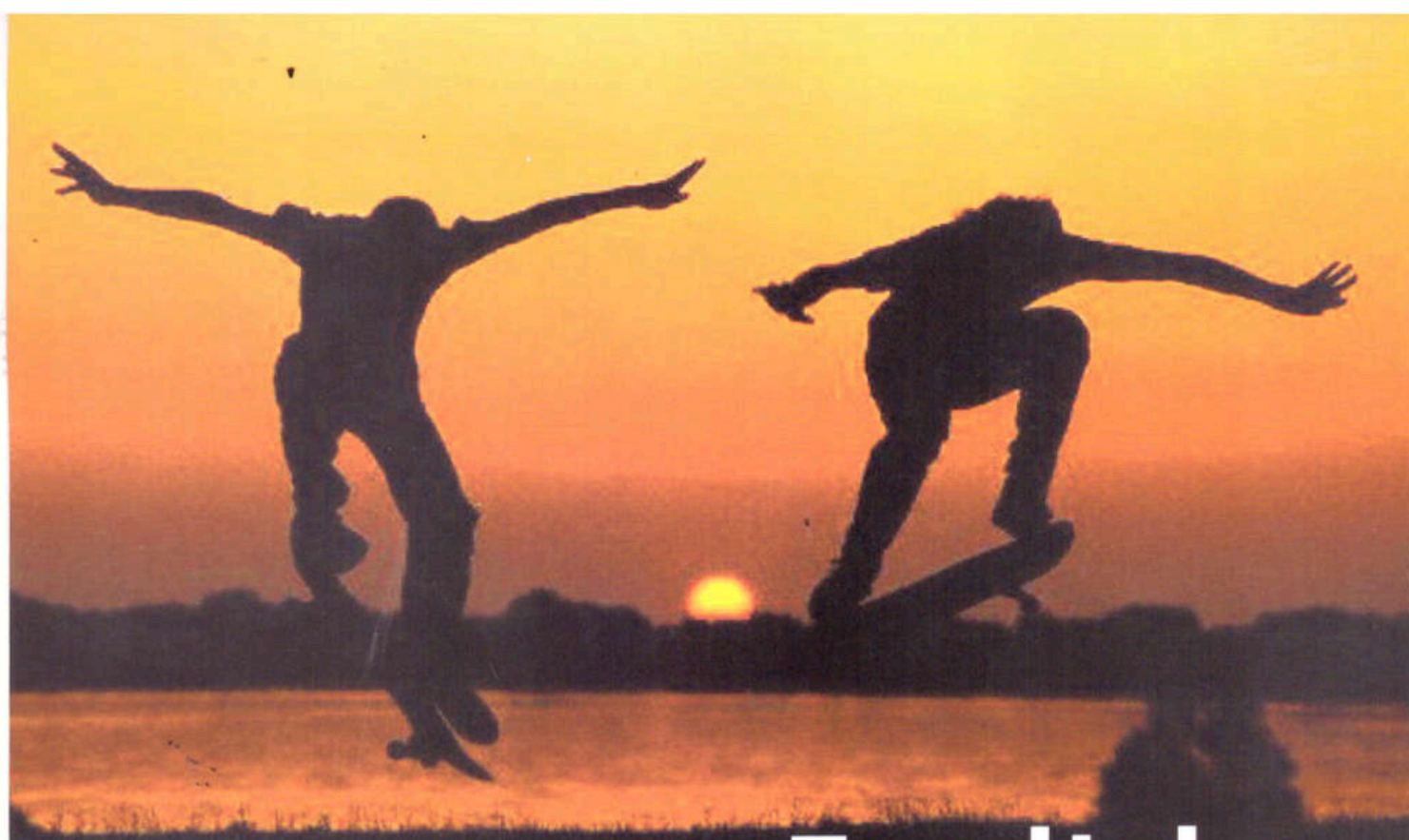




English Horizons

First Level of English

Student's Book

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Homologué par Ministère de l'Éducation nationale, de l'Enseignement
préscolaire et de Sport



English Horizons

First Level of English
Student's Book

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1 General overview

Horizons has been specifically designed for Grade 7 in the National Curriculum. It has four aims: (1) to help the learners to develop competency in interpersonal communication, interpretative communication, presentational communication and cross-cultural communication, (2) to reinforce values pertaining to character, civility and citizenship, (3) to raise their consciousness as to global issues – as an example see Unit 13 which centres around the environment – and (4) to give them a feeling of success and achievement in language learning.



2 The competency-based approach to language teaching

Horizons uses a competency-based approach to language teaching. It focuses on the competencies that are required in (i) interpersonal interactions, such as using *greetings, farewells, and expressions of courtesy, giving personal information* (ii) interpretative situations such as *demonstrating understanding of spoken and written words in a variety of texts* (e.g., rhymes), (iii) presentational situations. The projects incorporated here aim to help the students to develop their presentational competencies such as *naming people, places, and things using simple words, phrases and formulas*, and (iv) cross-cultural communication; that is, *comparing their language(s) and culture(s) with other languages and cultures*. It is hoped that *Horizons* will reflect the view that sees culture as being a way of looking at the world and that no culture is superior to another.

The principles underlying the methodology that *Horizons* adopts are as follows:

- Language learning is holistic in nature;
- Language acquisition is fostered by engaging in real tasks (e.g., projects, surveys, etc.);
- Learners need an acquisition-rich environment in which they receive ‘*comprehensible input*’ (clear messages) in low-anxiety situations.

This *communicative* methodology is manifested through listening, speaking, reading and writing activities whereby the students apply competencies in a variety of modes and in meaningful and realistic situations. Throughout *Horizons*, the learners have the opportunity to put language to immediate use in both speaking and writing.

The gains of adopting a competency-based approach to language learning are worthwhile in themselves. *Horizons* views the classroom as being a ‘real world’ context, where language in use is to be prioritized and banks on the students transferring competencies they acquire in the classroom to the world outside.



