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Département de l'Education Nationale

Gateway To English

Teacher's Book

1ère Année du Cycle du Baccalauréat

Gateway

To English

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1ère Année du Cycle du Baccalauréat

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Map of the Book

Units and Themes	Standards, Competencies and Skills										
	Language Development		Communication					Culture	Connections	Learner training	Projects and Reviews
				Interpretive		Presentational					
	Grammar	Vocabulary	Interpersonal	Listening	Reading	Writing	Speaking	Practices/Products			
1. Our Cultural Heritage	- Simple past. - Articles.	- Cultural heritage vocabulary.	- Express beliefs and opinion. - Ask and answer general knowledge questions. - Talk about cultural heritage	-Predict topic - Listen for details. - Infer meaning from context.	-Read for specific information. -Read for details.	- Punctuation and capitalization - Write an e-mail.	- Give and justify opinion and beliefs. - Talk about local and national cultural heritage.	- Local, national and world cultural heritage.	- History and geography - Civic education.	- Learn how to better manage time. - Take notes.	**Project 1: Prepare a portfolio**
2. Education	- Past continuous Vs past simple. - Used to.	- Education and exams vocabulary (collocations)	- Ask for and give advice. - Talk about education and exam preparation. - Ask and answer questions about educational matters.	- Listen for general idea. - Listen for details.	- Get main idea. - Look for specific information. - Locate referents.	- Use brain storming and outlining.	- Ask for and give advice. - Talk about education and exams.	- Educational system in England. - Comparing English educational system to the Moroccan one.	- Better preparation for exams (all subjects).	- Prepare better for exams and tests.	**Review 1: Units 1 and 2**
3. Media	- Present perfect simple. - Present perfect continuous	- Media. vocabulary - Categorising vocabulary	- Express surprise and interest. - Talk about different types of media.	- Listen for details. - Listen for specific information	- Get main idea of the text. - React to ideas in the text.	- Write a personal letter with correct format.	- Express surprise and interest - Present data via graphs.	- Media preferences in USA.	- Making surveys and using graphs (all subjects).	- Learn dictionary skills (1).	**Project 2: Conduct a survey**
4. Leisure and Entertainment	- 'enough' and 'too'. -'going to' and 'will'. - Prepositions of time and place.	- Leisure and entertainment vocabulary -Adjectives ending with 'ed' and 'ing'.	- Express feelings and emotions. - Talk about different activities of leisure and entertainment.	- Listen for main idea. - Listen for specific information - Guess word meaning from context.	- Recognise main ideas. - Scan text for specific information. -Show general understanding. - Infer word meaning from context.	- Write an e-mail with correct format.	- Express feelings and emotions. - Talk about leisure and entertainment.	- Leisure and entertainment in China and Japan.	- Reading and writing an email (all subjects).	- Read and write an email.	**Review 2: Units 3 and 4**
5. Celebrations	- Passive voice - Relative pronouns.	Celebrations and festivals vocabulary.	- Express promise. - Talk about different celebrations and festivals.	- Listen to a radio program - Guess the topic. - Listen for general idea. - Listen for specific information	- Read for the purpose of the writer. - Read for specific information. -Understand vocabulary from context.	- Write an article following an outline. - Write a first draft. - Revise and rewrite.	- Express promise. - Talk about different celebrations and festivals.	- Festivals from other countries. - Moroccan festivals for foreign people.	- Poster making (all subjects).	- Learn dictionary skills (2).	**Project 3: Make a poster**

6. Health and Welfare	- Modal auxiliaries. - Conditional types '0' and '1'.	- Health and welfare. vocabulary - Collocations.	- Express & respond to complaints. - Talk about health & healthy habits and practices.	- Listen for main idea. - Listen for specific information - Listen and take notes.	- Predict the main topic. - Read and check information. - Recall.	- Write a personal letter.	- Express ideas and opinions about health and welfare.	- Child health in different parts of the world.	- Health and healthy food (all subjects) and practices (science/ sport) - Website evaluation (all subjects)	- Evaluate websites.	**Review 3: Units 5 and 6**
7. Ecology	- Conditional type 2.	-Vocabulary related to ecology - Word derivation - Context clues	- Express hopes and wishes. - Talk about some ecology problems.	- Predict topic. - Listen for main idea. - Listen for details. - Listen for specific information	- Get the main idea of the text. - Read for specific information.	- Write a formal letter	- Express wishes and hopes. - Discuss ecology problems.	- Ecology problems around the world.	- Ecology problems (science/ geography). - Use context clues to understand new vocabulary (languages)	- Use context clues to build up vocabulary. - Make a brochure.	**Project 4: Make a brochure**
8. Society and Social Problems	- Reported speech (1) - Phrasal verbs (1). - Reflexive pronouns.	- Social problems vocabulary.	- Express suggestion. - Talk about some social problems.	- Predict topic. - Listen for specific information - Listen for main ideas. - Listen for details.	- Read for specific information. - Get main ideas. - Read for general idea.	- Write an article	- Express suggestions. - Discuss social problems.	- Social problems in different parts of the world.	- Make posters. (all subjects) - Practise problem solving. (all subjects)	- Raise consciousness to avoid road accidents. - Practise problem solving.	**Review 4: Units 7 and 8**
9. Human Rights	- Phrasal Verbs (2).	- Human and child rights Vocabulary. - Suffixes.	- Express apologies. - Talk about human and child rights.	- Guess the topic. - Listen for specific information - Listen for details.	- Predict topic. - Read for general ideas. - Read for specific information. - Read and infer specific information.	- Write a report.	- Express apologies. - Discuss child and human rights. - Give a public speech.	- Human and child rights in different parts of the world.	- Learn about public speaking and deliver a public speech (all subjects). - Write a report (all subjects).	- Learn public speaking skills. - Give a public speech. - Use suffixes.	**Project 5: Prepare and deliver a public speech**
10. Travel	- Reported speech (2)	- Travel vocabulary. - Guessing meaning from context. - Word derivation.	- Express possibility. - Talk about travel and tourism.	- Listen for main idea. - Listen for details. - Listen for specific information	- Read for general ideas through questions. - Read for specific information. - Read for details. - Guess vocabulary from context.	- Write a biography	- Express possibility. - Discuss types of travel, travel attractions and problems.	- Local travel attractions. - Negative sides of international tourism.	- Learn how to use reference sources (all subjects). - Write a biography using different sources (languages/ history).	- Learn how to use reference sources for searching information.	**Review 5: Units 9 and 10**

INTRODUCTION

Aims and nature of the course

After the so many global socio-economic and cultural changes that have taken place since the 90s, it was deemed necessary for the Moroccan educational system to be upgraded to respond to the new professional and educational requirements. For this purpose, a Royal commission was appointed to investigate our system education with the mission of coming up with a general framework that would be up to the new changes and challenges the Moroccan society has to face. Following the recommendations of this commission, the government and the educational authorities launched a reform that aims at providing quality education for all Moroccan citizens.

To implement this reform, a certain number of actions have been taken. New educational approaches have been recommended as well as the curricula and the textbooks that follow them. Among the approaches that have been adopted, the relatively recent standards-based approach which has proved to be efficient in the countries that have made their systems of education adhere to its principles, namely the USA and the UK, to cite only these two.

The authors of ***Gateway to English*** are aware that the expected outcome of their book will be hardly achieved unless teachers who will be using it are totally involved in the implementation of the content standards the book comprises. Accordingly, the authors would like to take the initiative of helping these teachers have a clear idea of what the standards issue is all about.

What should standards mean for TEFL teachers?

The term standards, as it is used in ***Gateway to English***, refers to what students should know and be able to do with English as they progress in covering each of the units of the book. It is expected that all students are exposed to the same quality teaching. To give evidence that learning has taken place, learners are required to show, in a way that can be observed and measured against the standards, how well they can perform using what they are supposed to have learned. As a consequence, there is no excuse that some of them would be left behind.

Standards vs. Competencies

To prevent any ambiguity between the terms standards and competencies , we include a brief comparison between the two. While standards are statements about what students should know and be able to do, competencies, as seen by Richards and Rogers (2001:144), "consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity."

Standards-based language education

According to the official guidelines, the teaching of English as a foreign language in Morocco, definitely must comply with the principles of standards-based education because all the official texts related to this point seek to

- set well defined subject content and well defined outcomes;
- enhance teaching practices and strategies that enable students to achieve the expected standards;
- make use of assessments that measure how well students have achieved the standards (though assessment is one of the thorny issues that need to be taken with much care. This is one of the big issues that our Ministry of education is working on through the national agency for testing);

Compet. – description of: skills / knowledge / attitudes / behaviors required for effective performance of a real-world task or activity

stand. – statements of what SS should know or be able to do;

- encourage both supervisors' and teachers' development in the field of standards;
- involve partners like parents, local authorities and businesses to provide necessary support to schools and see that these standards are met.

Types of standards

Because of the benefits entailed by the use of standards, the term "standard" has made its way in various fields of everyday life. For instance, in the field of education, you may come across standards for learners, standards for teachers, as you may come across standards for materials. However, we are only interested in standards as they are seen in their broad sense in relation to education. These standards are of three types:

1. ***Content standards:*** they define "everything a student should know and be able to do." In other words, they describe the scope of the targeted knowledge and skills within a subject area. For example, in English, students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
2. ***Performance standards:*** they define how students will show that they are meeting the assigned standard(s) and that the expected learning has happened; for instance, "students interact in a variety of situations to meet personal needs like asking permission, asking for or responding to an offer of help, etc. Thus, while content standards deal with what goes into a curriculum, performance standards specify well-defined indicators or benchmarks that shape the expected outcomes of the teaching-learning action for instance "understand main ideas and some facts from simple texts about familiar topics".
3. ***Proficiency standards***: these standards deal with the quality of the learners' performance; they inform on how well learners perform.

Concerning English language teaching in Morocco, these standards are related to the five areas that have been recognised worldwide as proper to language and which are referred to as the five Cs since they all start with the letter C.

1. ***Communication, with its three components:***
   - Interpersonal: face to face conversations
   - Interpretive: reading and listening
   - Presentational: speaking and writing
2. ***Cultures, with its three components:***
   - Practices: customs, behaviour, education, etc.
   - Products: architecture, arts, costumes, music, etc.
   - Perspectives: beliefs, attitudes, etc.
3. ***Connections:*** or interdisciplinarity, that is to say use the knowledge acquired in other school subjects to reinforce the learning of English and vice versa.
4. ***Comparisons:*** the ability gained through learning English to compare it as a language to the other language(s) that the learner has acquired or learned. This area includes the comparison of the learner's culture to the other world cultures he/she may learn in the English classes.
5. ***Communities:*** the ability to extend learning outside the classroom and that of being able to act as a productive citizen within and outside one's own community.

(For further information, see the Moroccan Official Guideline issued in 2006)

Assessment

Implementing standards-based language education requires an ongoing formative evaluation of students' learning through quizzes and tests. However, these tests and quizzes must not only be based on tasks that address the retrieval or the reproduction of the knowledge learners have acquired. To align assessment with the learning standards, the tasks should also focus on what to be done with the knowledge acquired such as searching for information, organizing, interpreting, evaluating information and using it for real purposes.

The authors hope they have succeeded to give you a general view of what Standards are, or at least they have triggered your curiosity about them and they are convinced that you will try to find out more about them on your own. So teacher's should use this book while taking into consideration the standard-based education. They are also incouraged to adapt what seems appropriate to their classes while planning necessary actions to help there students to be good achievers.

The components of *Gateway to English*

Student's book

Gateway to English consists of 10 units

1. Our cultural heritage
2. Education
3. Media
4. Leisure and entertainment
5. Celebrations
6. Heath and welfare
7. Ecology
8. Society and social problems
9. Human rights
10. Travel.

Components of the units

Each unit includes the following components:

A picture is worth a thousand words (Preparation).

This part is a kind of starter whose aim is to prepare the students mentally, psychologically and linguistically for the theme of the unit. The pictures each unit contains are carefully selected to reflect the issues of the theme so that students, with the teacher's guidance, can :

a. use them to review their pre-learned vocabulary.
b. learn key vocabulary related to the topic.
c. engage in discussions that might help them develop their communicative skills.

Through the pictures the students can relate themselves to the topic of the unit either by talking about themselves or about their local context. Also given the importance of the visual dimension, pictures throughout the textbook may lend themselves to a higher degree of exploitability if used appropriately. They may also lend themselves to further exploitation and can be 'revisited' to teach other topics/themes in units other than the one they are assigned for.

Boost your listening skills (Listening)

This component of the unit is focused on listening. It starts with a pre-listening activity whose aim is to introduce the topic of the listening text/conversation and to activate the students background knowledge and linguistic schemata. The subsequent while-listening and post-listening activities are designed to suit the different listening sub-skills and competencies to be learnt.

Boost your communication skills

This component consists of the presentation of different functions. The procedure used throughout the book is as follows:

a. recognition, identification and isolation of the different language components of the target function.
b. study of the different uses of the function.
c. practise of the function either through suggested situations or tasks designed to engage students in using the new function.

These are the functions covered in ***Gateway to English***:

1. Expressing beliefs and opinion
2. Seeking and giving advice
3. Expressing interest and surprise
4 .Expressing feelings, emotions and attitudes
5. Expressing promise
6. Complaining and reacting to complaints
7. Expressing hopes and wishes
8. Expressing suggestions
9. Expressing apologies
10. Expressing possibility.

Boost your reading skills

This section contains reading texts related to the theme of the unit. Most of the texts are authentic and taken from various sources so that students can be exposed to different text genres. The activities and tasks are designed to cover the different reading sub-skills. Whenever feasible, these reading texts are used to enhance the students' cultural and cross-cultural awareness through different tasks and activities.

Boost your grammar

This component focuses on various grammatical elements. Some of these elements were already taught in the common core, but are 'revisited' for the purpose of consolidation and reinforcement. The teaching options used to teach grammar are as follows:

a. recognising the structure:

- The target structure is introduced either in a short text or a dialogue (providing context).
- The students identify the structure and isolate it by underlining it or copying it.

b. exploring the structure:

To enhance students' intuitive/discovery learning, the following activities are emphasized throughout the book:

- contrasting the target structure with another structure (e.g.: simple past vs past continuous)
- matching the rule with the different uses of the target structure.
- using context clues to help the students conceptualize the learnt structure.

c. using the structure:

Different practice exercises are provided to ensure that the students have internalized the grammatical structure. Before the students are engaged in this activity, they are referred to the grammar summary at the end of the unit. The purpose of this is to enhance learner autonomy. They also use the target structure in different contexts.

The review part in every other unit is meant for recycling the pre-taught target structures.

Following are the grammatical elements introduced in every units:

Unit1: Simple past tense / Definite and indefinite articles
Unit 2: Past continuous / Simple past vs past continuous / 'Used to'
Unit 3: Present perfect simple and continuous
Unit 4: 'Too' and 'enough' / Future with 'going to' and 'will'/prepositions of time and place
Unit5: Passive voice / Relative pronouns
Unit 6: Modal auxilaries / Conditional type 0 and type 1
Unit 7: Conditional type 2
Unit 8: Reported speech (1) / Phrasal verbs (1) / Reflexive pronouns
Unit 9: Phrasal verbs (2) / Suffixes
Unit 10: Reported speech (2).

Boost your writing skills

The writing lessons suggested in this section have touched upon the various strategies geared towards teaching students how to:

- generate ideas through brainstorming and word webs
- make outlines
- organise ideas
- self-correct punctuation and capitalization
- write for real purposes
- draft
- revise and edit.

The procedure used throughout the book consists of the following:

1. Pre-writing activities:

- modeling: students are exposed to a model to discuss and identify its structure and components.
- Brainstoming and organizing ideas related.to topic
- word web
- outlining
- rearraging scrambled paragraphs into coherent text and identifying cohesive devices

2. While-writing activities:

- writing first draft
- using model text to write a draft
- using varied sources in different formats (graphs, tables, pictures...) to write a draft
- revising draft with the help of a checklist (to encourage self-correction)
- editing.

In the pre-writing activities, working in pairs or small groups together with sharing ideas with the whole class are emphasized.

The following writing genres and mechanics are dealt with in ***Gateway to English***:

Unit 1: Puntuation and capitalisation / Writing an e-mail
Unit 2: cause/effect essay
Unit 3: personal letter
Unit 4: writing an e-mail
Unit 5: writing an article
Unit 6: writing a personal letter
Unit 7: writing a formal letter
Unit 8: writing an article
Unit 9: writing a report
Unit 10: writing a biography

Learner training

This section focuses on some of the necessary study and life skills. The teaching techniques can be summed up as follows:

- introduction of the target skill.
- discussion of students experience concerning the skill.
- sensitisation about the importance of the skill and tips on how to better use it.
- hands-on or take-away home tasks to practise the target skill.

The following skills are dealt with in ***Gateway to English***:

Unit 1: How to better manage your time
Unit 2: Taking exams and tests
Unit 3: Dictionary use (part one)
Unit 5: Dictionary use (part two)
Unit 6: Evaluating websites
Unit 7: building vocabulary through context clues
Unit 8: Making posters to raise consciousness
Unit 9: Public speaking
Unit 10: Using reference sources for searching information

Boost your project work skills

The main objectives of this section are:

- to develop students' acquired competencies and skills.
- to extend their learning beyond the classroom.
- to boost their creativity.
- to enhance students' autonomous learning.
- to encourage cooperative/collaborative learning.
- to give the opportunity to outstanding students to make use of their full potential.

The following steps should be considered to implement project work activities:

1. Preparation:

- Students work in small groups (2 to 4 Ss) to talk about the project, the steps to be followed, the content, the cost,and the time necessary for making the project.
- Students get into larger groups(5 to 8 Ss) and pool their ideas to come out with a final plan.

2. Process:

Students set about doing the task either in the classroom or preferably outside the classroom. It is advisable to allot some classroom time for concise reports on the progress of the students' work. These 'checkpoints' will allow for the teacher's monitoring of the students' work and for those who are left behind to reconsider their working pace and try to catch up with the others. Students must be given reasonable time to make their project work.

3. Presentation:

The students must be given the opportunity to present their products either in the classroom or somewhere else in the school. Posters and other written formats **must** be exhibited for public scrutiny (Students and teachers).

Grammar summary

At the end of every unit, a grammar summary of the covered grammar point(s) is made available for students to refer to. This grammar reference is believed to be necessary for:

- doing the grammar practice activities in the grammar lesson.
- consolidating the learning and understanding of the target structure.
- catering for inductive learning which may suit some students' learning styles.

Review

This section is meant for recycling and reviewing the grammatical, functional and vocabulary elements taught in the previous two units. It also aims at further practice to consolidate the students' learning and provides for homework assignments.

Teacher's book

The teacher's book is intended to serve as a guide for the teacher. The introduction gives a brief account of the general principles the text book subscribes to and some useful tips on the implementations of the different teaching components of the book.

