLQ/PRQ.
- Have Ss read/listen to dialogue 1 and answer the PLQ/PRQ question.
- Have Ss do activities 1 and 2. (SB) p.121 Correction.

Have Ss act out the dialogue in front of the class.
Pay attention to pronunciation, intonation, and stress mistakes.

Dialogue 2

Have Ss listen to/read the dialogue.

Have Ss do tasks 1 and 2 (SB) p. 121 and/or devise your own with the competencies above in mind..
Use the same procedure in the previous units to help Ss memorize the dialogue(s).

EXPAND YOUR VOCABULARY

Competencies

By the end of this section, students will be able to

- learn and practise vocabulary related to seasons and weather.

SEASONS

Have students learn the names of the seasons. Then write the exchange below on the board for students to complete and practise in pairs.

A : What's your favourite season?

B : What about you?

A : It's

THE WEATHER

Students learn the vocabulary related to the weather. Write the question below on the board and have students answer it.

What's the weather like today?

Students do the matching exercise (what's the weather like in.....?).

Key :

1. b

2. d

3. a

4. c

LEARN YOUR GRAMMAR

Competencies

By the end of this grammar session and within the limits of what has been encountered so far, Ss should be able to

1. express obligation using 'must/have to'
2. express prohibition using 'mustn't'
3. express lack of obligation using don't have to/ don't need to.

Suggested procedure

- Introduce 'must/ have to' all forms/ all subject pronouns.
- Teach 'mustn't' for prohibition.
- Have Ss do the tasks related to the structure above.
- Introduce 'don't have to/ don't need to'.
- Have Ss do activities 1/2. Correction.
- Introduce the past continuous (with while/when) in contrast with the simple past.
- Have Ss do tasks related to the structure and/or devise your own. Correction.
- Have Ss do tasks related to review your grammar section.

PRACTISE YOUR LISTENING

Competencies

- Making guesses.
- Infer meaning from context.
- Complete sentences.
- Answer factual questions.

Suggested procedure: See introduction and previous units.

Read the introductory sentence and write PLQ on BB.

Mary has just finished drinking her coke.

PLQ: Who's Mary? Where's she now?

- Ss listen and answer PLQ.
- Ss listen again and find out chunks in green characters.
- Have Ss do tasks (SB p. 126). Correction.

Mary : What shall I do with this bottle?

Father : We are going to **recycle** it?

Mary : What do you mean?

Father : Recycling is when you use **something again** instead of throwing it **away**. You can keep it and **use** it again yourself or you can take it to a **recycling centre** where they collect lots of things to recycle.

Mary : Is there one here?

Father : I'm sure there is one but I don't know where exactly.

Mary : Never mind. I am going to keep it and put my fruit juice for tomorrow.

Father : Oh good, you mustn't throw things away if you can use them again. There is a lot of trash in the world already and in the future, it'll be difficult to find enough space for it.

Mary : Can you recycle everything, Dad?

Father : No, not everything but you can recycle everything made of glass, plastic or card-board.

Language work: Ss give sentences with: what shall I do with...? / I'm sure... but...

PRACTISE YOUR READING

Your role here is that of a facilitator. So refrain from interfering as much as possible. Keep your intervention to helping Ss find words they need to express their ideas & explaining tasks..

Competencies

1. Predict content of a reading passage (task 1).
2. Guess meaning from context (task 2).
3. Ask intelligent questions (task 3).
4. Negotiate, persuade and make concessions (tasks 4 & 5).

Suggested procedure

1. Set the scene.

What problems do farmers face/have when there isn't enough rain?

Do they stay in their farms?

Where do they go and why?

2. Be ready to provide Ss with words they will need such as: build dams rural exodus, bad/ good crops, loans, high/ low income, gross domestic product (GDP = Produit Intérieur Brut PIB)...

3. Have group leaders ask questions to the other groups.

4. Here are some of the questions you may want your class to discuss:

- The impact of drought on the national economy & rural areas in particular/ suggestions for possible solutions.

- The importance of water & ways of saving it (Ss may raise these issues in their questions.)

WRITE IN ENGLISH

Competencies targeted

1. Arrange scrambled sentences into a paragraph.

2. Combine sentences using connectors.

Key :

1. d 2. a 3. e 4. c 5. f 6. g 7. b 8. h

FUNCTION IN ENGLISH

Competencies

By the end of this section, students will be able to

1- talk about the effects of the weather on people's way of life.

2- learn and practise offering, accepting, and declining an invitation.

GROUP WORK

In groups, students discuss the questions as indicated in the example. Have each group report their discussion to the class.

What's the impact of the weather on...?

Students discuss the question in groups. Then, they should report their discussion to the whole class.

INVITATIONS

Go through the chart with the students. Then, have them work in pairs using the cues given in the students' book.

Tell them to think of two more cues to practise with their partners.

LEARN WITH FUN

Competencies

By the end of this section, students will be able to

- review/recycle previously taught vocabulary.

WORD PYRAMID

Divide your class into teams. Set a time limit for the activity. The first team to answer more questions will be the winner.

Key :

1. s

4. sand

7. society

10. sandwiches

2. so

5. sunny

8. supplies

11. sightseeing

3. sea

6. summer

9. sunbathed

12. swimming-pool

REVIEW TEST 5

Jacques-Yves Cousteau, Oceanographer

- Born : 11 June, 1910.
- Birthplace : Saint-André de Cubzac, France.
- Death : 25 June, 1997.
- Best Known As: Underwater explorer and filmmaker.

Jacques Cousteau was the most famous undersea explorer in the world, known by his dozens of books and films from the 1950s until his death in 1997. The co-inventor of the aqualung (an underwater breathing apparatus) in 1943, Cousteau also pioneered techniques in underwater photography and explored the oceans of the world aboard his vessel Calypso. His filmmaking career included three Oscars, frequent television specials and the series, The Undersea World of Jacques Cousteau (1966). In his later years Cousteau devoted himself to educating the public on environmental issues, and working with the Cousteau Foundation, founded in 1973 to further marine research and exploration.

A. COMPREHENSION.

I. Answer the following questions.

1. What nationality was Cousteau?
2. What were the main things he did during his late years?
3. List the things he did between 1943 and 1966.

II. Complete the following sentences with information from the text.

1. Cousteau was..... but he was best known as.....
2. As a film director, Cousteau won..... for his.....

III. These words are underlined in the text. What do refer to?

- a. The co-inventor (line 6).
- b. His (line 9).

B. LANGUAGE.

I. Put the verbs in brackets in the correct tense.

I (watch)..... all of Cousteau's TV series but I (not, read)..... His book yet.

II. Fill in the blanks with the right word from the list. Money/devoted/interested/patience/environmental.

Cousteau was in sea exploring. He..... himself to..... issues. A job that requires both and.....

C. What do you say in the following?

1. You want to invite your friend to an outing. What do you say?

You :

2. Your friend declines the invitation. What does he say?

Your friend :

IV. WRITING.

Write a passage on what people should do to save the environment.

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