3 Organization of the Student's Book

The Student's Book consists of 14 units. Each unit centres on a set of competencies. The topics and sub-topics, language functions, grammatical structures and vocabulary areas are all a means to an end; that is, competencies development. (See Map of the Book). One of the distinguishing features of each unit is that it integrates the four skills. The high priority given to both listening and speaking is pedagogically justified at this stage. The recurrent pattern of each unit is as follows:

- Overview
- Competencies. We view competencies (language knowledge, skills and strategies) as being observable behaviours that are necessary to the completion of 'real life' tasks development.
Every two units are followed by a review, the aim of which is to give the students further practice in language, skills and strategies.

Listening

The aim of the listening component is to train the students to extract both the gist and specific information from spoken texts. Great care has been taken to adjust the language to the students' linguistic ability. Spoken texts are also used to give the students practice in pronunciation, stress and intonation.

Speaking

The aim of the speaking component is to train the students for 'real-life' communication. The speaking activities incorporated in *Horizons* are all fluency based.

Reading

The reading component aims to help the students develop skills and strategies that will enable them to extract the *message* of the written text.

Writing

The purpose of the writing component is to train the students at this stage to write simple texts following a model. The projects give them further practice in writing. However, it is left up to the teacher to apply process writing and to set more demanding written assignments.

Grammar

The new grammar of each unit is presented inductively and is followed by practice activities that move from controlled to freer practice. The focus is upon the form and meaning of each grammatical structure.

Functions

Horizons focuses on 'social functions' – the types of functions used in face-to-face interactions, such as asking for and giving information, asking for and giving permission and apologizing.

Vocabulary

In *Horizons*, the vocabulary component is structured in such a way as to promote vocabulary acquisition through an inductive approach to teaching. Topic-related areas are prioritized. (See Map of the Book). Vocabulary items are so frequently recycled in a variety of contexts that it is unnecessary to have the students keep lists of decontextualised lexical items. The productive vocabulary in each unit is listed in the unit overviews.

Unit	Title	Functions	Structure	Vocabulary	Competencies
1	Hello	Greetings Introductions	<i>to be</i> (present simple; affirmative)	Names of people Jobs Titles	Interpersonal and presentational communication
2	At school	Asking for and giving information Describing things Agreeing and disagreeing	Adjectives <i>Wh-</i> questions <i>to be</i> (present simple; interrogative)	Numbers 1–20 Colours Classroom objects/ commands Imperatives Prepositions; <i>in, on,</i> <i>under, in front of,</i> <i>behind</i>	Interpretative and presentational communication
3	Clothes	Describing people and things	Possessive adjectives Possessive 's <i>This is ...</i> <i>That is ...</i>	Items of clothing Parts of the body	Interpersonal, presentational and interpretative communication
4	Food and drink	Asking for and giving information Talking about habitual actions Expressing likes and dislikes	Present simple (affirmative, negative, interrogative) Countable/uncountable nouns <i>a/an/some</i>	Items of food and drink Healthy/unhealthy	Interpretative, presentational, cross-cultural and interpersonal communication
5	My family	Asking for and giving permission	<i>Have / have got ...</i> <i>How many ... ?</i> <i>Can + subject + verb ... ?</i>	Family relationships Daily activities	Interpersonal and presentational communication
6	Where we live	Describing places	<i>There is/isn't ...</i> <i>There are/aren't ...</i> <i>Some / any</i>	Rooms in a house Items of furniture	Interpretative and presentational communication
7	Transport	Talking about habitual actions Asking for and giving the time	Adverbs of frequency: <i>always, usually, often,</i> <i>sometimes, seldom, never</i>	Modes of transport Times	Interpretative and presentational communication

Unit	Title	Functions	Structure	Vocabulary	Competencies
8	Hobbies	Expressing likes and dislikes Talking about leisure activities	Present continuous (affirmative, negative, interrogative) <i>I like/don't like</i> + gerund (affirmative, negative, interrogative)	Hobbies	Interpretative and presentational communication
9	Sport	Obligation Talking about ability	<i>Can/Can't</i> (ability) ... (affirmative, negative, interrogative) <i>Must</i> (affirmative and negative)	Sports	Interpretative, interpersonal and presentational communication
10	Holidays	Talking about future plans Talking about the weather	Expressing dates <i>going to ...</i>	Holiday destinations Weather	Interpretative and presentational communication
11	You and your health	Asking for and giving advice Obligation	<i>Should ...</i> (affirmative, negative, interrogative) object pronouns <i>This / that</i> <i>These / those</i>	Health Diet Teenage problems	Interpretative and presentational communication
12	Celebrations	Talking about the past	Simple past (<i>to be</i> + regular verbs) Possessive adjectives	Dates Celebrations	Cross-cultural, presentational, interpretative and interpersonal communication
13	The environment	Talking about the past Obligation Prohibition	Simple past (irregular verbs) <i>Enough, a lot of, too many, too much, more, less, fewer</i>	Environment Environmental problems	Presentational and interpretative communication
14	Entertainment	Asking for and giving directions Agreeing and disagreeing Apologizing	Present continuous to express future meaning Time markers <i>Yes, I agree / No, I disagree</i>	Entertainment Places Activities	Interpretative and presentational communication

Unit 1

Hello!