In every unit, the teacher will find the following:

- The objectives of each component of the unit.
- A step-by-step description of the procedure to be followed and teaching tips when it is deemed necessary.
- A key for most of the tasks and exercises for teacher reference.
- The listening scripts.
- Two global test samples.

Audio CD

The listening materials comprise the listening texts and dialogues and the Audio CD. They also contain most of the small text and mini-dialogues designed to introduce new language elements. The 'listen and read' approach concerning these texts and mini-dialogues aims at improving the students' pronunciation through associating the spoken words with their graphic form.

Unit 1 Our Cultural Heritage

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express beliefs and opinion.
- ask and answer questions about general knowledge.
- talk about cultural heritage.

Presentational Communication

- Speaking: give and justify opinion and beliefs, talk about local and national cultural heritage.
- Writing: learn about punctuation and capitilisation, write answer to an e-mail.

Interpretive Communication

- Listening: predict topic, listen for details, infer meaning from content.
- Reading: read for specific information, read for details.

Culture: Practices and products

- learn and give information about local, national and world cultural heritage.
- Project work: prepare a portfolio about national cultural heritage.

Learner training

- learn how to better manage time.
- take notes.

Language development

- practise the use of the past simple tense.
- review and practise using definite and indefinite articles.
- learn vocabulary related to cultural heritage.

Connections

- activate previous knowledge about Moroccan history and cultural heritage (history and geography, civic education).

A picture is worth a thousand words

Objectives: Students (Ss) will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- acquire new vocabulary through visual clues.
- talk about their local context and exchange information related to the theme of the unit.

(**NB:** This is a very important part of the unit as it paves the way to other sections of the unit. It also prepares the Ss linguistically, mentally and psychologically to deal with the theme of the unit and relate themselves and their local context to it.)

Procedure

A. Ss look at the pictures and the map and talk about them and the area where they live.
B. Ss categorise different aspects of Moroccan culture according to the headings in the table.
C. Ss relate the content of the table to the area where they live.

Boost your listening skills

Objectives: Ss will be able to

- predict content of the listening text.
- listen for detail.
- infer meaning from context.

Pre-listening

A. To introduce the topic, Ss answer the questions in the SB (Students' book).
B. Ss are asked to guess what the chat might be about.
C. T (Teacher) writes possible answers on the board for Ss to check after the first listening.

While-listening

D. Ss listen again to the chat and fill in the first part of the table by ticking T (True) or F (False). After a third listening, Ss are asked to correct the false statements.

- **Key:** 1. F 2. T 3. F 4. T 5. F 6. F 7. T

(The **post-listening** activity is included as part of the subsequent section related to expressing opinion).

Boost your communication skills: Expressing opinion and beliefs

NB: The introduction of these expressions of opinion & beliefs at this earlier stage is deemed to be very important for enhancing Ss' speaking and communicative skills.

Objectives: Ss will be able to

- express their opinion and beliefs.
- give and justify opinion and beliefs.
- talk about local and national cultural heritage from their own perspective.

Procedure

A. T gets the Ss look at the table in SB.
- T encourage Ss to come out with other expressions.
- T may provide Ss with other expressions of opinion and beliefs.

B. Communication activity 1:

- Ss will talk about what they think is the best place using the expressions from the table.
- T asks Ss to give reasons to justify their choice.

C. Communication activity 2: Pair practice:

- T will need to encourage this mode of learning especially in large-size classes. This will give all Ss the opportunity to practise the language collaboratively and interactively.
- T walks round the class to check Ss' participation.

D. Communicative activity 3: Open discussion:

- In this activity, Ss will use their background knowledge to talk about the different areas in Morocco. Ss will have more opportunities to use their pre-taught language in a familiar context.

Pictures: 1. Meknes 2. Casablanca 3. Layoune
4. El Jadida 5. Marrakech 6. Rabat
7. Essaouira 8. Tafraout 9. Tangier

Boost your grammar through reading: A brief history of Morocco

Grammar I: Review the simple past tense

Objectives: Ss will be able to

- review and consolidate their knowledge of the simple past.
- identify in the reading text the verbs in the simple past.
- learn more irregular past verbs.

Reading: Ss will be able to

- skim a text for global understanding.
- scan a text for specific information.

Procedure

A. Ss read the text and match the headings with their corresponding paragraphs.
B. Ss identify the verbs in the text and classify them according to the headings in the table. This discovery method can be very efficient for learning new grammatical elements.
C. With T's guidance, Ss complete the table by adding either the infinitive (table 1) or the simple past (table 2) of the corresponding verbs.
D. Ss write sentences using the verbs in the tables and time adverbials provided (more time adverbials can be provided by T).
E. Ss can be referred to the grammar summary and then in pairs ask each other questions and subsequently report their peers answers to the whole class.
- T can expand this activity by a written exercise for consolidation purposes.

(**N.B:** Grammar is most of the time presented through meaningful context. The aim of the reading text is to set such context and relate grammar to the topic of the unit. Though the text may contain many unknown vocabulary items to the Ss, the aim is global understanding and not looking for details. Ss should be trained to tolerate ambuiguity and focus on the task at hand rather than stopping at unknown words.)

F. *Word search:* This activity aims at reviewing irregular verbs in relaxing context.

Key

S	N	L	Y	M	A	D	E
B	R	O	K	E	D	H	O
U	Z	X	U	N	L	M	F
I	R	Z	S	W	A	M	E
L	E	R	C	O	T	Z	L
T	B	E	C	H	A	R	T
S	P	V	G	S	O	E	Z
T	T	U	W	R	Q	S	R
Z	A	V	T	T	E	K	E
T	L	E	E	I	I	W	N

Grammar II: Review the definite and indefinite articles

Objective: Ss will be able to

- review and consolidate the use of definite and indefinite articles.

A. Ss circle the correct definite and indefinite articles.

B. practise the use of definite and indefinite articles in different contexts through a gap-filling exercise.

Key: 1. Ø/ the/ the/ Ø, 2. the/ a/ a/ the/ The , 3. an/ the/ Ø, 4. a/ Ø/ the/ The, 5. Ø/ an.

Boost your cultural awareness

Objectives: Ss will be able to

- read for specific information.
- transfer information from text into table.
- take notes and exchange information using notes.

Procedure

A. Assign each row one text to read then ask Ss to write down short answers in note form in part A of the table.

B. Ss exchange information they have taken down in note form about the texts they read. Each S writes down his partner's information to fill in part B of the table.

Boost your writing skills

Objective: Ss will be able to

- learn about and practice punctuation and capitalization.

Procedure

A. Ss match the punctuation marks with their correct names.

B. Ss read the grammar summary, then rewrite the words with the correct capitalisation.

C. Ss read the e-mail and try to find the punctuation and capitalisation mistakes.

D. Ss write a short e-mail paying attention to punctuation and capitalisation.

Boost your knowledge of other subjects

Objectives: Ss will be able to

- learn vocabulary about cultural heritage in an amusing context (game).
- work collaboratively.

(**NB:** This is an opportunity for Ss to practice the language of instructions and work independently and in a motivating context, forgetting for a while that they are learning a language and focusing on the task at hand).

Procedure

- This is a game of 20 multiple choice questions about different Moroccan historical events or cultural aspects.
- Make sure the instructions are understood by Ss. Your role as a teacher is that of a monitor. (the key is on page 38 in SB).

Learner training

Objectives: Ss will be able to

- learn how to manage time.
- get clearer idea about their use of time and acquire effective techniques and practices.

(**NB:** This activity is meant for training Ss and making them aware of the importance of learning what we might call "life skills". Other life skills will be dealt with in other units.)

Procedure

A/B. Ss answer the questionnaire and then compare their answers with those of their partners'.
C. Ss discuss the problems and select the three most worrying ones. This will trigger some discussion which will end up with an agreement about solutions to the problems.
D. Open classroom discussion with teacher and the whole class.
E. Ss read the golden rules list and discuss why these rules are important.

Boost your project work skills

Objective: Ss will be able to

- prepare a portfolio about national cultural heritage.

Procedure

- Project work is an activity that aims at expanding Ss' learning outside the classroom. Therefore, pre-project activities are necessary at this stage to get Ss familiar with cooperative/collaborative work.
- T's role must be restricted to guidance only. Ss must feel that the project is theirs and have to resort to their creativity to come out with an optimal production.

Unit 2

Education

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- give and ask for advice.
- talk about education and exam preparation.
- ask and answer about educational matters.

Presentational Communication

- Speaking: give and ask for advice, talk about education and exams.
- Writing: use writing techniques; brain storming and outlining.

Interpretive Communication

- Listening: listen for general idea, listen for details
- Reading: get the main idea of the text, look for specific information, locate referents.

Culture: Practices and products

- learn about the educational system in England.
- compare the English educational system to the Moroccan one.

Learner training

- prepare better for exams and tests.

Language development

- practise the use of the past continuous tense, contrast simple past and past continuous.
- use and practise "used to"
- learn vocabulary related to education and exams (collocations).

Connections

- learn good techniques and practices to better prepare for exams (all subjects).

A picture is worth a thousand words

Objectives: Students (Ss) will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- acquire new vocabulary through visual clues.
- categorize vocabulary according to suggested rubrics.

Procedure

A. Ss discuss the content of the pictures and get an idea about the theme of the unit.
- Ss look at the pictures and answer the questions in SB.

B. Ss give a title to each group of pictures and each category in the table (they choose from the list given).

Key:
A/4. School buildings.
B/3. School subjects.
C/2. School activities.
D/1. Teaching/learning materials.

NB: This activity may help Ss review their previously learnt vocabulary and at the same time serve as a vocabulary expansion activity.

C. Ss select the activities they have in their schools and the ones they don't have, then choose those they think are very important.

D. Ss select activities/things they don't have in their school, then discuss the importance of those activities and give reasons why they are so important.

Boost your listening skills

An audio chat on the net: The British educational system

Objectives: Ss will be able to

- listen for general idea.
- listen for detail.
- talk about education and exams.

Procedure

A. introduce the topic and ask Ss to read the pre-questions.

PART ONE.
First-listening

B. Ss listen to the first part of the conversation between Helen and Amine and then answer the questions in SB.

Key:
1. Amine is (preparing for the oral presentation)
2. It's about the British educational system.
3. Helen is (providing Amine with some information)

Second-listening

C. Ss listen again to part one and choose the correct answer.

Key: 1: c 2: b 3: b 4: b

PART TWO.

D. Ss listen to part two and do the Tue/False activity.
E. Ss listen again and correct the false statements.
Key: 1. F. Independent schools are funded by fees paid by parents.
2. T 3. T 4. T
F. Ss listen to the whole conversation and complete the chart.
Key:

Years	School
3 - 5	Pre-school
5 - 11	Primary school
12 - 16	Secondary school

May leave school
Continue studies

Years	Examinations
15 - 16	GCSE
17 - 18	A-Level exams

Leave secondary schooling
Continue studies
Go to university

G. In pairs, Ss compare the English educational system to the Moroccan one.
H. Whole class discussion.

Boost your communication skills: Seeking and giving advice

Objectives: Ss will be able to

- give and ask for advice
- talk about problems and engage in a conversation with others.

Procedure

A. Ss are introduced to the topic with the guidance of T and through lead-in questions.
B. Ss read and listen to the dialogue between Samira and her teacher and answer the focus question.
Key: Because she need some resources for her project.
NB: The aim of reading and listening is to have Ss pay attention to intonation and get used to natural spoken discourse.
C. Ss read the dialogue again and fill in the table in the SB.
Key:

Samira's problem	- She needs some resources for her project.
Teacher's pieces of advice	1. You ought to go to the library, I think. 2. How about the Municipal library? 3. Why don't you use the internet?

D. Ss match the sentences in column A with the situations in column B.
Key: 1. c 2. d 3. a 4. b

E. Ss study the different expressions of advice.
- T may elicit more possible expressions from Ss.

F. Ss practise the target function using the situations provided in SB.
This activity can be extended through getting Ss seek advice from their peers.

Boost your reading skills

Objectives: Ss will be able to

- read for the main idea.
- distinguish main and secondary ideas.
- scan the text for specific information.
- locate referents.

Procedure

A. Introduce topic through discussion of the saying. This activity serves to introduce some key vocabulary which will help Ss understand the following text. It will also prepare Ss for the content of the reading text.
- T presents such key vocabulary as: illiterate – illiteracy – schooling - literacy – sanitation - income.

NB: The presentation of key vocabulary should be very brief.

B. Ss answer orally or in writing the introductory question
C. Ss read the text and choose the main idea.
Key: 3 (T explains that the other ideas (1/2/4) are secondary ideas in the text).

D. Ss read the text again and answer the questions.
Key:
1. Because parents think that boys are more likely to find work and continue working than girls.
2. different answers, but generaly the situation in Morocco is slightly different. (for example: More than 2/3 of women are educated/ Moroccan women have more chances to continue their schooling/opportunities for employment for both educated boys and girls are almost equal).
3. Educated women tend to get married at a later age and have fewer, healthier children.
4. A rise in women's literacy is more likely to reduce deaths in children than a rise in the number of doctors because educated women are more informed about health care and when to consult doctors and health clinics.

E. Students read the text again and give a title to the text.
Possible answers: Women's education.
The importance of women's education.

F. Ss locate referents.
Key: 1. education 2. health 3. lives

Boost your grammar

GRAMMAR I: Simple past versus past continuous.

Objectives: Ss will be able to

- practise the past continuous.
- learn and practise the contrast between the simple past and past continuous.

Procedure

NB: In most of the grammar lessons in this book, a discovery approach is used. Ss are led to pinpoint the target grammatical element in a text or a dialogue, then they're asked to practise these elements through different practice activities, either orally or in writing.

A. Ss read the text and answer the focus question.
Key: She visited the girl's residence in the evening.

B. Ss answer the questions.
The aim of this activity is to introduce Ss to question forms of the target structure through deduction.
Key:
1. Some of them were doing their homework; others were watching TV.
2. Three women were (getting dinner ready)
3. They came to meet her.

C. Ss underline the verbs (simple past and past continuous) in the text.
D. Ss copy the sentences in the table.
E. Ss write down sentences using the suggested clues.
F. Ask the Ss to read the grammar summary and do the exercise in G.
Key:
1. was having/rang
2. was doing/was watching
3. was watching/saw/was waiting/didn't see/was reading
4. was sleeping/heard/ got up/ switched/went/was happing/ was/was playing

GRAMMAR II: used to

Objectives: Ss will be able to

- use and practise "used to"
- talk about habits in the past.
- talk about situations that were true in the past.

Procedure

A. Ss read the text and answer the focus question.
Key: 1. He spoke one language. **2.** He speaks three languages.
(**NB:** T introduces "used to" and asks Ss to read grammar summary.)
B. Ss read the text again and write sentences with "used to" using information from the text.
C. Ss study the table and then complete the empty boxes.
(**NB:** Ss will come out with various answers. T checks their answers either by walking round or asking them to read out their sentences. T allows for and encourage peer correction).

Boost your writing skills

Objectives: Ss will be able to

- use the brain storming technique .
- write an oultline.
- write an essay using a word web and an outline.

Procedure

A. T introduce the topic.
- Ss, with the help of T, come out with words or ideas related to cheating to complete the word web using main ideas and details. T may elicit ideas from Ss through leading questions such as:
Have ever tried cheating in the exam?
Do you know anyone who has?
What are some of the bad things about cheating?
What bad effects can cheating have on students who cheat?

B. Ss read the scrambled paragraphs and put them in the correct order.
Key: 1.D 2.B 3.A 4.C
C. Ss make a word web about the topic and then, using the ideas from the web complete the suggested outline.
D. Using the word web and the outline, Ss write down a four-paragraph essay.

Learner training

Objectives: Ss will be able to

- learn good techniques to better prepare for the exam.
- learn vocabulary related exams and tests as a semantic field.

Procedure

A. T gets Ss learn some of the verbs related to the words "exam" and "test", ask them to read those verbs and do the gap-fill exercise.
B. Ss read the tips and tick the ones they follow.
C. Ss discuss their choices with the whole class.
D. Ss read the tips in "More golden tips" and do the Quiz.
E. Ss do the True/False activity.

CROSSWORD PUZZLE

Objective: Ss will be able to

- review some vocabulary items from unit 2 through a relaxing activity.

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

Unit 3

Media

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express surprise and interest.
- talk about different types of media.

Presentational Communication

- Speaking: express surprise and interest, present data using graphs.
- Writing: write a personal letter with the correct format.

Interpretive Communication

- Listening: listen for details, listen for specific information.
- Reading: get the main idea of the text, react to ideas in the text.

Culture: Practices and products

- read a graph about media preferences in USA.

Learner training

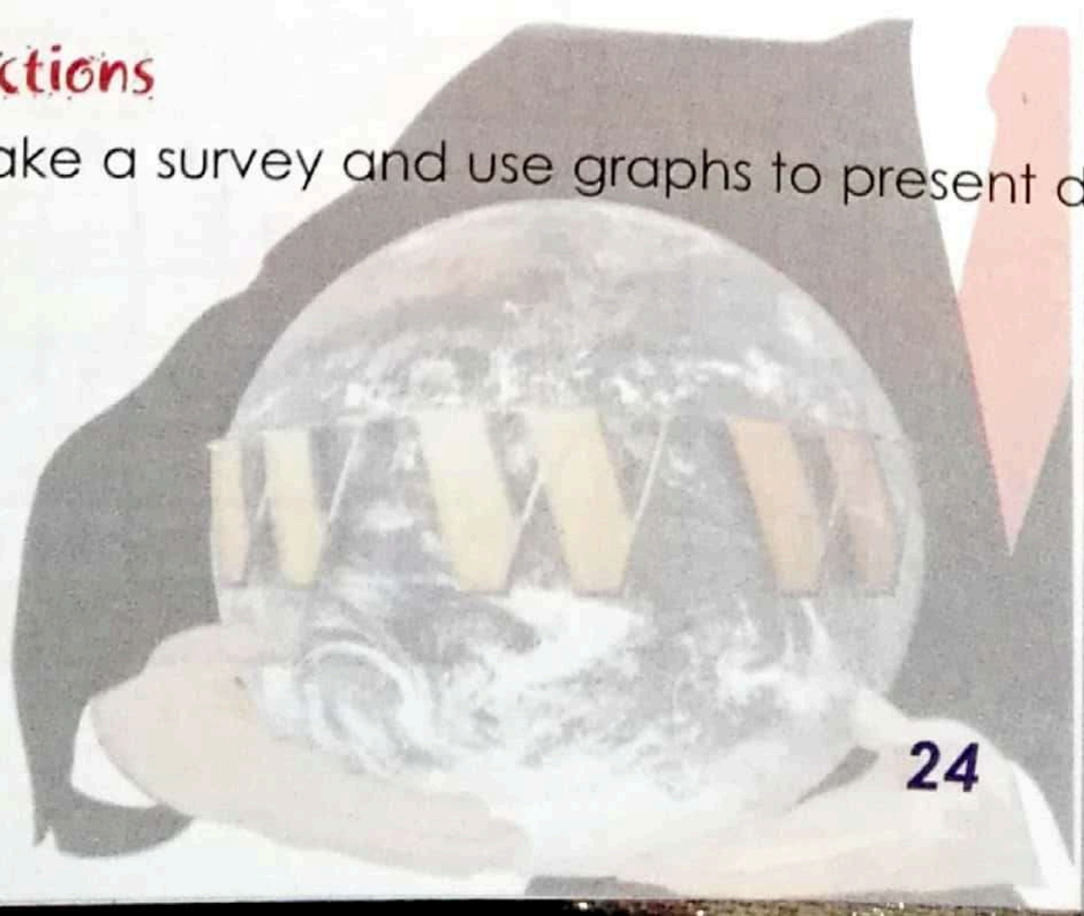
- learn skills of using a dictionary (Part 1).

Language development

- practise the use of the present perfect simple and continuous.
- learn vocabulary related to the media, classify vocabulary according to rubrics.

Connections

- make a survey and use graphs to present data (all subjects).



A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and expand vocabulary related to the topic.
- acquire new vocabulary through visual clues.
- categorize vocabulary according to rubrics.

Procedure

A.

1. T elicits vocabulary items related to Media through general questions.
Possible key: **1.** from TV/newspapers/internet/radio/magazines/etc.

2. Ss do the matching exercise related to the pictures.
Key: 2. a/4; b/2; c/1; d/3.

3. Open questions: Ss talk about the theme and relate it to their own experience and personal life.

B. Gategorizing exercise: In pairs, Ss put the given words in the appropriate column (Ss help each other by explaining to one another the vocabulary that each of them knows). Some of the vocabulary items can be included in more than one column.

Possible key:

A. Cinema	B. Television	C. Press	D. Internet
6/7/9/11/19	1/2/3/6/11/13/14/ 20/24/25/26/27	3/6/8/10/12/15/ 16/17/23/27	4/5/18/21/22/ 24/28/29/30

C. Ss fill in the blanks using vocabulary from the different lists and making use of context clues.
Key: 1. documentary; 2. headlines; 3. emails; 4. viewers; 5. correspondent.

Boost your listening skills: Reality TV

Objectives: Ss will be able to

- listen for details.
- listen for specific information.

Procedure

Pre-listening

A. T activates Ss background knowledge through the brainstorming questions in SB.

While-listening

First listening.

B. Ss guess vocabulary before listening (pre-question).

C. Ss listen and check their answers.

Key: a√; b√; d√; e√; g√;

Second listening.

D. Ss listen another time and write down the missing examples of reality TV.

Key:

1. Celebrity reality	**2.** Professional activities	**3. Game shows**
4. Talk show	**5. Hidden camera**	**6.** Hoaxes

Post-listening.

E. Matching exercise: Ss give examples from Moroccan TV channels.

Key: different answers.

Boost your communication skills: Expressing interest and surprise

Objectives: Ss will be able to

- express surprise and interest.
- talk about different media.

Procedure

A. Ss identify and add expressions of interest and surprise. T writes some of them on BB

B. ***Pre-listening:*** Ss read the introductory paragraph and do the T/F exercise.

Key: 1. F; 2. F.

Read & listen

C. Ss read and listen for details to answer the questions in SB.

Key: **1.** in a company; **2.** surprised; **3.** Wow! Well, for goodness sake! What a surprise!/It's a wonderful surprise!; **4.** Angela's visit to Tangier/Angela won't stay for a long time in the airport/ She won't see Angela.

Second listening.

D. Note taking: Ss take note of all the expressions Najat used to express her surprise and give their own examples.

Possible Key:

Expressions of surprise and interest	
Expressions	**Examples**
Oh!	Oh! Are you in Agadir?
Hey ….. Wait!	Hey … Wait! Is that Steve?
Wow!	Wow! Are you in Tangier?
For goodness sake!	For goodness sake! You have managed to pass!
What a surprise!	Fancy meeting you! What a wonderful surprise!
Dear me!	Dear me! Are you still waiting for the bus!

Post Listening.

E. Ss react to the given news/situations using the expressions in the two tables given. This is an opportunity for Ss to practise using expressions of surprise and interest in a freer and more meaningful context.

Boost your reading skills

Objectives: Ss will be able to

- get the main idea of the text.
- react to ideas in the text.

Procedure

Pre-reading activity: Topic discussion

A. Ss answer the given open questions.

While reading

B. Ss fill in the chart with the main idea of each text.

Possible key:

Text 1: TV has always been my box of entertainment.

Text 2: Using the internet to get the world news and learn about different subjects.

Text 3: The newspaper remains as important as any other means of information.

Post reading

C. Ss compare the arguments they gave before reading the texts with the arguments given by Laura, Tom or Yasmina. (awareness raising).

D. Ss write their reaction to some ideas in the texts, express interest or surprise and justify their reaction.

Boost your grammar: The present perfect simple and continuous

Objective: Ss will be able to

- use the present perfect simple and continuous.

GRAMMAR I: The present perfect simple

Procedure

A. Ss read the dialogue and fill in the blanks with "do", "did", or "have/has".

Key: 1. have; 2. have; 3. have; 4. has; 5. did; 6. do

B. Ss discover the rules themselves or with the teacher's guidance, then practise .

- Ss go to grammar summary to learn about the present perfect simple, then do the exercises given.

C. Ss identify adverbial expressions used with the present perfect.

Key: Just/ already/ yet.

D. More practice: Ss fill in the blank with adverbs from the list given

Key: 1. just/already/yet/just. **2.** yet.

E. Ss complete the table with the verb form (infinitive, simple past or past participle)

F. Ss write correct sentences in the present perfect using the words given.

G. Ss complete the mini-dialogues.

Key:

1. **Steve:** Would you like some tea?
   Julia: No thanks. **I've just had** some.
2. **Samy:** Shall we go out now?
   Yassir: I'm sorry, I can't. **I haven't finished** my homework **yet.**
3. **Peter:** Is the teacher here yet?
   Anna: Yes, he **has just arrived**
4. **Michael:** I think it's the first time we see each other.
   Nadia: No, we **have already met** somewhere.

GRAMMAR II: The present perfect continuous

Procedure

A. Ss read the uses of the present perfect continuous
B. Ss match the sentences with the grammatical rules in A.
Key: 1/c ; 2/a ; 3/b ; 4/d
C. Ss identify the correct tense (present perfect simple or continunous)
Key: 1. I've been ; 2. I've been waiting/have you been doing ; 3. have you been living ; 4. has been writing ; 5. has been working.

Boost your writing skills

Objective: Ss will be able to

- write a personal letter with the correct format.

Procedure

A. Ss do the matching exercise to identify the different parts of a personal letter.

Key:
a. Salutation: **3** b. Name of the writer: **6** c. Address: **1** d. Wishes: **5** e. Body of the letter: **4** f. Date: **2**
B. Ss read for detailed information.

Key: In which paragraph does Ilham

	Number of paragraph
1. want to know Jane's reaction?	5
2. apologise for not been able to write in time?	1
3. talk about the problem of computer addiction in Morocco?	2
4. give advice to Jane?	4
5. talk about herself?	3

C. Ss write a personal letter respecting the appropriate form.
(Ss should respect instructions given in SB).

Learner training: Using the dictionary (Part 1)

Objectives: Ss will be able to

- recognize the importance of using the dictionary regularly.
- learn how to use the Dictionary (Part 1).

Procedure

A. Ss answer the brainstorming questions to get an idea about the importance of using dictionaries.

B/C/D/E. Ss do the exercises to understand and get trained on alphabetical order.

Boost your project work skills

Objective: Ss will be able to

- read and present data in graphic format.

Procedure

A/B. Ss do the exercises to: a. recognise different types of the graphs; b. understand the aim behind using graphs (T should give enough explanation to this point).

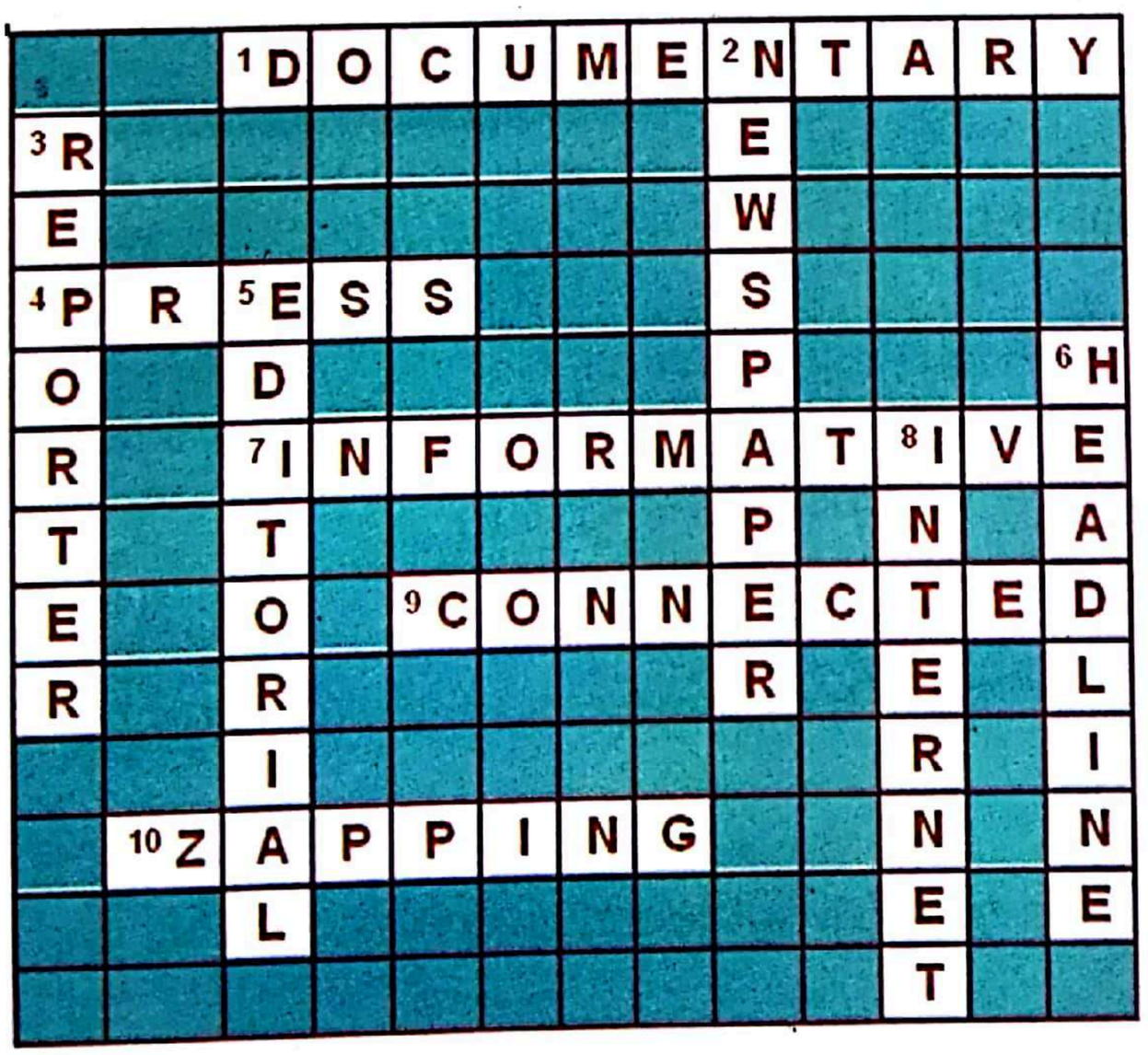
C. Reading a graph: Ss study a graph and notice how it is made and what information it contains.

D. Exploitation: Ss Make a classroom survey to practise using graphs.

CROSSWORD PUZZLE

Objective: Ss will be able to

- review some vocabulary items from unit 3 through a relaxing activity.



Unit 4 Leisure and Entertainment

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express feelings and emotions.
- talk about different activities of leisure and entertainment.

Presentational Communication

- Speaking: express feelings and emotions, talk about leisure and entertainment in the neighbourhood.
- Writing: write an e-mail with the correct format.

Interpretive Communication

- Listening: listen for main idea, listen for specific information, guess word meaning from context.
- Reading: recognise main ideas, scan text for specific information, answer comprehension questions, infer word meaning from context.

Culture: Practices and products

- know about leisure and entertainment in China and Japan.

Learner training

- read and write an e-mail.

Language development

- practise using 'too' and 'enough'.
- practise using 'going to' and 'will'.
- practise using adjectives ending with 'ed' and 'ing'.
- learn vocabulary related to leisure and entertainment.
- review and practise the use of prepositions of time and place.

Connections

- read and write an e-mail (all subjects).

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- acquire new vocabulary through visual clues.
- review and expand their vocabulary related to the topic.
- categorize vocabulary according rubrics.
- distinguish adjectives with -ing and -ed.

Procedure

A. Ss study the pictures and identify different types of activities.
B. Whole class discussion.
C. Ss classify activities according to the headings in the table.
D. Ss, with T's guidance, add up other activities to the lists.
E. Ss practise some useful adjectives with -ed & -ing to help them express their feelings, likes and dislikes of some free time activities.
Key: 1. exhausting ; 2. surprised ; 3. bored ; 4. fascinating ; 5. interesting

Boost your listening skills: Entertainment in China

Objectives: Ss will be able to

- listen for main idea.
- listen for specific information.
- guess meaning from context.

Procedure

Pre-listening

A. T activates Ss background knowledge through the brainstorming questions in SB. (T may further discuss the topic by exploiting the pictures in activity B; and also to prepare Ss for that activity).

While-listening

B. Ss listen first to match the pictures with the activities mentioned in the dialogue.
Key:
1. Ping Pong; **2.** Soccer; **3.** Volley ball; **4.** Basketball; **5.** Rope Skipping; **6.** Watching TV; **7.** Video games; **8.** Hide and Seek
(NB: Swimming is mentioned but in a river, unlike the picture in SB)
C/D. Ss listen and do the T/F exercise.
Key: 1. F; 2. F; 3. F; 4. T.
E. Ss listen another time and complete the table with expressions of feelings and emotions (this activity also aims to introduce Ss to some expressions related to emotions and feelings which is part of the subsequent part of the unit: communication).
Key:
1. keen on; **2.** eager to; **3.** disappointing; **4.** fond of; **5.** worried; **6.** worried; **7.** indifferent; **8.** worried; **9.** disappointing; **10.** bored.
F. Ss compare the activities practised by Chinese children to those practised in Morocco. This is a cultural awareness activity.

Boost your communication skills: Expressing feelings and emotions

Objective: Ss will be able to

- express feelings and emotions.

Procedure

A. Ss read and listen to the dialogue then answer the questions about it.

Key: **1.** He wants to know if there's a big park in the neighbourhood;
2. In the forest ; **3.** Tom's father.

B. Ss read the dialogue to identify and classify adjectives.

C. Ss study the adjectives in the table in B and then complete the rules in C.

Key: We use adjectives with 'ed' to express feelings and emotions.
We use adjectives with 'ing' to describe activities and places.

D. Ss fill in the table with positive adjectives and negative adjectives from the list.

E. Ss practise the functions with the help of pictures.

Boost your grammar (1)

Grammar I: "too" and "enough"

Objective: Ss will be able to

- practise and distinguish between the use of **"too"** and **"enough".**

Procedure

A. Ss read the text and answer the focus question. (the aim of the reading text is to set a meaningful context to introduce and practise **"too"** and **"enough"**.)

Key: Twenty five girls and boys.

B. Ss read the text again and answer the questions.

Key:

1. Because his guests were too many for his small flat.

2. Yes, he had. He spent most of his money on the cakes and the sandwiches.

3. No, he didn't. He bought only one litre of orange juice and one litre of Coca Cola.

C. Ss read the text again and fill in the chart

Key:

Elements	tables	chairs	guests	cakes	juice	coke	sandwiches
Quantity	1	4	25	1	1 litre	1 litre	some

D. Ss use the cues given to make sentences with 'too' and 'enough'.
E. Ss complete the sentences with 'too' or 'enough'.

Grammar II: Future tense – "going to" and "will"

Objectives: Ss will be able to

- practise and distinguish between the use of 'will' and 'going to' future forms.
- be able to deduce meaning and use of 'will' and 'going to'.

Procedure

A. Ss read the sentences and the grammar summary, then match the sentences with the rules in the table.
Key: **a.** 1; **b.** 5 ; **c.** 3/7 ; **d.** 2 ; **e.** 4 ; **f.** 6.

B. Ss do the exercise using 'going' or 'will' future form.
Key: **1.** will get; **2.** going to travel; **3.** will show; **4.** going to bang; **5.** going to visit.

Boost your reading skills: Empty Orchestra

Objectives: Ss will be able to

- recognise main ideas in the text.
- scan for specific information.
- show general understanding of the text.
- infer meaning from context.

Procedure

A. Before reading, Ss answer the pre-reading question and write down the answers.
B. Ss read the text and match the headings with the paragraphs.
Key: 1. c; 2. d; 3. a; 4. b.

C. Ss do the T/F exercise and justify their answers.
Key:
1. F. In recent years, there has been a boom in karaoke rooms in Japan.
2. F. They go to enjoy singing.
3. T.
4. F. The karaoke box consists of a lot of isolated rooms.

D. Ss answer comprehension questions.
Key:
1. the word karaoke stands for Empty orchestra; an orchestra without a vocalist
2. to enjoy singing, seek relief or have fun.
3. "karaoke bar" is more American and you sing in front of people; "karaoke box" is more Japaneese and you don't sing in front of unfamiliar people.

4.

You can	You can't
1. sing with friends	1. misbehave (or smoke)
2. dance	2. look into other rooms

E. Key: 1. singalongs ; 2. gender ; 3. relief ; 4. patrol

Boost your grammar (2)

Grammar III: Prepositions of time and place

Objectives: Ss will be able to

- review and practise different prepositions of time and place
- distinguish the different uses of "in – at – on" for time and place.

Procedure

A. Ss read the grammar summary and fill in the blanks with the appropriate prepositions of time (in – at – on).
Key: 1. on; 2. in; 3. in; 4. at; 5. on; 6. at; 7. in.

B. Ss practise the use of prepositions of place through visual clues.
Key: 1. on; 2. in ; 3. under; 4. between; 5. above.

C. Ss practise the use of more prepositions of place through context clues.
Key: 1. on; 2. next to; 3. between ; 4. at ; 5. on
D. Key: 1. over ; 2. between ; 3. infront of ; 4. on ; 5. near

Boost your writing skills

Objectives: Ss will be able to

- write an e-mail message with the correct format.