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Speaking	Interacting using greetings, farewells and expressions of courtesy (<i>introducing yourself</i>)
	Listening	Exchanging personal information (<i>listening for information</i>)
	Reading	Identifying people and jobs; reading introductory dialogues (<i>reading for information</i>)
Presentational communication	Writing/Speaking	Presenting written material to an audience (<i>writing and presenting facts</i>)

Vocabulary	Hello Hi friend name doctor secretary teacher student football player how fine thanks Mr Mrs Miss
Functions	Greeting people; asking how people are and responding
Structures	<i>To be</i> (simple present; affirmative)

1 Listen and say the names.



Casablanca



Rabat



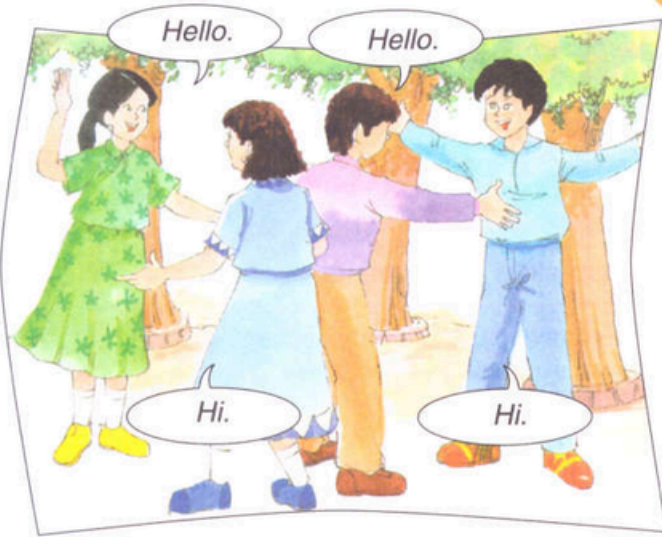
Fez



Marrakesh

Hello
Hi

2 Listen and speak.



5 Practise with a friend.

Hello. I am What's your name?

Hi. My name is ...

6 Read.



Hello. I am Miss Kadaoui.



Hello. I am Mr Latifi.

7 Practise with a friend.

S1: Hello. I'm Mrs Azizi.

S2: Hello, Mrs Azizi. I'm ... / My name is ...

S1: Hello, I'm Mr Latifi.

S2: Hello, Mr Latifi. I'm ... / My name is ...

New objective

To greet people and introduce yourself using 1st person singular of the present tense of the verb *to be*

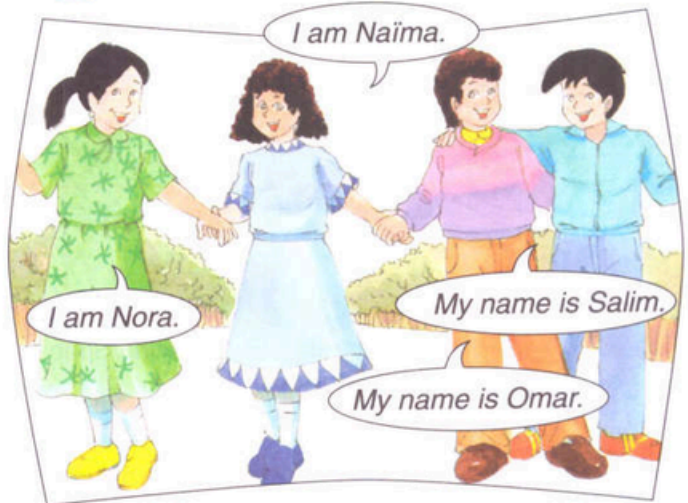
3 Speak.

Say *Hello* to your friends.Say *Hi* to your friends.

I am/My name is ...



4 Listen and speak.

NOTE!
I am = I'm

This is ... We are ...
He/She is a ... They are ...



8 Read.



I'm a doctor.

This is Mr Rakib.
He is a doctor.



I'm a manager.

This is Miss Labied.
She is a manager



We are teachers.

This is Mr and Mrs Ibrahim.
They are teachers.

REMEMBER!

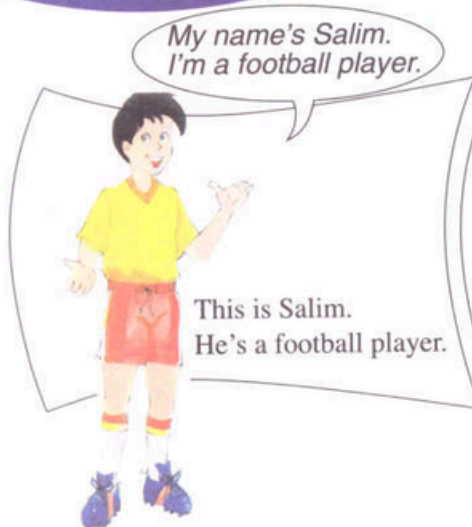
I am / I'm ...
Mr / Mrs / Miss
This is ... He/She is ...
My name is ...
We are ... / They are ...



9 Speak.

NOTE!

My name's ... = My name is ...
He's ... = He is ...
She's ... = She is ...
We're ... = We are ...
They're ... = They are ...



*My name's Salim.
I'm a football player.*

This is Salim.
He's a football player.



*My name's Anne.
I'm a student.*

This is Anne.
She's a student.



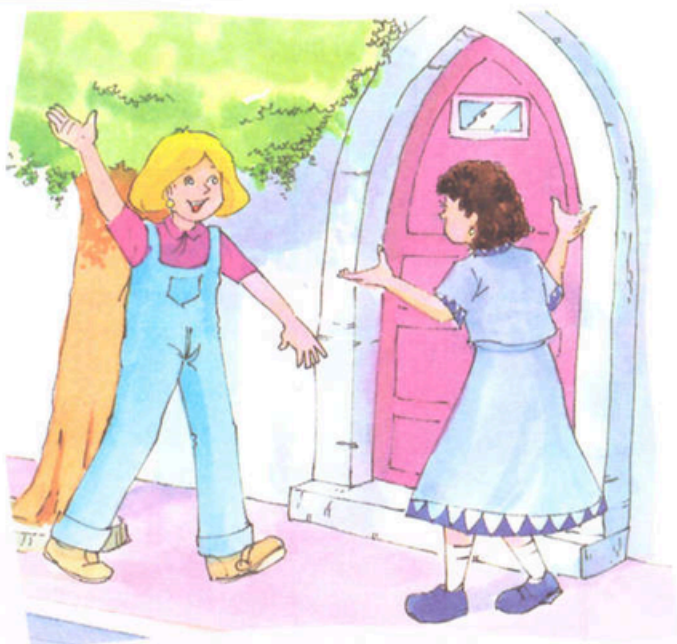
We're friends.