Procedure

A. Ss discuss the points related to their own experience in writing emails and distinguish the difference between writing an email and writing a letter.

B. Ss read the email and do the matching exercise to recognise the different basic components of an email.

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

C. Ss react to some ideas expressed in the email.
D. Ss write an email responding to the email they have read.

Unit 5 Celebrations

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express promise.
- talk about different celebrations and festivals.

Presentational Communication

- Speaking: express promise, talk about different celebrations and festivals.
- Writing: write an article following an outline, write a first draft, revise it using a checklist, write a second draft.

Interpretive Communication

- Listening: listen to a radio programme, guess the topic, listen for general idea, listen for specific information.
- Reading: read for the purpose of the writer, read for specific information, understand vocabulary from context.

Culture: Practices and products

- learn about festivals from other countries, share Moroccan festivals with foreign people.

Learner training

- learn skills of using a dictionary (part 2).

Language development

- practise the passive voice.
- practise using relative pronouns.
- learn vocabulary related to celebrations and festivals.

Connections

- make a poster (all subjects).

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and expand vocabulary related to the topic.
- acquire new vocabulary through visual clues.
- categorize vocabulary according to rubrics.

Procedure

A. Ss look at the pictures and identify which celebrations and festivals they can recognize. (T may encourage Ss to talk about these celebrations and festivals.)

B. Ss classify the events by putting them in the right column.

Key:

- Religious Celebrations: 9/ 8/ 4
- Local Celebrations: 11/ 12/ 13/ 3
- National Celebrations: 2/ 5/ 10
- Foreign Celebrations: 14/ 6/ 7/ 1

C. With the guidance of T, Ss match the dates with the celebrations and the pictures above.

Key: 1. h : photo 10; 2. d : photo 5 ; 3. g : photo 6 ; 4. a : photo 8; 5. e : photo 7; 6. i, : photo 2; 7. b: photo 4; 8. c : photo 1; 9. f : photo 3; 10. j : photo 11.

D. In pair, Ss choose two celebrations and fill in Chart A with the required information.

E. T puts Ss in small groups and asks them to choose 2 celebrations they want to know about. They can join the other groups to get the necessary information about the celebrations.

F. Whole class discussion: The suggested questions in the SB may be used as a platform for discussion.

Boost your listening skills

Objectives: Ss will be able to

- guess the topic of listening text.
- listen for the main idea.
- listen for specific information.

Procedure

Pre-listening

A. Ss answer the questions. This will activate their background knowledge about the African continent. Then Ss look at the map and locate the suggested countries on it.

Key to question 3 : 1. c: Ivory Coast. 2. a: Ghana. 3. b: Egypt.

4. Before listening to the radio programme, Ss are asked to guess what might be said about the three afore-mentioned countries.

While-listening

B. Ss listen to the radio programme and check their answers.

C. Ss listen again and complete the table.

Key:

	Speakers	Countries	Festivals	Period of the festival
1.	kofi	Ghana	The Homowo Festival	August/September
2.	Drogba	Ivory coast	The festival of Masks	November
3.	Jamal	Egypt	Abu Sembel festival	February 22nd and Octber 22nd

D. Ss listen and do the T/F exercise.

E. Ss correct the false statements

Key:

1. F. It makes fun of hunger

2. F. It pays homage to forest spirits.

3. T.

F. As a follow up activity, Ss discuss the festivals and decide which one they find very interesting.

Boost your communication skills: Expressing promises

Objective: Ss will be able to

- make and react to promises.

Procedure

A. Ss read and listen to the mini-dialogue and answer the pre-question.

Key: She promised to take her daughter to the zoo.

B. Ss underline the expressions of promise and copy them down. This will help them identify the structures used to express this function. T can add more expressions of promise.

Key: 1. I promise not to disturb you.
2. I'll take you to the zoo tomorrow if you keep quiet.
3. I'll be as quiet as a mouse.

C/D. Ss read the situations and write down promises using the structures they have identified in the dialogue, and the ones that their T have added.

Boost your reading skills: The Imilchil Festival

Objectives: Ss will be able to

- read for specific information.
- understand vocabulary from context.

Procedure

Pre-reading

A. As a pre-reading activity, Ss talk in pairs about the festivals they have attended and describe the activities practised there.

B. Ss share their ideas with the whole class.
(NB: A and B will prepare them for the subsequent reading activity.)

- T may introduce some key vocabulary items which he thinks may be important for the understanding of the reading passage.

While-reading

C. Ss read the text and answer the multiple-choice question.
Key: 3

D. Ss read the text again and do the true/ false exercise.
Key:

1: F. They also come for business.
2: T. Men and women enjoy equal status
3. F. They wear a rounded spangled headdress if they have never been married before or a pointed one if they are divorced or widowed.
4. F. An official drives in from outside to register the new marriage.

E. Ss read the text again and answer the questions.
Key:

1. It is organized in Ait Hadiddou tribe in The Atlas Mountains towards the end of September.
2. Three days.
3. The newly married couples go back to their villages.
4. The text is written mainly for foreign readers. The writer explains the word Moussem to foreigners and explains so many things that are evident to Moroccans but foreigners are not familiar with..

F. Ss read the text again and look for the suggested equivalent words in the text.
Key: 1. remote 2. vast 3. wandering 4. huge 5. widowed

Boost your grammar

Grammar I: Relative pronouns

Objective: Ss will be able to

- learn and practise using the relative pronouns.

Procedure

A. Ss do the matching activity. This activity will enhance their intuitive learning of the new vocabulary.

Key: 1.d; 2. a; 3. c

B. Ss read the text and answer the suggested focus question.

C. Ss complete the table. The aim of this activity is for Ss to find out in the text words that the relative pronouns in bold letters refer to then the uses of these pronouns. (T may guide Ss to find out which words the different relative pronouns refer to.)

	Relative pronouns	Words they refer to	Use
1.	which	photos	object pronoun
2.	where	hotel	object pronoun
3.	which	balcony	object pronoun
4.	whose	boy	possessive pronoun
5.	who	girl	object pronoun
6.	who	she (the girl)	subject pronoun

D. Ss go back to the text and put between brackets the relative pronouns that they think are not necessary.

E. Ss fill the blanks with the appropriate relative pronouns. **(T may assign E as a homework.)**

Grammar II: The passive voice

Objective: Ss will be able to

- learn and practise using the passive voice.

Procedure

A. Ss review their irregular verbs through completing the table. This activity is necessary for the subsequent activities.

B. Ss look at and react to the pictures in B.

Key: Ibn Khaldoun; Leonardo Davinci; Thomas Adison; Issac Newton; Naguib Mahfouz; Louis Pasteur.

C. Ss complete the sentences about the famous people. This deductive approach will help Ss to internalize the target structure in a smooth way.

D. Ss have a look at the grammar summary and do the exercise.

Boost your writing skills: Writing an article

Objectives: Ss will be able to

- write an article following an outline.
- edit a first draft using a checklist before writing the final draft.

Procedure

A. Ss write down notes of some necessary information they will need for their article.

B. Ss write the first draft following the outline suggested.

C. Ss self-correct their draft with the help of the suggested checklist.

D. Ss write a final version making any necessary changes.

Learner training: Using the dictionary (Part 2)

Objectives: Ss will be able to

- learn how to specify syllables in a word.
- identify the stressed syllable (s) in a word.
- identify silent letters in some words.

Procedure

A. Syllablles:

Ss divide the words into syllables as suggested in SB.

Key: **1.** neigh.bour ; **2.** class.room ; **3.** right X ; **4.** young X ; **5.** ma.rriage ; **6.** inter.na.tion.al ; **7.** fe.sti.val ; **8.** groom X ; **9.** ce.le.bra.tion

B. Words with different meanings:

- Ss choose the correct meaning of the words according to context.

Key: 1. a; 2. a.; 3. a; 4. a; 5. b.

C. Words with silent letters:

- Ss decide which letters are not pronounced in the words.

Boost your project work skills: Making a poster ; A festival to visit

Objectives: Ss will be able to

- expand their learning beyond the classroom.
- practise using the pre-taught vocabulary both orally and in writing.
- enhance both collaborative and cooperative work.

Procedure

A. Ss look at the poster in the SB and answer the questions (some information may be missing in the poster). This poster is meant to be a model that can trigger off Ss' creativity.

B. **Task 1:** In small groups of 4, Ss decide on a particular festival and think of a poster which will include the information suggested in SB.

Task 2: Ss get into larger groups, say 8, then share the information prepared in task 1. Each larger group presents their product. (This can be done in another session.)

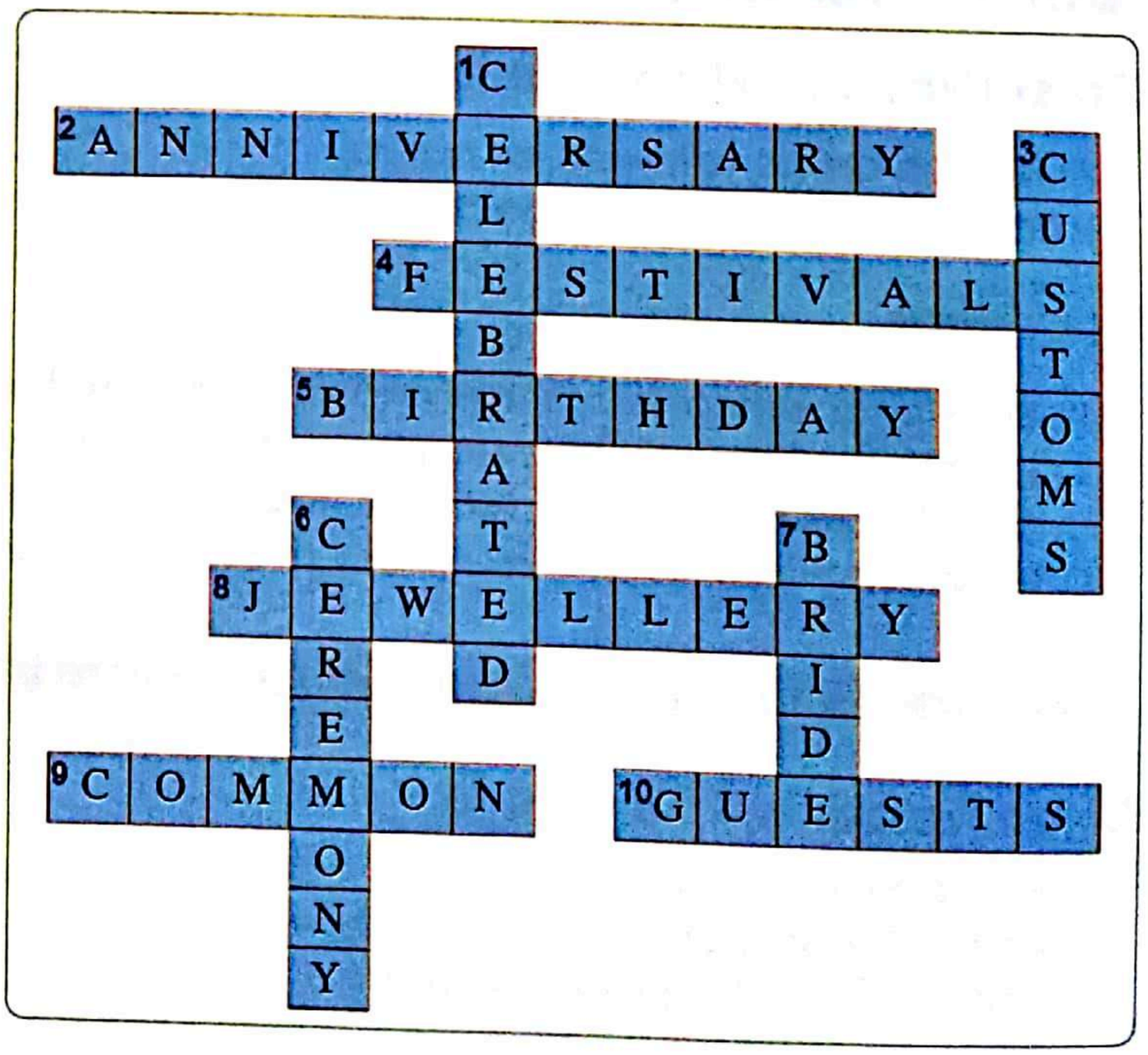
Task 3: Whole class discussion and evaluation.

C. After doing the out-of-class task, groups make the final draft of the poster. The end-product can then be exhibited either in the classroom, in the school library or anywhere else for public read-through.

CROSSWORD PUZZLE

Objective: Ss will be able to

review some vocabulary items from unit 5 through a relaxing activity.



Unit 6 Health and Welfare

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express and respond to complaints.
- talk about health and healthy habits and practices.

Presentational Communication

- Speaking: express ideas and opinions about health and welfare.
- Writing: write a personal letter about healthy habits and practices.

Interpretive Communication

- Listening: listen for main idea, listen for specific information, listen and take notes,
- Reading: predict the main topic of the text, read and check information, recall. information from memory, write a summary of the text.

Culture: Practices and products

- know about child health in different parts of the world.

Learner training

- evaluate websites.

Language development

- practise the use of different modal auxiliaries.
- practise the use of conditional type '0' and type '1'.
- learn vocabulary related to health and welfare.
- learn collocations.

Connections

- know about health and healthy food (all subjects) and practices (science, physical education).
- evaluate websites (All subjects).

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and acquire new vocabulary through visual clues.
- categorize vocabulary according to given rubrics (collocation).

Procedure

A. Ss use the picture to identify the different parts of the body by putting the right numbers of the words on the right places in the pictures.

B. Ss classify the words in A by writing them with the expressions they collocate with.

C. In pairs, Ss talk about illnesses they have experienced and ask their peers to talk about theirs using the vocabulary dealt with in A and B. This is followed by a whole class discussion of different kinds of illnesses and their possible cure.

Boost your listening skills

Objectives: Ss will be able to

- talk about health and healthy habits.
- express ideas and opinions about health and welfare.
- listen for main idea.
- listen for specific information
- listen and take notes.

Procedure

A. Ss look at the pictures and fill in the blanks with appropriate expressions of complaint. (This is an indirect introduction of expressions of complaints which will be more developed in the following part).

B. Ss listen to the radio programme and answer the focus question in the SB.

Key: Health officials and educators should implement sensitising programmes at schools and on TV. Parents should instil in their kids a new eating culture which helps them become healthier.

C. Ss listen again and take notes about what a healthy diet means for Dr John Frost.

Key: A healthy diet should be low in fat and rich in fruit and vegetables. It should also include moderate amounts of milk and dairy products, meat and fish.

D. Ss discuss the good eating habits mentioned in the interview and share ideas about their own habits.

Boost your communication skills: Expressing complaints

Objective: Ss will be able to

- express and respond to complaints.

Procedure

A. Ss read the complaints and guess the context where the complaints take place. Ss will give different answers. T negotiates Ss guesses and accepts convincing ones.

Possible key: 1. Restaurant; 2. restaurant or café; 3. restaurants, supermarket, etc.; 4. hotel; 5. car repairing garage; 6. neighbours.

B. Ss match the complaints in A with their corresponding responses in B.
Key: 1. f; 2. d; 3. c; 4. e; 5. a; 6. b.
C. Ss use the suggested situations to practise expressing complaints.
D. In pairs, Ss exchange their complaints and respond to them.
E. Ss share their complaint with the whole class. This can be conducted as a role play.

Boost your reading skills

Objectives: Ss will be able to

- predict the main topic of the text.
- read and check information.
- recall information from memory.
- write a summary to the text.

Procedure

A. Ss look at the pictures and try to predict what the text might be about by completing the sentence in SB.
B. Ss discuss their predictions with their partners.
C. Ss read the text then check their prediction. This can lead to a whole class discussion which will help with a better understanding of the idea of the text.
D. Ss read the text again and do the True/False statements exercise.
Key: **1.** F. N.G.Os complain about the health of people, particularly children.
2. F. They are obese because of the absence of activity and unhealthy eating patterns.
3. T.
4. F. Parents and education are important as well.
E. Ss are encouraged to recall the information they have picked up without resorting to the text; and, in note form, write down this information.
F. Ss read the text again and check their notes.
G. Ss discuss their answers to task D, then write a summary of the text (about 80 words)

Boost your grammar

Grammar I: Conditional "0" and"1"

Objectives: Ss will be able to

- learn and practise using conditional 0 & 1.

Procedure

Conditional type "0"

A. Ss read the mini-dialogue and answer the focus question.
Key: Chemistry

B. Ss answer the questions. This is an indirect presentation and discussion of conditional 0.
C. Ss do the matching exercise.
Key: 1. C; 2. a; 3. e; 4. d; 5. b

D. Ss complete the sentences. This is a free productive practice of conditional 0.

Conditional type 1

A. Ss read the text and answer the focus question.
Key: He's interested in Medicine.

B. Ss fill in the chart with sentences from the text.
C. With the help of T, Ss identify the sentences in the text and recognize their structure.
Key: If + simple present, + future

D. Ss do the matching exercise.
Key: 1. b; 2. a; 3. e; 4. d; 5. c.

E. Ss read the grammar summary and put the verbs in the correct form.
Key: 1. eat/ will put **2.** wins/ will qualify **3.** will go/ has **4.** send/ will receive
F. Ss supply the missing parts of the suggested sentences. This is a free productive practice of conditional 1.

Grammar II: Modal auxiliaries

Objective: Ss will be able to

- practise the use of different modal auxiliaries.

Procedure

A. Ss read and listen to the dialogue and answer the focus question.
Key: He spends his free time watching TV or playing games or football with friends.

B. Ss fill in the table with corresponding expressions from the dialogue.
Key:

Possibility	Obligation	Permission	Prohibition
-You can't go out	- Are you allowed to.....? - You may go	- You have to go to the study room. - You must be there.	- You might be punished if you don't.

C. Ss read the grammar summary and do the matching exercise.
Key: 1. c; 2. e ; 3. d; 4. b; 5. f; 6. a.

D. Ss do the multiple choice exercise.
Key: 1. b; 2. c; 3. a; 4. b; 5. b.

Boost your writing skills: Writing a personal letter

Objective: Ss will be able to

- write a personal letter about healthy habits and practices.

Procedure

- Ss may use the cues (in the form of questions) to help them organize their ideas before writing the letter.

- T may apply the process writing approach to get Ss
  - brainstorm ideas
  - write an outline
  - write the first draft
  - revise and edit
  - write the final draft.

N.B. T may follow the same procedure as in Unit 5.

Learner training: Evaluating websites

Objectives: Ss will be able to

- look critically at the content of websites
- evaluate websites.