This is Salim and Anne.
They're friends.

10 Write.

- 1 *My name is Naïma.* 2 _____ Youssef. 3 _____ friends.
- 4 This is Youssef. _____ a football player.
- 5 _____ Naïma. _____ a _____.
- 6 _____ Youssef and Naïma. _____.

How are you?
Fine, thanks.



New objective

To communicate verbally with classmates by asking after friends and acquaintances

11 Read.

Hi, Naïma.
How are you?
Fine, thanks.

Hello, Susan.
I'm fine, thanks. And you?

12 Write. Then practise with a friend.

Salim: _____, Lahcen.

Lahcen: _____, Salim.

Salim: _____ are you?

Lahcen: I'm fine, thanks. _____?

Salim: _____.



REMEMBER!

I am	=	I'm
You are	=	You're
He is	=	He's
She is	=	She's
We are	=	We're
They are	=	They're

I'm a football player.
You're a student.
He's a doctor.
She's a secretary.
We're teachers.
They're friends.

13 Read. Then practise with a friend.



Good morning, Naïma.

Good morning, Nora.

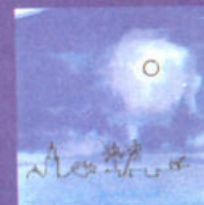
New objective

To greet people at different times of the day

Greetings

Good morning.
Good afternoon.
Good evening.
Good night.
Goodbye.
Bye.

REMEMBER!
Good morning.
Good afternoon.
Good evening.
Good night.
Goodbye. / Bye.



Good afternoon, Lahcen.
Good afternoon, Susan.



Goodbye, Salim.
Bye, Omar.



Good evening, Youssef.
Good evening, Anne.



Good night, Salim.
Good night, Lahcen.

14 Write. Complete the dialogues.



Do you know about ... Morocco?

- ⚡ There are about 31,161,800 people in Morocco.
- ⚡ More than half the people in Morocco are under 20 years old.
- ⚡ Rabat is the capital city of Morocco.
- ⚡ More people live in Casablanca than in Rabat.

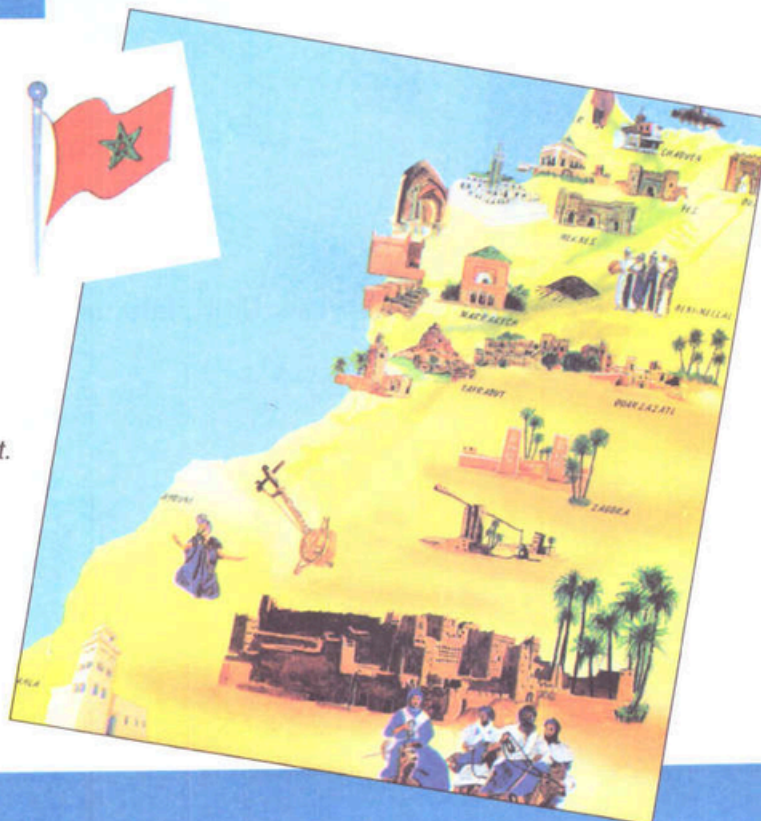


Project: Hello!

Find out as much as you can about Morocco and make a poster.

Your poster should include:

- ⚡ A map of the country.
- ⚡ Major cities.
- ⚡ Geographical features: mountains, desert, sea.
- ⚡ Any famous sites.
- ⚡ Anything else you think is important.



Unit 2

At school

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	Interpreting phrases and statements; following orders, commands and instructions (<i>listening for specific information</i>)
	Reading	Reading names (<i>reading for information</i>)
	Speaking	Talking about objects (<i>describing things</i>)
Presentational communication	Writing	Presenting written information to an audience about your school (<i>writing and presenting facts</i>)

Vocabulary	school numbers 1-20 count colours bag pen desk chair table clock watch orange apple window door
Functions	Asking for and giving information; describing things; agreeing and disagreeing
Structures	Adjectives Wh- questions to be (simple present; interrogative) Imperatives Prepositions: <i>in, on, under, in front of, behind</i>



1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten	11 eleven
12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty		

1 Write. Count the players.



one

1



New objectives

To count to twenty, to recognise numbers written as figures and words, to ask about and give ages, to say what colour something is

2 Read. Then practise with a friend.



3 Write. Fill in the colours.

- red
- yellow
- green
- blue
- orange
- brown
- black
- white



1 a brown desk



2 a blue chair



3 a red bag



4 a blue book



5 an orange computer



6 a green apple



7 a black pen



8 a yellow ball

What's this?
It's a/an ...
What colour is it?

NOTE!
Use **a** before a consonant
Use **an** before a vowel

New objective

To use prepositions of location to ask and say where something is

4 Speak. Practise with a friend.

S1: What's this? S2: It's a/an ...
S1: What colour is it? S2: It's ...



S1: What's this?
S2: It's a bag.
S1: What colour is it?
S2: It's green.