Procedure

A. Ss discuss the questions. The aim of this activity is to raise Ss' awareness to the importance of the internet and the difficulty people find in retrieving information from the plethora of information provided by this technological device; hence the importance of learning some skills that might enable them to feel safe and make sure they are using the right websites.

B. With the guidance of the teacher, Ss discuss the checklist with their classmates.

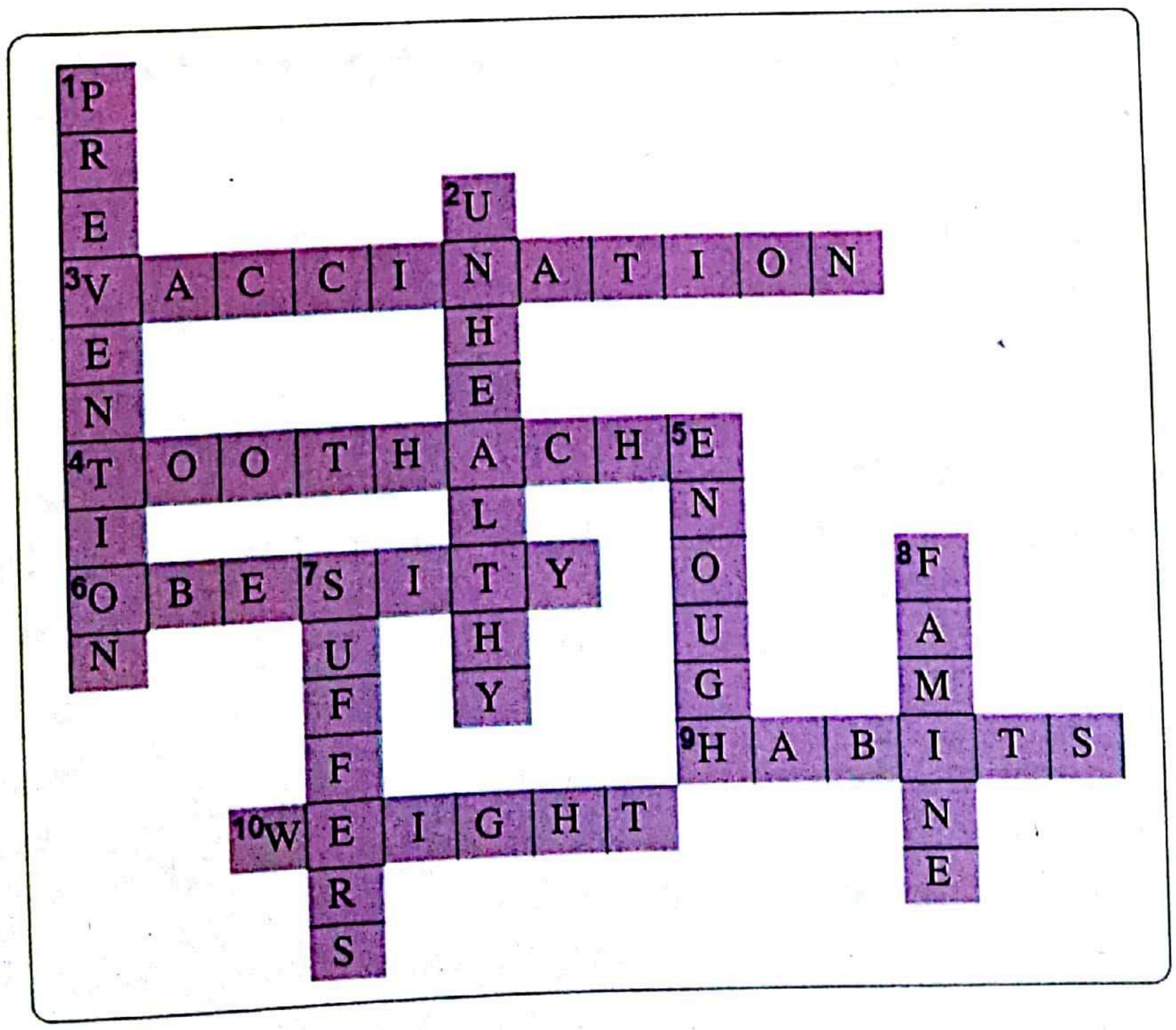
C. As an out-of-class activity, Ss go to the internet and choose a website that might interest them, then, using their checklist, evaluate the website.

- In another session, Ss report their evaluation to the whole class.

CROSSWORD PUZZLE

Objective: Ss will be able to

review some vocabulary items from unit 6 through a relaxing activity.



Unit 7 Ecology

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express hopes and wishes.
- talk about some ecological problems.

Presentational Communication

- Speaking: express wishes and hopes and discuss some ecology problems.
- Writing: write a formal letter complaining about some ecology problems.

Interpretive Communication

- Listening: predict, listen for main idea, listen for details, listen for specific information.
- Reading: get the main ideas of the text, read for specific information.

Culture: Practices and products

- learn about some ecology problems around the world (sea and forests).

Learner training

- use context clues to build up vocabulary learning skills.
- make a brochure.

Language development

- practise the use of conditional type 2.
- learn vocabulary related to ecology (forests, fish and sea), practise forming adjectives, verbs and nouns.

Connections

- learn about different ecology problems (science, geography).
- use context clues to understand new vocabulary (languages).
- make a brochure (all subjects).

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and acquire new vocabulary through visual clues.
- practise word derivation (verb/ noun/ adjective).

Procedure

A. Ss look at the pictures and say what they have in common and what each one presents, then they share their ideas with whole class.

B. Ss match the words with their definitions.

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

C. In pairs, Ss complete the table.

Teacher walks round to help the student when needed. This activity will help the students to expand their vocabulary repertoire.

Key: **1.** preservation – preserve –preservative
2. recycling – recycle – recycled
3. waste – waste – wasted
4. damage – damage – damaged
5. renewal – renew – renewed
6. harm – harm – harmful/ harmless
7. diversity – diversify – diversified
8. pollution – pollute – polluted
9. destruction – destroy – destructive
10. promotion – promote – promoted.

Boost your listening skills: Saving fish species

Objectives: Ss will be able to

- predict and listen for main idea.
- listen for specific information.
- listen for details.

Procedure

A. Ss identify the oceans in the map and put their names in the appropriate places.

Key: From left to right: c. The Atlantic Ocean; a. The Indian Ocean; b. The Pacific Ocean.

B. In pairs, students look at the pictures and try to identify the sea species they know and the ones they don't know.

Key: Pictures from left to right: 4. whale; 1. shark; 2. tuna; 5. billfish; 6. seal; 3. dolphin.

C. With a partner, Ss identify the species that might be endangered, write down and discuss some of the dangers fish in the different oceans in the world might face. Then they discuss their ideas with whole class.

NB: T selects some of the dangers mentioned by Ss and writes them on BB so that Ss can check their answers after first listening to Part 1.

Part 1

A. Ss read the multiple choice question, listen again to Part 1 and then choose the correct answer.

Key: 1. b ; **2.** a.

B. Ss listen again to part one and complete the suggested notes.

Key: 1. too much fishing; **2.** destruction of areas where fish live; **3.** climate change.

Part 2

A. Ss listen to part two and answer the questions.

Key:

1. It was compared with information gathered by scientific observers from Australia and U.S.A.

2. Tuna and billfish are especially disappearing near northwest Australia.

B. Ss listen again to Part 2 and complete the statements in the text.

Key: ..... 1. large fish that eat other fish. ..... 2. has increased ..... 3. ten times .....
4. past fifty years.

Part 3

A. Ss listen to Part 3 and match the causes with the effects in the two tables.

Key: 1. a ; **2.** c ; **3.** b.

B. Ss listen again to Part 3 and complete the notes.

Key: 1. East coast of Florida; **2.** South of Hawaii; **4.** Near Sri Lanca.

Whole text listening.

Ss listen to the whole text and match each title from the list with the appropriate part.

Key: Part 1. b ; **Part 2.** c ; **Part 3.** a.

Discussion.

As a post listening activity, Ss work in pairs and discuss some of the problems Moroccan sea areas suffer from.

Possible Key: Possible answers: overfishing - damping - oil spill from tankers – sewage - etc.

Boost your communication skills: Expressing hopes and wishes

Objective: Ss will be able to

- express hopes and wishes.

Procedure

A. Ss read the dialogue and answer the focus question.

Key: Because she failed her last one.

B. Ss read the dialogue again and find expressions of hopes and wishes.

Key:

1. I hope I pass the test next Monday.
2. I wish you wouldn't call me a genius.
3. They wish they had your talent.
4. I hope the test will not be as difficult as the last one.

C. Ss read the rules and circle the right word: wish or hope.
Key: 1. hope; 2. wish; 3: wish; 4. wish; 5. hope.

D. Ss read the situations and complete the sentences as suggested.
Key:
1. She hopes he calls. She wishes she could get in touch with him.
2. He hopes he will find a job. He wishes he was good at English.
3. He hopes he finishes his project this week. He wishes he had enough time.

E. Ss write a paragraph similar to the ones in D and end it with a wish and a hope. Then Ss read out their paragraphs to whole class for peer correction.

Boost your reading skills

Objectives: Ss will be able to

- read for main idea.
- read for specific information.

Procedure

A. As a pre-reading activity, Ss work in pairs to find out what the pictures have in common, and what ecological problem they show.
- Ss discuss the consequences of these problems.

B. Ss read the text and choose the appropriate title for each paragraph.
Key: A. 3; B. 5; C. 4; D. 1; E. 2.

C. Ss read Paragraph D and fill in the chart with the right information.
Key:

Causes of deforestation
- Urban expansion - Farming and grazing land - Logging industry - Cattle grazing - Cash crops

D. Ss answer the questions using information from the text
Key:
1. because of its importance for the global ecosystems and maintaining the right quality of life for all the species.
2. Parts of the forest are cleared to provide a grazing land for the cattle.
3. It could generate problems such as change of climate, soil erosion and landslides.

E. As a follow up, Ss work in pairs or small groups of 4 to write down lists of things we shouldn't do and measures to be taken to preserve our forests.
F. Ss discuss their ideas with whole class.

Boost your grammar: Conditional 2

Objective: Ss will be able to

- practise the use of conditional type 2.

Procedure

A. Ss read the text and answer the focus question.
B. Ss read the text again to find the sentences that express Karim's dreams and his colleague's advice.
Key:
1. Karim's dreams:
a. If I had enough money, I would set up my own business.
b. If my parents knew how important it is for me to be a businessman, they would do something to help.
c. My father would sell the small farm if he knew how important for me to be a businessman.
2. Colleague's advice:
If I were you, I wouldn't think of such things.

C. Ss do the matching exercise.
Key: **1.** c ; **2.** d ; **3.** e ; **4.** b ; **5.** a.

D. Ss read the grammar summary, then do the exercise.
Key: **1.** were; **2.** would look; **3.** were; **4.** would you do; **5.** could.

E. Ss read the situations and complete the sentences as suggested.

Boost your writing skills: Writing a formal letter

Objectives: Ss will be able to

- recognise the different parts of a formal letter.
- write a formal letter complaining about some ecology problems.

Procedure

A. Ss read the letter and answer the focus question.
Key: Because his friend recommended it to him.

B. Ss, with the help of the teacher, discuss the layout of a formal letter. The sample formal letter could be used for this purpose.
- Ss identify the components of the letter by doing the matching exercise.

Key: 8 – 9 – 2 – 3 – 4 - 7 – 1 – 6 - 5

C. With the guidance of the teacher, Ss recognize the difference between a formal letter and a personal letter.
D. Ss read the topic of the letter.

E. Ss put a list of those who are responsible for the current state of our forest.
- Ss try to recall some of the adjectives that best describe people's attitudes toward forest.
- Ss use some expressions of complaint about the indifference towards the destruction of the forest.

- Ss think of what kind of help they expect from the international organization.
- Ss then organise their ideas from the most important to the least important.
- Ss write a first draft of the letter in class. Revising, editing and rewriting may be done in another session.

NB: This activity may help Ss to recycle the previously taught language elements.
A process writing approach may be applied as in the previous units.

Boost your project work skills: Making a brochure

Objectives: Ss will be able to

- expand their learning outside the classroom.
- enhance collaborative/cooperative work.
- enhance their creativity.
- make good use of the internet.
- make a brochure.

Procedure

- As Ss may, at this stage, be familiar with project work, they follow the stages suggested in the SB. The role of T is to monitor Ss' work.

Learner training: Building vocabulary through context clues

Objective: Ss will be able to

- use various context clues to understand new vocabulary.

Procedure

A. Ss read about the six types of context clues.
B. Ss do the matching exercise.
Key: 1. d; **2.** f; **3.** a; **4.** e; **5.** c; **6.** b.

C. Ss match the words taken from the examples in B with their definitions.
Key: 1. d; **2.** e; **3.** f; **4.** c; **5.** b; **6.** a.

Unit 8 Society and Social problems

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express suggestions.
- talk about some social problems.

Presentational Communication

- Speaking: express suggestions and discuss some social problems.
- Writing: write an article suggesting solutions to some social problems.

Interpretive Communication

- Listening: predict, listen for specific information, listen for main ideas, listen for details.
- Reading: read for specific information, get the main ideas of the text, read for general idea.

Culture: Practices and products

- learn about some social problems in different parts of the world.

Learner training

- make posters for consciousness raising to avoid road accidents.
- practise problem solving.

Language development

- practise the use of reported speech.
- learn and practise the use of phrasal verbs.
- review and practise the use of reflexive pronouns.
- learn vocabulary related to social problems.

Connections

- learn about different social problems (geography, civic education, philosophy).
- make posters (all subjects).
- practise problem solving (all subjects).

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and acquire new vocabulary through visual clues.
- guess the correct word meaning through definitions.

Procedure

A. In pairs, Ss look at the pictures and discuss the social issues they show. They also discuss the extract taken from The King's speech.

B. Ss share their ideas through whole class discussion.

C. Ss do the matching exercise in to review or learn some key vocabulary related to the theme.

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

D. Ss do the activity and think of potential measures to solve the problems in C using the suggested list.

Possible Key: a. 4 / 1; **b.** 5; **c.** 3/ 7/ 5; **d.** 3/ 7/ 5; **e.** 4; **f.** 7; **g.**

E. Ss share their ideas through whole class discussion.

Boost your listening skills: Solving some social problems

Objectives: Ss will be able to

- predict and listen for main idea.
- listen for specific information.
- listen for detail.

Procedure

A. Ss, in pairs, discuss the issues suggested, then share their ideas through whole class discussion.

B. Ss guess what the radio programme might be about by completing the suggested sentence.

C. Ss listen to the extract of the radio programme and check their guesses.

D. Ss listen again and do the filling the blanks exercise.

Key: 1. the private sector; **2.** micro-loans; **3.** inclusion and solidarity.

E. Ss listen again and write down two of the main suggestions.

Key: 1. Empowering the poor with necessary skills to improve their situation.
2. Encouraging micro-loans.

F. As a post listening activity, Ss think of other suggestions.

Boost your communication skills: Making suggestions

Objectives: Ss will be able to

- express suggestions.
- discuss some social problems using suggestions.

Procedure

A. Ss look at the pictures and discuss the different situations of the handicapped people in them.

B. Ss read the extracts, notice how suggestions are expressed.

C. Ss copy down those expressions.

Key: 1. Why don't bank operators provide loans to disabled people to start their own projects?

2. Let's work together to alleviate the suffering of disabled people.
3. We suggested empowering the disabled with education and skills.
4. What about changing our negative attitudes towards theise kinds of people?
5. Why don't we listen to their interests and needs?

D. In pairs, Ss read the passage and fill in the chart.

Possible Key:

Social problems	Causes of the problems	Suggest some solutions
- Most of the children do not go to school. - The boy has too many brothers and sisters. - His elder brothers and sisters work in the city. - Village families go to the city.	- The school is far from the village. - His father is married to three wives. - Father doesn't have a regular job. - Lack of rain and job opportunities.	- What about insisting on the government to build a school in the village? - I suggest people shouldn't marry more than one wife. - Let's think of a way of keeping people on their land. - Why doesn't the father think of setting up a small business?

Boost your reading skills

Objectives: Ss will be able to

- read for the general idea of a text.
- read for the main ideas.
- read for specific information.

Procedure

A. To introduce the Ss to the topic of the reading text, Ss read and discuss the quotation by Kofi Annan.
B. Ss say whether they agree or disagree with the suggested statements.
C. Ss give a title to the text.
Possible Key: Children of the street.

D. Ss read the text and fill in the chart.
Key: - social vulnerability - family dysfunction - poverty
E. Ss read the text again and do the true/false statements exercise.
Key: **1.** F. Others live mainly in the street but may go back home in the evenings.
2. F. Their mobility makes them difficult to count.
3. T.
4. F. They join gangs for protection.
F. Ss read the text again and answer the multiple choice question.
Key: 3
G. As a follow up, Ss discuss the suggested points in small groups, then the representative of each group reports the ideas discussed to the whole class.

Boost your grammar

Grammar I: Reported speech (1)

Objective: Ss will be able to

- practise the use of reported speech.

Procedure

A. Ss read the examples of reporting opinions.
B. Ss ask their partners' opinions about the suggested issues, and take notes of what they say.
C. Ss report to the whole class what their partners have said using one of the expressions introduced in A.
D. Ss study the situations and fill in the table in SB as suggested.
Key:

Tense of the verb in direct speech	Tense of the verb in indirect speech
am going	was going
have visited	had visited
came	had come
will rent	would rent

E. Ss look at the grammar summary and do the exercise.
F. Ss report the statements.

Grammar II: Phrasal Verbs

Objective: Ss will be able to

- to practise the use of phrasal verbs.

Procedure

A. Ss read the text and answer the focus question. Ss compare their answers with those of their partners before the whole class correction.
Key: He learnt from him good time management (and hard work).

B. Ss read the text and underline the phrasal verbs. This will help them to identify the components of the target grammatical elements and infer their meaning from context.
C. Ss fill in the blanks with phrasal verbs from the text.
The aim of this activity is to check Ss' understanding of the phrasal verbs in context.
D. Ss do the matching exercise individually or in pairs.
Key: **1.** c **2.** d **3.** a **4.** b **5.** f **6.** g **7.** e

E. Ss fill in the blanks with the appropriate prepositions.
Key: **1.** in; **2.** down; **3.** off; **4.** on; **5.** off /on; **6.** up

Grammar III: Reflexive pronouns

Objectives: Ss will be able to

- practise the use of reflexive pronouns.

Procedure

A. Ss study the form and use of reflexive pronouns both singular and plural.
B. Ss recognize the target grammatical elements in the suggested examples.
C. Ss fill in the blanks with the appropriate reflexive pronouns.
Key: **1.** X **2.** itself **3.** X **4.** themselves **5.** herself **6.** ourselves

Boost your writing skills: Writing an article

Objective: Ss will be able to

- write an article suggesting solutions to some social problems.

Procedure

A. Ss study the pictures with the diagram of the vicious circle and give suggestions about how to avoid this bad situation.
B. Ss make suggestions to avoid some social problems.
C. Ss write a newspaper article suggesting ways of helping to reduce the problems of the poor in their areas.

Learner training: Making a poster to raise people's consciousness about road accidents

Objectives: Ss will be able to

- make posters for consciousness raising.
- practise problem solving.

Procedure

A. Ss read the instructions, then write them in the right box in the table.
Key:

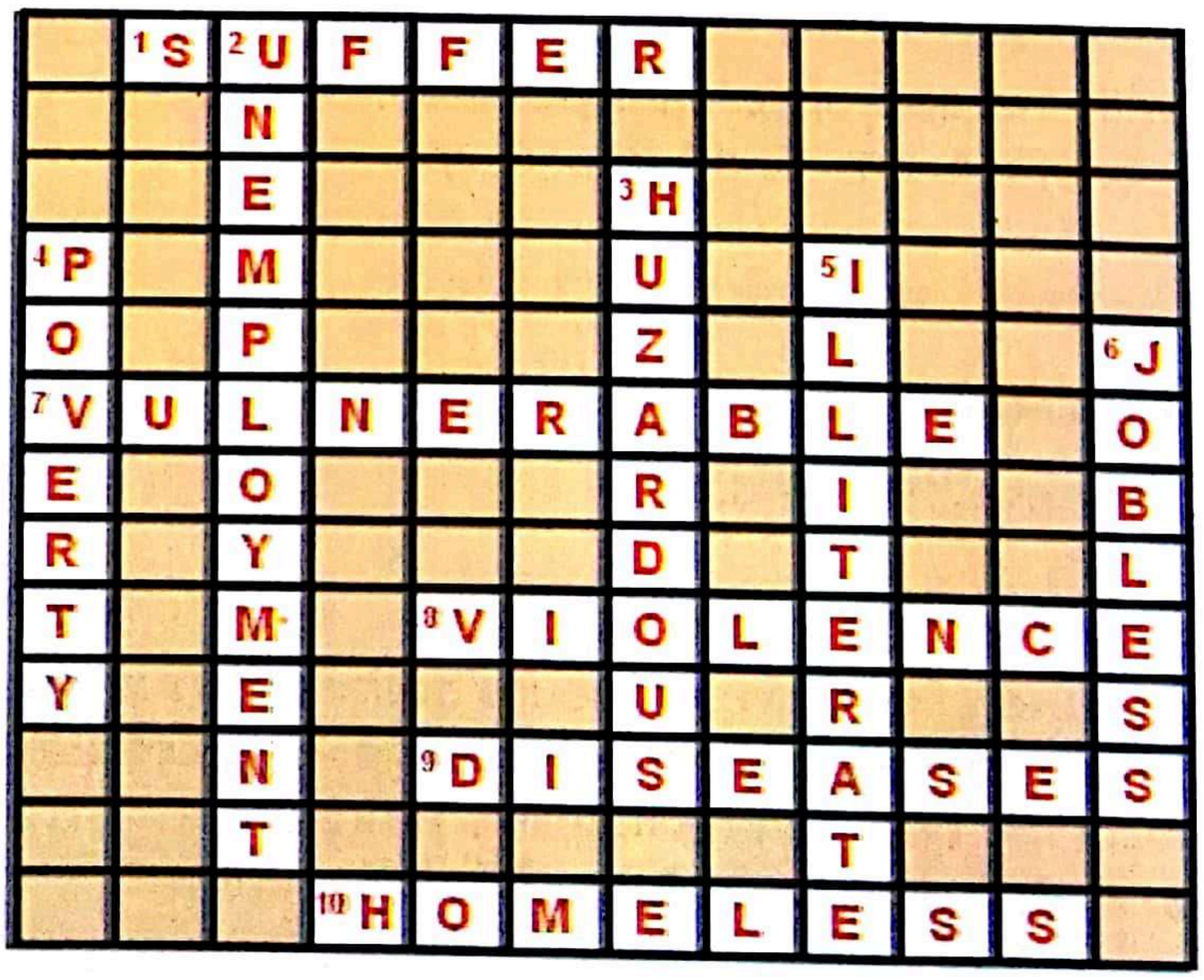
Motorists should…	Motorists shouldn't…	Pedestrians should…	Pedestrians shouldn't…
4 - 7 - 10 - 13 - 14 - 15	1 - 8 - 11 - 12	2 - 14	3 - 5 - 6 - 9

B. Ss discuss the issue of the road code in pairs, then as a whole class.
C. In small groups, Ss make a poster whose aim is to sensitise people to respect the road code.

CROSSWORD PUZZLE

Objective: Ss will be able to

- review some vocabulary items from unit 8 through a relaxing activity.



Unit 9 Humain Rights

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express apologies.
- talk about human and child rights.

Presentational Communication

- Speaking: express apologies, discuss some human and child rights, give a public speech.
- Writing: write a report about child rights.

Interpretive Communication

- Listening: guess the topic, listen for specific information, listen for details.
- Reading: predict the topic, read for general ideas through questions, read for specific information, read and infer specific information.

Culture: Practices and products

- learn about the situation of human and child rights in different parts of the world.

Learner training

- learn useful tips related to public speaking.
- give a public speech.
- learn how to build vocabulary through using suffixes.

Language development

- practise the use of phrasal verbs.
- learn and practise the use of suffixes.
- learn vocabulary related to human and child rights.

Connections

- learn about public speaking and deliver a public speech (all subjects)
- write a report (all subjects).
- learn about human and child rights (civic education).

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and acquire new vocabulary through visual clues.
- review and expand their vocabulary related to the topic.

Procedure

A. Ss look at the pictures and react to them in writing. Ss share their ideas with their partners then with the whole class.

B. To introduce the Ss to the "Universal Declaration of Human Rights", they read the articles in SB and then match the pictures in A with the corresponding violated articles.

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

C. Ss read and listen to the poem and complete the suggested sentence about the main topic of the poem.

D. Ss do the sentence completion exercise.

Key: - deaf ears - I limp (because of a broken leg) - I lived in a cage - before I escaped.

E. Ss answer the discussion question, share their ideas with their partners and then with the whole class.

Boost your listening skills: The right to be a child

Objectives: Ss will be able to

- guess the topic.
- listen for specific information.
- listen for detail.

Procedure

Part 1

A. Ss read the title and guess what the text might be about by choosing their answers from the suggested list, then compare their answers to one another.

B. Ss listen to part one to check their answer.

Key: child labour

C. Ss listen to part one again and fill in the table with the missing information.

Key:

	Age	Continent	Work	Age when they started worlk
Iqbal	12	Asia	Worked in weaving	4
Dieudonne	16	Africa	Soldier	13

D. Ss listen to part one another time and choose the best answer. Ss discuss their answer with their partners, then share it with the whole class.

Key: 3. He had to pay his family's debt.

Part 2

E. Ss listen to part two then complete the missing paragraph with the missing information.

Key: ..... 1. world ..... 2. games ..... 3. forced ..... 4. hours
..... 5. wars ..... 6. other ..... 7. health.....

Part 1 & 2

F. Children listen to part one and two, then in pairs, write down a list of some particular child rights.

G. Ss share and discuss their suggested lists.

Boost your communication skills: Apologising

Objective: Ss will be able to

- express and react to apologies.

Procedure

A. Ss read and listen to the dialogue and answer the focus question.
Key: because he is punctual/hardly ever late.
B. Ss read the dialogue again and underline two expressions of apologizing.
Key: **1.** I'm sorry that I'm so late. **2.** I apologize for not calling.
C. Ss read the different ways of expressing apologies and then classify them as suggested in the table.

Key:

Weak apology	Normal apology	Strong apology	Stronger apology	Very strong apology
3	4	1	2	5

D. Ss read the mini-dialogues to find more ways of expressing and accepting apologies, and write down the expression in the table.

Key:

Apologising	Accepting apologies
• Please excuse the mess in the room.	• Don't worry. It's not a problem.
• I'm sorry about the noise.	• It's all right.
• I'm sorry, I lost the notebook.	• don't worry about it.
• We deeply regret any misbehaviour.	• We'll say no more about it.
• Is this your seat? Oh, I do apologize.	• It's not important.

E. Ss practice the target function using the suggested situations.

Boost your reading skills: Trafficked people: Questions and answers

Objectives: Ss will be able to

- predict the topic from the title.
- read for general ideas through questions.
- read for specific information.
- read and infer specific information.

Procedure

A. Ss guess what the text what might be about from the title. T may write some of the Ss' answers on BB.
B. Ss read the text and check their guesses.
C. Ss read the text again and match the questions with their corresponding paragraphs.
- Ss compare their answers to those of their partners and share their answers with the whole class for correction.

Key: **1.** d **2.** a **3.** f **4.** e **5.** b **6.** c
D. Ss read the text again, then do the multiple choice exercise.
Key: **1.** d **2.** a
E. In pairs or small groups of 4, Ss make a list of the violated rights based on the information in the text.

Boost your grammar

Grammar I: Phrasal verbs

Objective: Ss will be able to

- practise the use of some phrasal verbs.

Procedure

A. Ss do the matching exercise. T may encourage Ss to use their dictionary.
B. Ss do the filling the blanks exercise.
Key: 1. look after 2. run away 3.run into 4. take off
5. give them away 6. put out
C. Ss study the examples and do the exercise about separable and non-separable phrasal verbs.
Key: 1. non-separable 2. separable 3. non-separable
4. separable 5. non-separable 6. non-separable

Boost your writing skills: Writing a report

A report on child violated rights in your area

Objective: Ss will be able to

- write a report about child rights.

Procedure

A. T initiates a discussion about child parliament in Morocco. Questions such as the following may trigger off Ss' reaction to this topic:
- What is the age range of the children who take part in this parliament?
- How are they selected?
- What's the idea behind it?
- Why did the government take this initiative? Etc.

B. Ss read the outline and write notes for each paragraph.
C. Ss make use of the Child Right Convention to help them enrich their report.
NB: T can follow the procedure suggested in the introduction and the previous writing sections to conduct this lesson.

Learner training

Grammar I: Ten golden tips for public speakers

Objectives: Ss will be able to

- learn useful tips related to public speaking.
- give a public speech.

Procedure

A. Ss read the tips and discuss them with their partners.
B. Ss read the tips again and order them as suggested in SB.
Key: 1. Before the speech: 1; 6; 8. **2.** During the speech: 2; 3; 4; 5; 7; 9; 10.
C. Ss discuss their answers with partners then with the whole class.

(**NB:** This activity prepares Ss for the project work.)

Grammar II: Vocabulary skills: suffixes

Objective: Ss will be able to

- learn and practise the use of suffixes.

Procedure

A. Ss read the rules of how to form nouns, adjectives and verbs by adding different suffixes.
NB: This word formation activity aims at recycling and expanding Ss' vocabulary.
B. Ss give an example for each category.
C. Ss fill in the table with appropriate form.
Key: 1. beauty 2. national 3. activity 4. responsible 5. generosity
6. productive 7. reality 8. serious 9. parental 10. variety.
D. Ss fill in the blanks with the correct form of the given words.
Key: 1. advertise; 2. political; 3. clarification; 4. argument;
5. illness; 6. childhood; 7. interactive.

Boost your project work skills: Delivering a speech

Objective: Ss will be able to

- learn about public speaking and deliver a public speech.

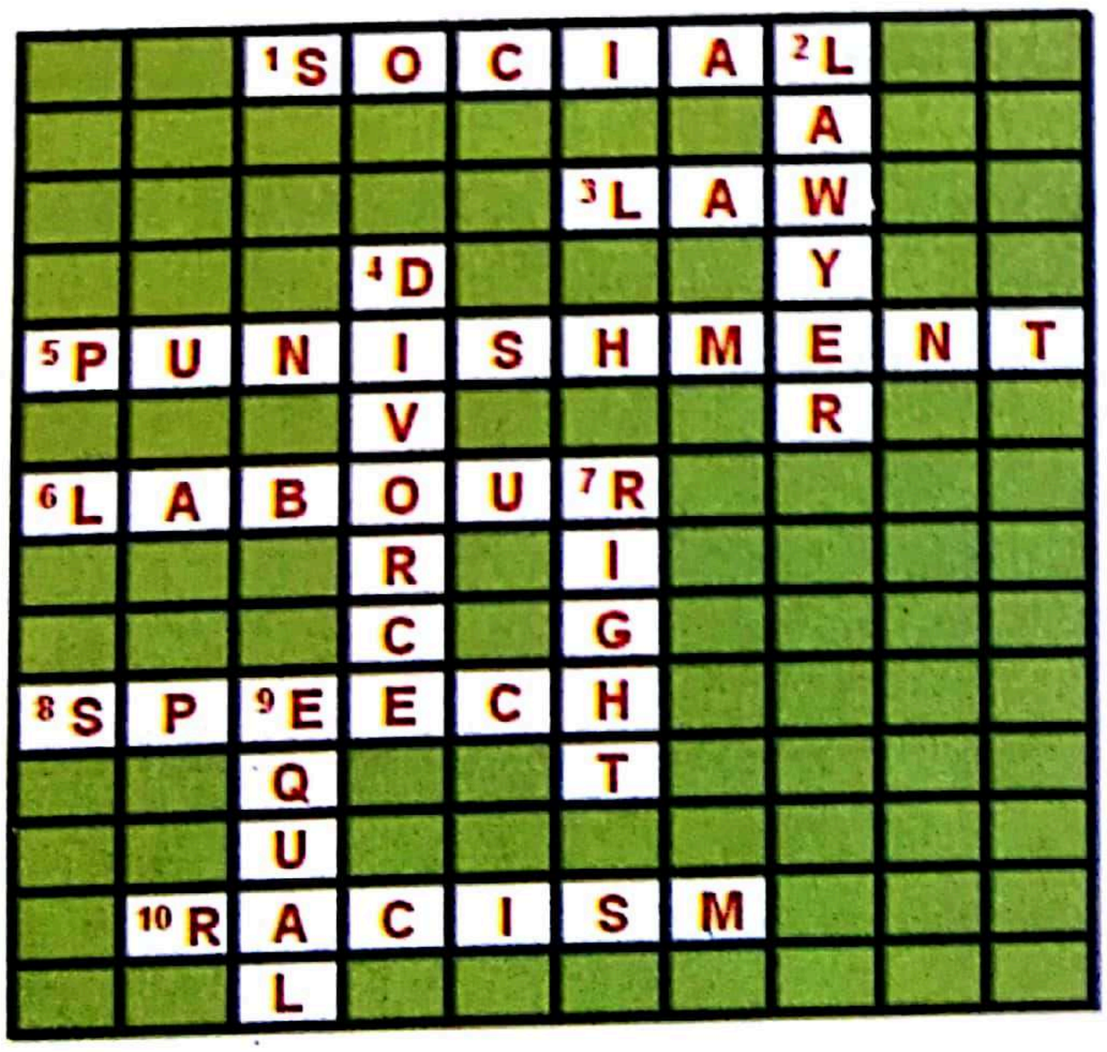
Procedure

- Ss read the simplified version of the Convention of the Rights of the Child and, in small groups, select one article (there are 40) that they think is of great importance. Then prepare a speech which will be presented by a spokesperson from the group. Ss make use of the outline and tips given in SB to organize their speech.

CROSSWORD PUZZLE

Objective: Ss will be able to

- review some vocabulary items from unit 9 through a relaxing activity.



Unit 10 Travel

Content of the unit

Standards, Competencies and Skills

Interpersonal Communication

- express possibility.
- talk about travel and tourism.

Presentational Communication

- Speaking: express possibility, discuss types of travel, travel attractions and problems.
- Writing: write a biography following chronological order.

Interpretive Communication

- Listening: listen for main idea, listen for details, listen for specific information.
- Reading: read for general ideas through questions, read for specific information, read for details, guess vocabulary from context.

Culture: Practices and products

- talk about local travel attractions, learn about negative sides of international tourism.

Learner training

- learn about how to use reference sources for searching information.

Language development

- learn and practise more use of reported speech.
- learn vocabulary related to travel, guess meaning from context, practise word derivation.

Connections

- learn about how to use reference sources for searching information. (all subjects)
- write a biography using different sources. (languages, history, ...)

A picture is worth a thousand words

Objectives: Ss will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and acquire new vocabulary through visual clues.
- review and expand their vocabulary related to the topic.
- guess the correct word meaning through definitions.

Procedure

A. Ss look at the pictures and then give the name of each natural attraction

Key: 1. Oasis; 2. Mountain; 3. River; 4. Desert; 5. Sea; 6. Forest.

B. Ss look at the pictures in A again, then do the matching activity.

C. In pairs, Ss discuss the suggested points, then report to the whole class.

D. To get familiar with some key vocabulary related to travel, Ss match the types of travel with their definitions

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

E. Ss read what Bob says to find out what problem he has, then, in pairs, help him choose the items from his mother's checklist that they think are not important. Ss have to justify their choices. The aim of this activity is for Ss to use vocabulary related to travel in an authentic context through problem solving.

Boost your listening skills: Promoting rural tourism in Morocco

Objectives: Ss will be able to

- listen for the general idea.
- listen for details.
- listen for specific information.

Procedure

A. As a pre-listening activity, Ss discuss the suggested questions, then share their ideas with the whole class.

Part 1

B. Ss listen to part one and answer the question.

Key: Rural tourism

C. Ss listen to part one again and complete the given statements.

Key:

1. **..... rural tourism**
2. **..... Japan and Middle and Eastern Europe**
3. **..... famous tempting beaches, ... a golden desert for practising different sports.**

Part 2

Ss listen to part two and do the True/False statements exercise. They have to justify the false statements.

Key: **1.** F. Our rank does not reflect our aspirations.
2. T.
3. F. We should empower the villagers and equip them with the necessary skills.

E. As a follow up, Ss, in small groups, discuss the suggested points, then share their ideas with the whole class.

Boost your communication skills: Expressing possibility

Objective: Ss will be able to

- express possibility in the present and in the past.

Procedure

A. Ss read and listen to the telephone conversation and fill in the table
Key: 1. Mr Alami; 2. Media Trust; 3. Mr Alami; 4. Peter Hyde; 5. Peter Hyde

B. Ss classify the statements into present/future and past possibilities.
Key:

Statements	Present/ Future	Past
1. He must be the boss.	√	
2. It might be a company.	√	
3. He might have travelled on business.		√
4. He could be a client.	√	
5. He might have wanted to talk to Mr. Alami about an urgent matter.		√

C. Ss read the sentences and then put "F" for facts and "P" for possibilities.
Key: 1. P; 2. F; 3. P; 4. F; 5. P; 6. P

D. Ss read the suggested statements and choose the correct words in brackets.
Key:
1. She may have forgotten the appointment.
2. It might be Saad.
3. He could have seen me.
4. She could have been accepted for the job.
5. It might be John.