Where's the ...?
It's on/in/under/
behind/in front of ...

5 Read. Then practise with a friend.



1 The bag is
on the desk.



2 The pen is
in the bag.



3 The book is
under the desk.



4 The chair is
behind the desk.



5 The student is
in front of the desk.

6 Speak. Talk about the pictures with a friend.

The bag is under the chair.
The apple is in the bag.



Is the ... ?
Yes, it is. / No, it isn't.

7 Speak. Look at the pictures. Ask and answer.

S1: Is the bag under the desk? S2: No, it isn't.
S1: Is the bag on the chair? S2: Yes, it is.

REMEMBER!

Question	Answer
What's this?	It's a/an ...
What colour is it?	It's ...
Where's the ...?	It's on/in/under/ behind/in front of ...
Is the ... ?	Yes, it is. / No, it isn't.

Who's this? It's ...

8 Read the names.



Hicham Guerouj



Nezha Bidouane



Younes Aynaoui

New objectives

To ask questions about people using *who* and about things using *what*
To use the word *or* in a question beginning *Is it ...?*

9 Speak. Practise with a friend.

Who's this? It's _____.

1



2



3



What's that? It's a/an ...

10 Speak. Practise with a friend.

What's that? It's a clock.



a clock



a chair



an orange



a window



a table



an apple



a door

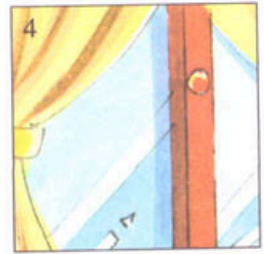
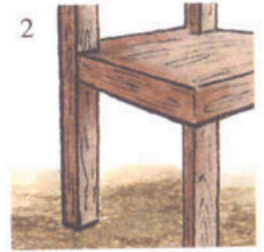
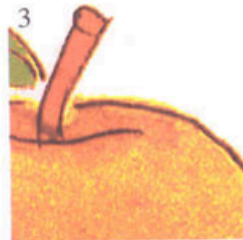


a watch

Is it a ... or a ...? It's a ...

11 Write. Complete the answers.

- 1 Is it a watch or a clock? It's a _____.
- 2 Is it a table or a chair? It's a _____.
- 3 Is it an apple or an orange? It's an _____.
- 4 Is it a window or a door? It's a _____.



REMEMBER!

Question

Who's this/that?

What's this/that?

Is it a/an ... or a/an ...?

Answer

It's ...

It's ...

It's a/an ...



New objectives

To introduce classroom language

To understand and respond to requests stated in the imperative

12 Listen and speak.

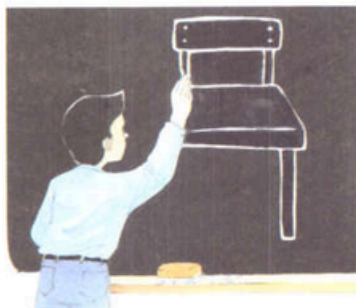


Close your books, please.

Stand up, please.

Come here.

Go to the board, please.



Draw a chair on the board.

Write the word 'chair'.

Repeat the word 'chair'.

Go back to your desk.

Sit down, please.



Open your books.

13 Listen and follow the orders.

14 Talk about the picture. Then write.

Where's the bag?

It's on the chair.

What colour is the table?

It's brown.

1 Is the pen on the table?

_____.

2 What colour is the clock?

It's _____.

3 _____? It's Younes Aynaoui.

4 What's this? _____.



Do you know about ... education?



In the past, only boys went to school.



Mohamed V University in Rabat is the largest university in Morocco.



Al-Qarawiyyin University in Fez is the oldest university in the world.



Al-Qarawiyyin University was founded in 859AD by a woman called Fatima Al Fehria.



Project: At school



Make a brochure about your school.

Your brochure can include:



The size of your school.



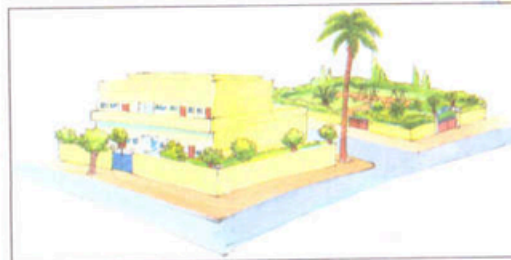
How many teachers and students there are.



What time you go to school.



Anything else you think is important.



Review 1

1 Listen and write. (5 Points)



2 Write: *am, is or are.* (10 Points)

- 1 My name _____ Mrs Azizi.
- 2 I _____ a teacher.
- 3 Naïma _____ a student.
- 4 She _____ in my school.
- 5 Pierre _____ a student.



- 6 He _____ not in my school.
- 7 Omar and Salim _____ students.
- 8 This _____ Mr Ibrahim.
- 9 He _____ a teacher.
- 10 We _____ both teachers.

3 Match. (20 Points)

eleven	10	fourteen	3	two	18	<i>twenty</i>
<i>sixteen</i>	5	three	11	<i>seven</i>	15	eighteen
thirteen	9	nine	12	five	8	TEN
19	<i>seventeen</i>	2	6	13	twelve	20
six	7	<i>eight</i>	4	nineteen	one	16
						fifteen

4 Write: *in, on, under, behind or in front of*. (5 Points)

- 1 The teacher is _____ the desk.
- 2 The student is _____ the desk.
- 3 The clock is _____ the wall.
- 4 The desk is _____ the clock.
- 5 The books are _____ the bag.



5 Write answers. (10 Points)

- 1 What's this? _____
What colour is it? _____



- 2 What's this? _____
What colour is it? _____



- 3 What's this? _____
What colour is it? _____



- 4 Is it a table or a chair? _____
What colour is it? _____



- 5 Is it a door or a window? _____
What colour is it? _____



Total: 50 Points

Review 1

Unit 3

Clothes

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening	Asking and answering questions using what you have learned orally and/or in writing (<i>listening for specific information</i>)
	Speaking	Sharing likes and dislikes
Presentational communication	Speaking	Describing clothes, parts of the body and physical traits using simple words and phrases
	Writing	Presenting a uniquely-designed outfit to an audience of listeners (<i>sentence completion</i>)
Interpretative communication	Reading	Interpreting statements about clothes, parts of the body and physical traits

Vocabulary	t-shirt shoes boots socks trousers trainers skirt jacket hat jeans scarf tall short slim fat fast slow long new old big small head body hair arms legs ears nose eyes mouth
Functions	Describing people and things
Structures	Possessive adjectives; possessive 's; <i>This is .../That is ...</i>



1 Read.

New objective

To identify and describe items of clothing using different colours



shorts



t-shirt



football boots



socks



trousers



trainers



skirt



jacket



jeans

2 Listen and speak.

- | | | |
|----------------------------------|---------------------------|------------------------|
| 1 The shorts are orange. | 4 The socks are red. | 7 The skirt is yellow. |
| 2 The t-shirt is green. | 5 The trousers are black. | 8 The jacket is brown. |
| 3 The boots are black and white. | 6 The trainers are white. | 9 The jeans are blue. |

3 Write.

The t-shirt is red and white.



4 Read. Then complete the sentences.

New objectives

To describe people using adjectives
To introduce the use of apostrophe 's structures
to indicate possession



Jamal is tall. He is happy. He is fast.
John is short. He's sad. He is slow.



Amal is _____. She is _____.
Nadia _____. _____.

's
my
your
his/her/its
our
their

5 Write the sentences.

tall short happy sad fast slow

- 1 Jamal's t-shirt is green. His trainers are white.
- 2 John's shorts are red. _____ football boots are black.
- 3 John's socks are red and _____ socks are red. _____ socks are red.
- 4 _____ tracksuit is blue and white. _____ trainers are white.
- 5 _____ shorts are yellow. _____ socks are blue.
- 6 _____ t-shirt is green and _____ t-shirt is green. _____ t-shirts are green.

6 Speak. Describe the pictures.

REMEMBER!

Jamal's t-shirt is white.

My socks are red.

Your trousers are blue.

His / Her trainers are white.

Our tracksuits are green.

Their shorts are black.



Selma



Susan



Brahim and Ahmed

My t-shirt is red.

My jeans are blue.

Our trainers are white.

Selma's skirt is white. Her t-shirt is red.

7 Describe your clothes. Practise with a partner.

My socks are blue. Your jeans are black.

Susan's dress is blue. **It** is new.

Paul's socks are white. **They** are old.

8 Speak. Practise with a friend.



Susan's dress is new.
It is blue.
It is long.



Paul's socks are old.
They are white.
They are short.

10 Write. Describe the clothes.



John's trainers



Yasmina's skirt



Mohamed's trousers

This is ...
That is ...

11 Read. Then complete the sentences.



This is my team.
Our shirts are red.

That is Sam's team.
Their shirts are yellow.

New objective

To demonstrate the difference between *this* and *that* through pictures and descriptions of clothing and colours

9 Speak. Describe the clothes.



Redouane's slippers



Jane's hat



Nora's headscarf



Tom's shoes

new
old

long
short

big
small

1 John's trainers are white.
They are new.

2 _____

3 _____



_____ my team. _____ are blue.

_____. _____ are black.



hair eyes nose
mouth ears

12 Read.

I'm Coco the Clown.
My hair is long.
My eyes are blue.
My ears are big.
My nose is red.
My mouth is big.

New objectives

To identify parts of the body
To practise use of new vocabulary
items in descriptions

13 Write. Describe this clown.

The clown's hair is short.
His eyes are green.



14 Speak. Practise with a friend.

I'm Coco the Clown.

My hat is small.
My shirt is small.
My sleeves are short.
My gloves are big.
My trousers are short.
My shoes are big.

Your head is big.
Your body is big.
Your arms are long.
Your hands are small.
Your legs are long.
Your feet are small.



15 Label the clown.

mouth	hair
body	arms
hat	shirt
ears	eyes
legs	hands
sleeves	trousers
nose	feet
shoes	



REMEMBER!

Coco's hat is red. It is small.
Coco's shoes are brown. They are big.
This is Coco's shirt. That is Pika's shirt.

Do you know about ... material?

 Most of our clothes are made from cotton. Cotton grows on trees.

 Some of our clothes are made from wool. We get wool from sheep.

 Most of our shoes are made from leather. We get leather from animal skins.



Project: Clothes

Design an outfit. Draw a picture and label the items of clothing. Say what colours you would use.



Unit 4

Food and drink

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting simple texts and dialogues containing formulaic phrases (<i>listening and reading for specific information</i>)
	Speaking	responding appropriately to spoken texts about food and drink (<i>asking and responding to questions</i>)
Presentational communication	Writing	gathering and presenting information to an audience about a dish
Cross-cultural communication	Speaking / writing	exchanging feelings, ideas about food and drink orally and in writing (<i>making decisions about given information</i>)
	Reading	recognizing English shopping lists and menus and comparing them with local ones
Interpersonal communication	Speaking	using turn-taking

Vocabulary	rice milk butter cheese olives chicken fish vegetables carrots fruit juice bread pasta salad onions tea coffee water breakfast lunch dinner healthy unhealthy favourite
Functions	Asking for and giving information; talking about habitual actions; expressing likes and dislikes
Structures	Present simple (affirmative, negative, interrogative); Countable/uncountable nouns; <i>a/an/some</i>



oil



chicken



fish



fresh fruit



cheese



couscous



potatoes

1 Tick the healthy foods.

New objectives

To introduce vocabulary items related to foods

To talk about eating habits using the simple present tense

To highlight and practise the use of s in third person singular



I am Sam.
I play football.

I do not eat chips.
My favourite drink is orange juice.

2 Listen to Hamid.



I'm fit and healthy and I play football. I eat healthy food. For breakfast, I eat bread, cheese and fruit and I drink orange juice. I don't like tea or coffee.