E. Ss look at the pictures and make possibilities in the present/future or in the past using different expressions.

Boost your reading skills: The future of travel

Objectives: Ss will be able to

- read for general idea through questions.
- read for details.
- read for specific information.
- guess word meaning from context.

Procedure

A. As a pre-reading activity, Ss discuss the suggested questions in SB.
B. Ss read the text and answer the focus question.
C. Ss read the text again and fill in the chart with negative sides of travel according to the text.
Key:

Some negative sides of tourism
- It destroys what it discovers
- It affects the cultures of the host countries
- It promotes economic inequality
- It promotes cultural and environmental degradation.

D. Ss read the text again and answer the comprehension questions.
Key:
1. Travel: discovery, challenge and new experiences.
2. Because it's a way of establishing an ethics of travel.
3. He suggested minimising the footprints travellers leave behind in a travel destination.
4. Footprints.
E. Ss complete the sentences.
Key: 1. destruction of local traditions and traditional ways of life.
2. .... should interact with the host people to promote good understanding.
3. If they interact with the local people in their authentic cultural context.
F. Ss do the multiple choice exercise.
Key: 1. c **2.** c **3.** b **4.** a **5.** b
G. Ss complete the chart with the correct form of the words.
Key: 1. pollute - polluted 2. success - succeed 3. destruction - destroyed. 4. promotion -promoted
5. interact - interactive 6. economy - economise 7. consume - consumable
8. development - developing/developed 9. familiarise - familiar 10. diversify - diversified.

Role play: Planning for a trip

Ss practise the role play in small groups.
The aim of this activity is to encourage Ss practise the language elements taught in the unit and to recycle their pre-taught vocabulary.

Boost your grammar: Reported speech (2)

Objectives: Ss will be able to

- review, learn, and practise reported speech.

Procedure

A. Ss read and listen to the dialogue and underline the questions.
B. Ss complete the paragraph using the information in the text.
Key:
When Dave met Bill last week, he told him that they hadn't met since the week before. Bill said that he had been very busy and that he had bought a new house. He added that he was moving that night. Dave asked him if he needed any help. Bill answered that he needed somebody to give a hand because Laura was away on a business trip.

C. Ss underline the verbs they find both in the dialogue and the paragraph and copy them in the table.

D. Ss study the table and identify the tense changes in the verbs. They also spot other changes.

E. Ss report the questions.

F. To introduce other reporting verbs to Ss, T refers them to the grammar summary before they do the exercise.

Key: 1. suggested 2. reminded 3. congratulated 4. begged
5. blamed 6. accused 7. warned 8. advised

Boost your writing skills: Writing a biography

Objective: Ss will be able to

- write a biography based on given chronological events.

Procedure

A. Ss look at the picture, discuss the questions with their partners and then share their ideas with the whole class.

B. In pairs, Ss read the table for more information about Ibn Battuta. Ss help each other with vocabulary or seek the T's help.

C. Ss write a short biography of Ibn Battuta using the information in the table, the map and the provided expressions. The main focus in this writing is to give events in the past following a chronological order.

Learner training: Using reference sources for searching information

Objective: Ss will be able to

- learn how to use reference sources for searching information.

Procedure

A. Ss do the matching exercise.

Key: 1. synonyms 2. current information about different subject. 3. definitions
4. short articles about different subjects. 5. maps 6. varied types of information in different formats.

B. Ss choose what reference they use to start with and justify their choice.

Key: Encyclopedia.

C. Ss identify and learn how to recognise and write references.

D. Ss practise citing references.

LISTENING SCRIPTS

Unit 1: Our Cultural Heritage

Listening and Speaking: An Audio chat on the net: Welcome in Morocco

Amine: Hi, my name is Amine.
Helen: Hi, Amine. I am Helen. Where are you from, Amine?
Amine: Morocco. And you?
Helen: England. I am a secretary at a bank. What do you do, Amine?
Amine: I am a student at high school.
Helen: You know, Amine, your English is good.
Amine: Thank you. English is my favourite subject.
Helen: How great! You know Amine, I'm planning to visit Morocco for the first time... I mean in the coming New Year's holiday.
Amine: Great to hear that. You are welcome in Morocco. Can I help you?
Helen: Sure, thanks I don't know much about your country. I only heard about its good weather. Which place do you think I should start with?
Amine: Well, I think the best place is Marrakech. It's a rich place culturally and historically speaking. You know, there are a lot of monuments to visit.... and there is also Jamaa Lafna square where you can have an idea about the different Moroccan arts like music, dances and story telling. You can also do some shopping in the different markets for various local arts and crafts.
Helen: It sounds good.
Amine: Yes, and above all, I live there. I'll do all my best to make you familiar with our culture and people.
Helen: That's wonderful! Thanks a lot Amine. You're making it easier for me to have a wonderful holiday. By the way, what's the best way to get to Marrakech?
Amine: I think the easiest way is to take a plane straight to Marrakech. There is a big airport here.
Helen: Thank you Amine for your very useful and interesting information. I'm sorry I must leave now. I hope I can talk to you next weekend. We may exchange emails too. I need to get more information if you don't mind.
Amine: Not at all. You're welcome.
Helen: I'm so grateful. Have a nice time Amine. Bye.
Amine: Bye Helen. See you then.

Unit 2: Education

Listening and Speaking: An audio chat on the net: The British educational system

Part 1

Amine: Hi Helen. Good to meet you again.
Helen: Hi, Amine. How are you doing with your studies?
Amine: Just fine. I am preparing an oral presentation about the educational system in England.
Helen: Oh, this sounds very interesting. Can I help?
Amine: Yes, thanks. I was about to ask some questions.
Helen: All right, go ahead.
Amine: When do children start going to school in England?
Helen: In most areas children start primary school at the age of four or five, moving onto secondary school, sometimes called comprehensive school, at the age of 11.
Amine: Is education compulsory in Britain?
Helen: Yes. It's compulsory up to the age of 16. The school-leaving age is 16 and about 71% continue to study after that.
Amine: What do you call the different types of schools?
Helen: First children between 3 and 5 years go to a pre-school called nursery or kindergarten usually in the private sector. The primary school is for students between ages 5 and 11. The secondary school starts at age 11 and continues to 16 or 18. A child's progress through school is measured in Key Stages.
Amine: What do you mean by key stages?
Helen: Each Key Stage covers a number of school years. Starting at Key Stage 1 and finishing at Key Stage 4. This division goes as follows: Key Stage 1 is Infant School, 3 to 7 years; Key Stage 2 is Junior School, 7 to 11 years; Key Stage 3 is Lower Secondary School, 12 to 13 years; and Key Stage 4 is Upper Secondary School, 14 to 16 years.

Part 2

Amine: This division sounds unusual to me. Is education free or paid?

Helen: There are basically two different types of schools: state schools and independent schools. All children in England between the ages of five and 16 are entitled to a free place at a state school. Nine out of 10 children in England go to state schools. Independent or private schools are funded by fees paid by parents and income from investment.

Amine: What sort of examination do students take before leaving the secondary school and going to university?

Helen: After five years of secondary education, students take examinations in a range of subjects at the level of General Certificate of Secondary Education; GCSE. The GCSE is a single-subject examination set and marked by independent examination boards. Students usually take up to ten GCSE examinations in different subjects, including mathematics and English language.

Amine: What do students do after the GCSE?

Helen: After taking GCSEs, students may leave secondary schooling; alternatively, they may choose to continue their education at vocational or technical colleges, or they may take a higher level of secondary school examinations known as AS-Levels after an additional year of study. Following two years of study, students may take A-Level; short for Advanced Level, examinations, which are required for university entrance in the UK.

Amine: What foreign languages do students learn in secondary schools?

Helen: Schools must provide access to at least one course in an official language of the European Union.

Amine: Hmm... I think this is enough for me. There is plenty of information that I think I may share with my classmates. Thanks a lot Helen.

Helen: You're welcome. I may send you some website addresses if you want to get more detailed and precise information. Expect this in my coming email.

Amine: That's very kind of you. Good bye for now. Take care.

Helen: Bye. I wish you all the success in your oral presentation.

Amine: Thanks. Bye.

Communication: Giving and seeking advice

Teacher: Would you like to see me Samira?

Samira: If you don't mind, Miss.

Teacher: What can I do for you?

Samira: I am working on a project and I need some resources!

Teacher: You ought to go to the school library, I think.

Samira: I went there, but I couldn't find anything of importance.

Teacher: How about the Municipal Library?

Samira: It is closed for some maintenance work.

Teacher: When is your project due?

Samira: In two weeks.

Teacher: Then, why don't you use the Internet?

Samira: My parents wouldn't let me go to a cybercafé for that.

Teacher: Hmm... I think I'd better get you some books from my library, then.

Samira: Well, thank you very much, Miss.

Unit 3: Media

Listening and Speaking: Reality TV

Amine: Did you say you work with a TV production company?

Michael: Yes, that's right.

Amine: What a great surprise! So you must be familiar with reality TV?

Michael: Sure. Why?

Amine: Our teacher has asked us to write a paragraph about reality TV, but so far I've had no clear idea about it.

Michael: Really! Well, reality TV programmes rely on ordinary people in unscripted situations.

Amine: How come?

Michael: Don't you know that most TV viewers have become interested in such programmes? Especially because these programmes deal with subjects that are more or less related to their every day life.

Amine: I am surprised! I wonder why such programmes can ever succeed.

Michael: Why?

Amine: They are unscripted. Aren't they?
Michael: Not necessarily. The lack of clear structured script leads to many funny surprises.
Amine: Wow! Can you tell me more about it?
Michael: You seem interested. Well, one of the benefits of reality TV programmes is that they employ ordinary people. It's cheaper than relying on professional artists.
Amine: Really. What's people's reaction then?
Michael: They appreciate watching such programmes. You know, everybody's fed up with famous faces.
Amine: Strange, isn't it? What about famous artists? I mean; what's their reaction?
Michael: Obviously, most of them seem not to be happy. They're much concerned about the future of their career.
Amine: It's really interesting. Can you give me some examples of reality TV programmes?
Michael: Well, celebrity reality, professional activities, game shows, talk shows, hidden camera and hoaxes... Well, I can't remember all of them now.
Amine: Ok! Now, it seems clear.
Michael: Great to hear that!
Amine: Indeed, I think I've seen some reality TV programmes on 2M- our second channel. I really find it interesting to play a hoax on famous actors or actresses and enjoy the hidden camera.
Michael: Here we've got a programme called "Just kidding". It's what you call the hidden camera.
Amine: I know that programme. I've seen some episodes. I think this is enough for me. Now. I have a clear idea about reality TV. Thanks a lot for this informative conversation.
Michael: You're welcome. If you are interested to know more about it, you can visit: www.reality-television.net. It's a website for reality TV fans. From time to time I post my comments there. Bye.
Amine: Bye. See you soon.

Communication: Expressing interest and surprise

Najat: Hey ... Wait! Is this Angela?
Angela: Hi, Najat! Yes, it's me!
Najat: Wow! Are you here, in Tangier?
Angela: Our plane has just landed! I'm in the airport!
Najat: Well, for goodness sake! What a surprise! But, why didn't you call me before .....?
Angela: I didn't want to; I just wanted to take you by surprise!
Najat: In fact, it is a wonderful surprise! Ok Angela, I am off to the airport. Wait for me! I'll be there in no time!
Angela: Oh, I don't think we'll have time to see each other! We're here only for a stop over. Our plane will take off in less than an hour. I just want to say Hello!
Najat: Dear me! Aren't you on a holiday? I thought you are here to stay for some days
Angela: Not this time! I'm on my way to Sierra Leone! Our company has just opened a new branch there and they need my help. I promise to come and see you very soon; I'll spend a whole week in your beautiful city!
Najat: Ok! Have a safe trip, Angela, but don't forget to call me before you come!

Unit 4: Leisure and Entertainment

Listening and Speaking: Entertainment

Mouna: *Hi Li Wei.*
Li Wei: Hi Mouna.
Mouna: *Are Chinese students keen on sports?*
Li Wei: Absolutely. Like children in all parts of the world, they're eager to entertain themselves by practising various kinds of sports.
Mouna: *Fantastic! Is sport optional in your schools?*
Li Wei: No, physical education is compulsory from elementary school to high school.
Mouna: *Interesting. What kind of sports do students enjoy?*
Li Wei: In general, ping pong, soccer, volley ball and basketball.
Mouna: *Do you mean both boys and girls?*
Li Wei: Yes, but rope skipping is more popular among girls.
Mouna: *It's surprising.*
Li Wei: Why?
Mouna: *You didn't mention swimming. Do you dislike it?*
Li Wei: No, no. We love swimming but lack of swimming pools in most schools deprive students from practising it.

Mouna: *What about outside school?*
Li Wei: Well, children in cities have varied opportunities to practise their favourite sports. You know, it all depends on parents' income and care.
Mouna: *It's disappointing, isn't it?*
Li Wei: Indeed. But this is how things are in China.
Mouna: *If I understand, you mean that parents encourage children to practise sports.*
Li Wei: There's a paradoxical attitude on the part of parents.
Mouna: *Could you clarify more?*
Li Wei: I mean if children are fond of playing and spend much time practising their sports, parents will get worried because they think their children may not succeed in their studies. And if their children seem indifferent towards sports, they will get worried too because children, according to parents should enjoy and practise sport to grow up healthy.
Mouna: *It's really strange. By the way, do Chinese parents allow their children to watch TV?*
Li Wei: In fact, parents do not want their children to be TV addicts. That's why they don't let them watch TV during school days. Actually, students have homework everyday, so they have to study in the evening. But on weekends and holidays, parents think there's no harm if children watch cartoons or play video games.
Mouna: *What about children in villages?*
Li Wei: Well, it's disappointing to say that they don't have sports facilities. However, they entertain themselves playing Hide and Seek or swimming in rivers.
Mouna: *My god! Is that all?*
Li Wei: Of course there are other local games created by rural children to avoid getting bored.
Mouna: Well, *thanks a lot Li Wei for the very interesting information you gave us.*
Li Wei: You're welcome.

Communication: Expressing feelings and emotions

Tom: Is there a big park near here where people can feel amused and relaxed?
Khalid: I feel embarrassed to say no.
Tom: What about forests?
Khalid: The only big and attractive forest people go to is 50 km far from our city. It's a fascinating place. But I've never seen it. We have no car. It's a pity, isn't it?
Tom: And where do you spend your free time?
Khalid: Well, there are many other activities that I can find useful and interesting. Personally, I enjoy indoor activities, like reading, surfing the net and playing chess.
Tom: Oh, you seem very intellectual and never bored. Why don't you come with us to the forest? My father will give us a ride there?
Khalid: Thanks a lot. I'm very motivated! I wouldn't say no.
Tom: Ok. Let's go and have some fun in the forest.

Unit 5: Celebrations

Listening and Speaking: A radio programme: Three African Festivals

Africa has various traditional celebrations that deserve our exploration to understand their beliefs and customs, and to enjoy their dances. The chosen celebrations of today will be given by: Kofi from Ghana, Drogba from Ivory Coast and Jamal form Egypt.

The Homowo Festival in **Ghana** is usually held between August and September. The word "Homowo" actually means making fun of hunger.' Our traditional oral history describes a time long ago when the rains stopped and the sea closed its gates. A deadly famine spread throughout the southern Accra Plains, the home of the Ga people. When the harvest finally arrived and food became plentiful, the people were so happy that they celebrated with a festival that ridiculed hunger.
The Festival of Masks in **The Ivory Coast** is held in November. It's one of the most famous festivals, which takes place in the region of Abidjan. Numerous small villages in the region hold contests to determine the best dancers and to pay homage to forest spirits who are embodied in the elaborate masks.
This celebration is called **Abu Simbel Festival** and it takes place in **Egypt**. Abu Simbel is located in the heart of Nubia and is accessible by road or air from Aswan. The most remarkable feature of the site is that the temple is precisely oriented so that twice every year, on February 22nd and October 22nd , the first rays of the morning sun illuminate the entire temple and the back wall of the inner shrine and the statues seated there. Ramses II, carefully angled his temple at Abu Simbel so that the inner sanctum would light up twice a year: once on the anniversary of his rise to the throne, and once on his birthday. The combination of human endeavour and natural phenomena provides what must be one of the most spectacular sights in the world.

Communication: Expressing Promise

Mother: Go away Jane! I've got to finish this work before your father comes.
Jane: Please Mum, let me stay with you. I promise not to disturb you.
Mother: You always say that.
Jane: Give me a chance.
Mother: Ok then. You can stay.
Jane: Thanks, Mum.
Mother: I'll take you to the zoo tomorrow if you keep quiet.
Jane: Really? I'll be as quiet as a mouse, Mum.
Mother: Promise?
Jane: Promise.

Listening and speaking: Health and eating habits

Journalist: Welcome Dr. John Frost.
Doctor: Thank you.
Journalist: These days many people and associations are expressing their dissatisfaction about the increasing rate of obesity in our country. Could you clarify the situation?
Doctor: Well, I believe that it's due to our bad eating habits.
Journalist: What do you mean by "bad eating habits"?
Doctor: Simply, that we, as parents, helped and encouraged our kids to enjoy eating a lot of fried food and having snacks very often.
Journalist: Well, do you mean that the blame is on parents?
Doctor: Indeed. But health officials and educators are also concerned.
Journalist: Well, according to you, how can our society change its bad eating habits?
Doctor: As I said, health officials and educators have an important role. They can implement sensitising programmes at schools and on TV.
Journalist: Well, I received many e-mail messages from obese children expressing their revolt against the spread of tempting unhealthy food in restaurants, boarding schools, and even in malls and homes. How can we protect children from this unhealthy situation?
Doctor: The only efficient solution can come from within.
Journalist: What do you mean, Doctor?
Doctor: Businessmen are interested in money. So, the health of our kids is not their concern. But parents should instil in their kids a new eating culture which helps them become healthier. And at the same time children should not be slaves of their desires.
Journalist: Could you please give us an example of a balanced meal or give us a healthy recipe?
Doctor: A healthy diet should be low in fat and rich in fruit and vegetables. It should also include moderate amounts of milk and dairy products, meat and fish. Remember that no single food contains all the essential nutrients the body needs. The nutritional value of a person's diet depends on the overall mixture, or balance of food that is eaten over a period of time, as well as on the needs of the individual.
Journalist: Well, thank you very much, Doctor.
Dr. John: You're welcome.
Journalist: Our listeners, it's time to tell you bye. .

Grammar: Modal auxiliaries

Peter: Tell me Hicham, what's it like in your new school?
Hicham: Not bad. It was difficult at the beginning but I'm getting used to living there.
Peter: Are you allowed to go out after school?
Hicham: No, you can't go out. You may go to the cafeteria to watch TV, play games or play football with friends.
Peter: If I'm not wrong, this is how you spend your free time, then?
Hicham: Yes, but you have to go to the study room after dinner. You might get punished if you don't. You must be there from 7:30 pm to 9:30 pm.

Peter: That must be quite difficult, I think.
Hicham: Yes, but with the loads of homework we have every day, time passes very quickly.
Peter: What time do you have to go to bed?
Hicham: The dormitories open at 9:30 but you may stay up a little longer if you feel like it. Sometimes you may need some extra time to finish homework.
Peter: How about the computer room? Can you use it?
Hicham: Yes, but only on weekends.

Unit 7: Ecology

Listening and speaking: Saving Fish Species

(Taken from Voice of America)
www.voanews.com/specialenglish/archive/2005-08/2005-08-15-voa1.cfm

PART 1

VOICE ONE:

A new report says the world's oceans have fewer kinds of fish than they did fifty years ago. The report said some kinds, or species, of fish have decreased by as much as fifty percent. It blames too much fishing, destruction of areas where fish live and climate change for the decrease.

Two scientists from Dalhousie University in Nova Scotia, Canada, wrote the report. Three other scientists took part in the study. They are from the Leibniz Institute for Marine Science in Germany. The publication Science reported their findings.

PART 2

VOICE TWO:

The scientists used information from Japanese long-line fisheries going back to the nineteen fifties. They compared the information with information gathered by scientific observers from Australia and the United States.

The study is the first worldwide mapping of species of large fish that eat other fish. The study found the total catch for tuna and billfish has increased as much as ten times during the past fifty years.

The scientists found that tuna and billfish are disappearing in many areas. They say the problem is especially bad in waters near northwest Australia. In addition, other fish are accidentally caught when large fish are caught. This has caused the number of species to fall.

PART 3

VOICE ONE:

The report said changes in temperature can also affect the number of fish species. It found that the kinds of fish expanded when the weather conditions known as El Nino caused warmer surface waters in the Pacific Ocean. But the number of species decreased when temperatures dropped.

The study identified five important areas in the world that have many different kinds of fish. They include areas off the east coast of Florida and south of Hawaii in the United States.

Other areas are near Australia's Great Barrier Reef, near Sri Lanka and in the southern Pacific Ocean, mainly north of Easter Island. The scientists said it is important to protect these areas now.

Communication: Expressing feelings and emotions

Jane: I'm so worried Dave. I hope I pass the test next Monday.
David: I wish you wouldn't worry so much. I'm not as intelligent as you are at Maths but I'm not worried at all. With a little concentration, I'm sure you'll pass.
Jane: I wish you wouldn't call me intelligent. I hate being called that.
David: I'm not kidding. You know, everybody says you're top of the class. They wish they had your talent.
Jane: Do you think so! How come I failed my last test?
David: That was an accident. Nobody expected you would get such a low mark.
Jane: Anyway, I hope the test will not be as difficult as the last one.

Listening and speaking: Solving some social problems

Journalist: So, is there a hope, a way to improve the situation of the poor?
NGO representative: Certainly. Each problem has a solution if there is a will and a strategy of work.
Journalist: How do you want to approach the problem of the poor in rural areas as well as in urban areas?
NGO representative: First of all, I want to stress the important role of NGOs and associations. However, the private sector may help a lot; these NGOs and associations create job opportunities and help associations in the eradication of poverty in all the different parts of our country.
Journalist: Do you mean that the government doesn't have any role in the field?
NGO representative: No. But now, with the help of associations and the private sector the speed of progress in this field can significantly be increased.
Journalist: What's your opinion about traditional aid programmes? Are they efficient?
NGO representative: Sorry, traditional aid can't solve the problem in a sustainable way. Let's just have a look at some villages that have benefited from many traditional aid programmes. I'm sure that their current situation is still the same.
Journalist: What do you suggest?
NGO representative: Why not empower the poor with the necessary skills that may help them improve their own situation and that of their area. I also suggest encouraging micro-loans. For example, thanks to those loans some women in the area of Marrakech were able to buy sewing machines to sew traditional clothes and sell them in the market.
Journalist: You mean following a policy of inclusion and solidarity that seeks the empowerment of all citizens if we want to achieve sustainable development.
NGO representative: Absolutely.
Journalist: Thanks for your participation.

Communication: Making suggestions

"Hi, I'm from Ghana. I live in a rural area. Our village is far from the school. That's why I don't go to school like many children in the village. My father is married to three women. I have six brothers and four sisters. My father doesn't have a regular work. My eldest brother and one of my sisters have been working in the city from the age of ten. Because of the lack of rain and job opportunities, my father is thinking of taking us to the city. But where are we going to live? Is he going to find a job? In fact, no one knows. But he wants us to go to the city like other families in our village."

Poem

Human

By: Starlight

I feel so sick and hungry and cold
And my pain is increasing as I grow old
Why does my plea for help fall on deaf ears?
Why doesn't anyone wash away my fears?
I limp because of a broken leg and hip
Imagine if that happened to you
Then it would matter, wouldn't it?
Then, Human, what would you do?
I cry because my family
Was slaughtered right in front of me
Cries for help and then lifeless eyes
That's what happened when my beloved mother died
And my sister the last thing she did
Was turn to me with blood tears on her eyes
Why do you do this to us?
Why do you ignore our cries?
Before I escaped I lived in a cage
So small that I could smell my neighbour's breath
I could feel him trembling with fear
And this only made me more upset
I still remember my family screaming with pain
This is something you can never forget again
But there you are, Human, wearing fur because it's in fashion
Oh Human, how can you show such little compassion.

Listening and speaking: The right to be a child.

PART ONE

The right to be a child is an obvious right. Yet Iqbal, Dieudonne and thousands of other young people have never enjoyed that right. It is difficult to make sure everyone's rights are protected. Making sure all individuals, including children, know their rights, is the first step. Iqbal and Dieudonne are two children who would like to go to school and play, but unlike you and I they can only dream of play.

Twelve year old Asian Iqbal Masih had been forced to work since the age of four. He was often chained to a weaving-loom and had to work from six o'clock in the morning to seven o'clock at night. He was paid only a few rupees a day. When he was released at the age of ten, his parents' debt had not been cleared - in fact it had grown bigger because he had been fined for mistakes he had made.

In Africa, Dieudonne Luembwe who is sixteen has already fought in two wars and many battles, but he dreams of leaving the army so he can go to school. Dieudonne joined the army when he was just thirteen. He is suffering from malaria and thinks that the army is a hard life. "I'm only a little soldier and I need to go back to school," Dieudonne says.

PART TWO

In some countries around the world, children are not allowed to go to school or play games. Instead they are forced to work in factories or even be soldiers, in real armies, fighting in real wars. If children in these countries get sick, they cannot simply see the doctor like we can.

In other countries, children have the right to education, health care and play-time and are protected from things like being forced to work long hours or fight in wars instead of going to school or playing. However, in some parts of the world, such as where Dieudonne and Iqbal come from, children are not given the same rights and protection.

Communication: Apologising

Mr. Alami: Helen, I'm really sorry that I'm so late. My car broke down on my way here.
Helen: That's OK. It's not a problem.
Mr. Alami: I took a taxi but we were stuck in a traffic jam for about fifteen minutes!
Helen: Oh, that's terrible!
Mr. Alami: Umm... I apologise for not calling. But my cell phone didn't work.
Helen: Mr. Alami, it's perfectly all right. You're hardly ever late. You can join your colleagues. They're discussing your project. You can take over as soon as you are ready.
Mr. Alami: Alright. It'll take me just a couple of minutes.
Helen: Ok, see you later.

Unit 10: Travel

Listening and speaking: Promoting rural tourism in Morocco

Part 1:

Reporter: Thank you, sir for accepting our invitation. My first question: don't you think that Morocco still lacks daring projects to include remote rural areas in tourism development?
Expert in tourism: Sorry, I don't share your idea. First of all, you have to know that many projects in the field of tourism are launched to promote the sector. Yet, the most daring and important ones are those that are meant to promote rural tourism which is really varied and rich culturally.
Reporter: Ok. What makes Morocco start to think of such projects?
Expert: Morocco, nowadays, is the favourite destination of tourists from America, Western Europe,... Japan..., and middle and Eastern Europe.
Reporter: Can our government succeed with this as a strategy?
Expert: Well, I'd say yes. As you know, our country has plenty to offer international tourists: imperial cities, famous tempting beaches, attracting mountain sites, and a golden desert for practising different sports. But we should also be thankful to all investors in this field who want to create an environmentally sound rural tourism. This, as you must no, has a positive effect on our economy.

Part 2:

Reporter: But despite our rich cultural and natural heritage, our rank among the ten principal tourist destinations in the Mediterranean basin doesn't reflect our aspirations!
Expert: For this reason we're focusing on undiscovered remote villages that can encourage and attract more tourists..., well those interested in tranquillity and exotic landscapes. I'm sure this is the best way to guarantee sustainable development. Remember that such projects can increase employment opportunities and income in rural areas.
Reporter: Are villagers prepared for that? Don't you think that such projects may have a negative effect on life there?
Expert: This is the challenge for the government and private investors. We should empower the villagers and equip them with the necessary skills to offer high quality services to tourists. On the other side, our government should have a clear strategy that takes into consideration the preservation of some traditions and customs.
Reporter: Once again thank you sir for your interesting clarifications.

Communication: Expressing possibility

Operator: Hello, Media Trust, how can I help you?
Caller: This is Peter Hyde. Can I speak to Mr. Alami?
Operator: Certainly, hold on a minute, I'll put you through...
Secretary: Mr Alami's office, how can I help?
Caller: This is Peter Hyde calling. Is Mr Alami in?
Secretary: I'm afraid he's out at the moment. Can I take a message?
Caller: Yes, could you ask him to call me. I need to talk to him, it's urgent.
Secretary: Does Mr. Alami have your number?
Caller: Yes.
Secretary: Thank you Mr. Hyde. I'll make sure Mr Alami gets this as soon as possible.
Caller: Thanks, bye.
Secretary: Bye.

Reported Speech (2)

Dave: Hi Bill! We haven't met since last week.
Bill: Yes, you're right. I've been very busy these days. Didn't I tell you? I bought a new house.
Dave: Well, well, that must come as a surprise. Congratulations.
Bill: Thanks. I'm moving tonight.
Dave: Do you think you'll need any help?
Bill: Well, actually, I'll need somebody to give a hand. Laura is away on a business trip.
Dave: Ok, then. What time would you like me to come?
Bill: Seven. Will that be ok?
Dave: Yes, That's alright. See you at seven then.
Bill: See you. Bye.

GLOBAL TESTS SAMPLES

Global test sample 1 (After unit 5): 40 points / 2 hours

I. Reading comprehension: 15 points

Can movies help promote tourism?

Countries around the world have a new way to lure tourists to their shores. The tourist industry has found that visitors are inspired by films they have seen when choosing where to go on holiday.

One country that is certain of the effect of films on tourism is Australia. The Tourist Office of Queensland say that ***Crocodile Dundee***, starring Paul Hogan, made Australia the popular destination it is today. In the three years after Crocodile Dundee was released, visitor numbers doubled. Many of the new tourists came from the US. 'They were fascinated that such a place could exist,' says an Australian tourist official.

Scotland's Tourist boards are convinced that two films released in 1995, ***Rob Roy*** and ***Braveheart***, helped increase the number of visitors. In research undertaken the following year, they discovered that one in every five tourists in Scotland said that one of these films had made them want to go there.

But what makes people want to visit the place where a movie was filmed? In many cases the reason is that the film makes audiences aware of the existence of a place. But some people are influenced by a movie's mood as much as its location, especially if it is a romance.

When the James Bond movie ***The Man With The Golden Gun*** was filmed in Phuket, Thailand, most Westerners had never heard of it. Today it is a major destination. Leonardo di Caprio's film ***The Beach*** has boosted tourism in another part of Thailand. The film is about the discovery of the most idyllic beach in the world. As a result the Thai authorities are facing a tourist boom in the film's location, Koh Phi Phi.

It is not just the tourist boards who are happy with the influence of films on a destination. Residents of a rather run-down area of London have seen house prices almost double thanks to Julia Robert's romance with Hugh Grant in ***Notting Hill***. Film stars, such as Madonna, who had previously thought of Notting Hill as a good place for a party, have now bought property there. Perhaps **they** hope to revive their romances.

A. Complete the following table with information from the text: (4 points ; 0.5 each)

Film	Place	Country	Main actors
.....	Queensland	.....	.....
.....	Phuket	.....	James Bond
The Beach	.....	Thailand	.....
Notting Hill	.....	England	Julia Roberts & Hugh Grant

B. Are the following statements True or False? Justify your answer: (3 points ; 1 each)

1. After a year from the release of two films, one fifth of Scotland visitors went there because they watched one of the two films.
2. Phuket was a well known place when The Man with the Golden Gun was filmed.
3. Tourist industry is the only to benefit from films about certain places.

C. Answer the following questions: (6 points ; 1.5 each)

1. How long did it take visitors to get doubled after Crocodile Dundee was produced?
2. What are the two reasons that motivate people to visit the places where the films happen?
3. What influence did Notting Hill had on the area where it was filmed?
4. What does '**they**' in the last paragraph refer to?

D. Find words in the text that have almost the same meaning as the following: (2 points ; 1 each)

1. influence (paragraph 2)
2. sudden high increase (paragraph 5).

II. Language: 10 points

C. Supply the correct tenses (2 points ; 0.5 each):

1. A: I (not/ see) Amine for a long time.
   B: Really? I (to see) him yesterday.
2. A:You (decide) what you (talk about) in your presentation?
   B: Not yet; I still have time to think about it.

A. Fill in the blanks with the appropriate words from the list below (3 points ; 0.5 each):

(to - exhausted - itself - whose - too - literacy - exhausting - which - herself - enough- widowed)

1. Fadma is ..... young to be married.
2. The book ..... is on the desk is not mine.
3. What happens when a cat sees ..... in the mirror?
4. The government has planned many ..... programmes to educate adults.
5. Dad always comes home from work thoroughly .....
6. Mrs Jackson lost her husband two months ago. She is now a ..... woman.

B. Put the words in brackets in the correct form (3 points; 1 each):

1. Most young (view) ..... appreaciate reality TV.
2. In our company. employees benefit from many (motivation)..... advantages.
3. There's an urgent need to instil an environmental (cultural)..... among our citizens.

D. Rewrite the following sentences as indicated. (2 points; 1 each)

1. Someone stole the old lady's jewels last night.
   The old lady's .....
2. Yamina used to go to school on foot when she lived in the country.
   When ..... to go to school on foot?

III. Writing (15 points)

An English newspaper is organising a contest on Moroccan celebrations. To enter the contest, write an article in which you describe how you celebrate Achoura.

Global test sample 2 (After unit 10): 40 points / 2 hours

I. Reading comprehension: 15 points

Learning new skills to survive

Clifford Anderson is out of a job. Is the 38-year-old electrical engineer broken by this turn of fate? Not at all. His former employer, Zycad Corp., laid him off simply because the company had to cut staff in **his** department. Anderson sees the unexpected twist in his career as an opportunity to learn new skills before new technology eliminates the need for the expertise he now has. So he's returned to Santa Clara University, where he is earning a second degree in computer engineering. When he leaves school, he hopes, there will be no shortage of companies eager to hire him as a consultant.

For a man of Anderson's father's generation, being asked to leave a company would have been a devastating humiliation, no matter what the reasons. But fewer and fewer of today's workers expect to spend their working lives in the same field, let alone the same company. Our fathers lived their lives on the assumption that you finished school, went into full-time work and lived and worked in the same sector of society until you retired. **That idea** is practically dead. As far as our children are concerned, it is dead. Students are well aware that career paths are no longer as clearly defined as they once were. Workers who are going to survive in the future are those who are aware of the rate of change and open to learning new skills.

Many of the conditions that made the one-life, one-career approach possible are disappearing. Technology evolves so fast that the shelf life of work skills now rarely exceeds 10 years. Automation and job dislocation have pushed away from Western labour markets entire categories of manufacturing occupations. Many corporate giants are no longer able to offer lifelong security. Some are failing altogether. **Others** are replacing full-time employees with part-time and temporary staff at all levels. The result is the same in any case: tens of thousands of workers are forced to think up new ways of earning a living.

A. The purpose of the writer is to: (1 point)

1. show how the job market and values have changed.
2. describe how Anderson's father earned his living.
3. tell us how Anderson solved his problem after he left his job.
4. give some solutions to people who are forced to leave a job.

B. The text is about: (1 point)

1. changing one's job.
2. the generation gap.
3. the effect of technology on the job market.
4. a worker's problem.

C. Answer the following questions: (3 points ; 1 each)

1. Why was Anderson forced to leave his job?
2. What makes work skills have a short life?
3. How can workers be successful in their careers in the future?

D. Complete the following sentences with ideas from the text: (3 points ; 1.5 each)

1. Anderson considers his unemployment as ....
2. In the past, workers used to ....

E. What do the underlined words in the text refer to? (3 points : 1 each)

1. his (paragraph 1) **2.** that idea (paragraph 2) **3.** others (paragraph 3)

F. Match the following definitions with words or phrases from the text: (4 points ; 1 each)

1. previous, last (paragraph 1)
2. dismissed, forced to leave a job (paragraph1)
3. degree, frequency (paragraph 2)
4. duration, life expectancy (paragraph 3)

II. Language: 10 points

A. Fill in the blanks with the appropriate words from the list below (3 points ; 0.5 each):

preserve - decent - obesity - disappear - habits - environment - homeless - wages - shanty towns

1. A lot of children in industrial countries suffer from _____ because of their bad eating _____.
2. If we do not _____ our traditions, they will _____ .
3. Poor people who live in _____ should be helped to get _____ housing.

B. Put the words in brackets in the correct form (3 points ; 1 each)

1. Children need considerable (assist) _____ and care from their educators.
2. (Poor) _____ and (illiterate) _____ are the most difficult challenges we are to get rid of.

C. Put the verbs between brackets in the correct tenses: (2 points ; 0.5 each)

1. John: Do you mind if I (use) _____ your phone? I do not remember where I (leave) _____ my mobile this morning.
   Aicha: Please do!
2. It is always true that if the sun (set) _____, it (get) _____ darker gradually in the countryside.

D. Rewrite the following sentences as indicated (2 points ; 1 each)

1. "Are you going to give a presentation on ecology next week?"
   Jamal asked his sister .....
2. "If I were you, I'd see a doctor," Nancy told me.
   Nancy advised .....

III. Writing (15 points)

You need some information about how British high school students take care of the environment in their cities. Write a personal letter to Helen; tell her about the pollution problems you have in your city, what you do to solve them, then ask her for the information you need.