For lunch, I eat couscous and meat. I like vegetables and my favourite vegetable is cabbage. I also like fruit. I eat bananas, grapes, oranges and dates. I drink water or juice.

For dinner, I like to have soup and bread. I also like pasta with salad: lettuce, tomato, cucumber and pepper. I eat vegetables and fruit every day and I like to drink water.

3 Complete the sentences.

1 Hamid plays **football**.

2 He eats _____ food.

3 For breakfast, he drinks _____.

4 His favourite vegetable is _____.

5 For dinner, he likes soup and _____.

I eat vegetables.
You eat vegetables.
He/She/It **eats** vegetables.
We eat vegetables.
They eat vegetables.

REMEMBER!
I play football.
You play football.
He/She/It **plays** football.
We play football.
They play football.

Hamid **eats** vegetables.
Salim **plays** football.
Nora **drinks** fruit juice.

do, does
 What **do** you eat?
 What **does** Hamid eat?
Do you like bananas?
Does Hamid like coffee?

I eat fruit.
 He eats vegetables.
 Yes, I **do**.
 No, he **doesn't**.

New objectives

To introduce the concept of an auxiliary verb
 To ask questions about eating habits using *do* and *does*
 To answer questions using *do/don't* and *does/doesn't*

4 Answer the questions.

- 1 What does Hamid eat for dinner?
- 2 What do you eat for dinner?
- 3 Does Hamid eat healthy food?
- 4 Do you eat healthy food?

He **eats** pasta.

Yes, _____

5 Listen to Hamid.



My friend Ahmed plays football but he isn't healthy. He eats unhealthy food. For breakfast he eats fried eggs and bread. He drinks coffee.



For lunch he eats beefburger and chips. He doesn't like vegetables and he doesn't eat fruit. He likes ice cream and he drinks lots of cola.



In the afternoon he eats cake.



For dinner, he likes to eat fried chicken and fried potatoes. He always eats pies and he drinks coffee.

6 Talk about Ahmed. Practise with a friend.

Does Ahmed eat vegetables?
 What does he eat for breakfast?
 Does Ahmed like cola?
 Does he eat healthy food?

7 Write.

- 1 What do you eat for breakfast?
- 2 Do you like fruit and vegetables?
- 3 What do you eat for dinner?
- 4 Do you eat a healthy diet?

I like cheese.
I don't like eggs.

8 Speak. Practise with a friend.



Do you like eggs?
Yes, I do.



Do you like cheese?
No, I don't.



milk



chicken



fish



onions



tagine



bread

Would you like a/an/some ...?
Yes, I'd like a/an/some



9 Listen to Hamid and his mother at the market.

Hello. I'd like some fruit, please.
Certainly. What would you like?
I'd like some bananas, some apples, an orange and a lemon.
Thank you.

I'd like some bread, some rice and some onions, please.
Hamid, would you like some fish for dinner?
Yes, please.
Would you like some olives with it?
No, thank you. I don't like olives.

10 Countable or uncountable? Write.



Countable: an onion



REMEMBER!
Countable nouns are nouns which you can count,
eg., apples, eggs, onions.
Uncountable nouns are nouns which you cannot count,
eg., bread, milk, rice.



11 Speak. Work in groups of three.

Look at Exercise 9 on page 30. Follow the dialogue but choose different food to buy. Take turns.



New objectives

To talk about likes, dislikes and daily routines using the simple present
Asking and responding to questions about likes, dislikes and habits

S1: Hello. I'd like ... (some fruit / some vegetables), please.

S2: Certainly, what would you like?

S1: I'd like ... and ... and ... and Thank you.

S1: I'd like ... and ... and [S3] would you like ...?

S3: ...

S1: Would you like ...?

S3: ...

12 Read the interview. Then practise with a friend.



Younes: Hello. Do you play sport?

Jack: *Yes, I do.*

Younes: What sport do you play?

Jack: *I play tennis and football.*

Younes: Do you eat healthy food?

Jack: *Yes, I do. I eat fruit and vegetables.*

I don't eat chips or sweets.

Younes: What vegetables do you like?

Jack: *I like cabbage, peas, peppers and aubergine.*

I don't like carrots.

Younes: Do you like tea and coffee.

Jack: *No, I don't. I prefer water or fruit juice.*

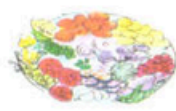
Younes: What's your favourite meal?

Jack: *My favourite meal is grilled fish with roasted peppers and boiled peas. Oh, and a glass of apple juice.*

Younes: Thank you.

13 Write.

How healthy are you? Look at the pictures.
Say what sports you do and what food you eat.
Which is your favourite?



*I play tennis and football. For breakfast I eat bread and fruit. I eat meat and vegetables for lunch.
My favourite meat is lamb. I don't eat sweets. I don't like cola but I do like tea.
My favourite meal is tagine. I am healthy!*

Do you know about ... food?



You should eat five portions of fruit and vegetables every day.



The most popular ice cream flavour in the world is vanilla.



If you drink milk, you will help keep your teeth and bones healthy.



Morocco produces 800,000 tons of oranges every year.



Project: food and drink



**You are making a special dinner for your family.
Write a shopping list of ingredients that you need to buy.
Then write the menu and illustrate it.**

Shopping List

carrots
beetroot
tomatoes
peppers
lemons
green olives
couscous
chicken
bananas
apples
grapes
oranges



MENU



Grated carrot and beetroot salad
Tomato and pepper salad



Chicken and pickled lemon
tagine with green olives



Couscous with vegetables

Assorted fruit



Review 2

1 Listen, colour and answer. (4 Points)

- 1 What colour is his shirt? _____
- 2 Are his shorts blue? _____
- 3 What colour are his socks? _____
- 4 What colour are his boots? _____



2 Describe. (6 Points)



1 The shorts are blue and yellow.

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

3 Write: my, your, his, her, its, our or their. (5 Points)



This isn't _____ shirt.

Is it _____ shirt?

No, _____ shirt is green.



_____ new trainers are white.



This is _____ team colour.

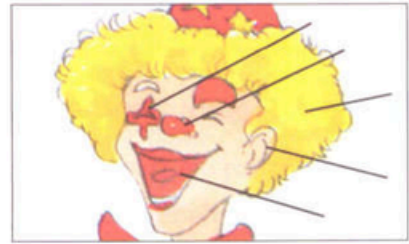
4 Describe. Use tall, short, happy, sad, fast or slow. (10 Points)



This is Ahmed.
He is tall.

5 Label the picture. (5 Points)

mouth ears eyes nose hair



6 Write. (5 Points)

Jamal eats healthy food. For breakfast he eats



and



He drinks



He likes fresh



and



7 Complete the dialogue. Use the verbs in the box. Remember to use the correct form. (10 Points)

(10 Points)

do (not) drink eat play

Do you like fried potatoes?

Yes, I _____.

I _____ eat them.
I only _____ healthy food.
_____ you drink milk?

No, I _____. I drink soda.

Omar is fit. He _____ healthy food.
He also _____ football.

What _____ he drink?

He _____ fruit juice and water.
He _____ milk too.

8 Complete the sentences. Use a/an or some and the correct word. (10 Points)

1 I'd like an orange, please.

4 Would you like _____?

2 I'd like _____, please.

5 I'd like _____, please.

3 Would you like _____?

6 Would you like _____?

Total: 50 Points

Unit 5

My family

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening/reading	identifying and using appropriate language about your family
	Speaking	clarifying or asking for clarification
	Speaking	identifying and using appropriate language in a social situation (to greet, introduce, thank)
Presentational communication	Writing	presenting information about your family to an audience

Vocabulary	family grandfather grandmother father mother brother sister aunt uncle cousin wife husband wake up wash brush dress mix study
Functions	Asking for and giving permission
Structures	<i>Have/have got ...; How many ...?; Can + subject + verb ...?</i>



grandfather father brother aunt cousin
grandmother mother sister uncle

New objectives

To introduce family vocabulary and then talk about family relationships, using possessive pronouns and apostrophe 's structures
To introduce *have got*
To practise *have got* through examples of family relationships

1 Listen and read.

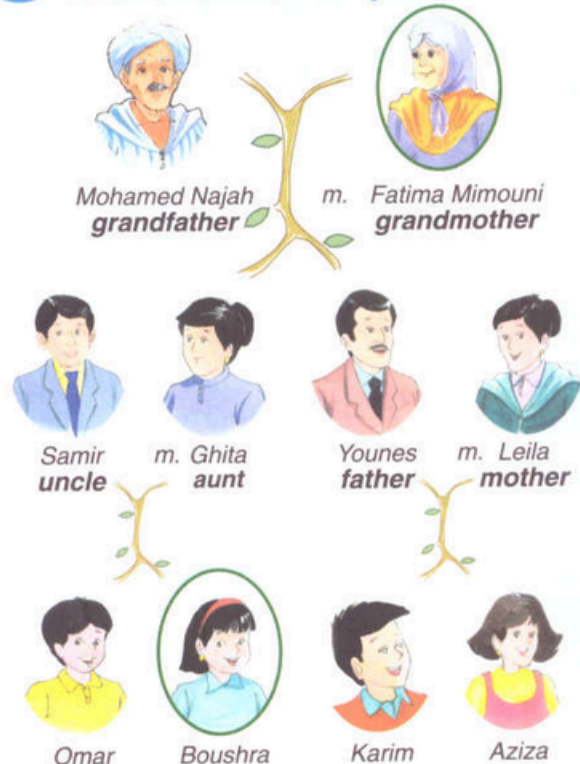
Look at this, Yasmina.
It's my family photo album.
This is a photo of my grandfather
and grandmother.

Here are my mother
and father.

This is a photo
of Uncle Samir and
Aunt Ghita.

And here are my cousins,
Omar and Boushra.

2 Look at Karim's family tree.



3 Listen to Karim talking about his family tree.



My name is Karim Najah. This is my family tree.
Mohamed Najah is my grandfather. Fatima Mimouni is my grandmother.
Their children are called Younes and Ghita. Younes is my father. Ghita is his sister.
Ghita married Samir. They are my aunt and uncle. I have two cousins, Omar and Boushra. My mother's name is Leila and my sister's name is Aziza.

4 Write. Complete these sentences.

- Karim's family name is **Najah**.
- Karim has a sister. Her name is _____.
- Boushra is Karim's _____.
- Boushra's brother is called _____.
- Samir and Ghita are
Karim's _____ and _____.
- Younes is Karim's _____.
Fatima is his _____.

5 Speak. Practise with a classmate. Point, ask and answer.

- S1: Who's that?
S2: It's Aziza. She's Karim's sister.
S2: Who's that?
S1: It's Younes. He's Karim's father.



6 Complete these sentences.

- 1 My mother's sister is my _____.
- 2 My father's mother is my _____.
- 3 My uncle's children are my _____.
- 4 My mother's father is my _____.
- 5 My father's brother is my _____.

7 Speak. Practise with a friend.

I have got two sisters.

I have got one sister and one brother.

9 Speak. Talk about your family. Practise with a friend.



10 Now write about your friend's family.

My friend Mohamed has got two sisters, Naïma and Nora.
They have got two aunts and three uncles. They have got five
cousins. Mohamed's father has got one sister and one brother
and his mother has got two brothers. Mohamed has got one
grandfather and two grandmothers.

New objectives

To introduce *How many ... ?*
To ask and answer questions
about the family, including
questions with *How many...*



8 Listen and answer.

Jamal has got one _____.

Jamal and Kenza have got seven _____.

They have got six _____ and fourteen _____.

Abdelaziz has got _____

and _____.

Latifa has got _____ and

_____ brother.

How many brothers have you got?

How many sisters have you got?

How many aunts have you got?

How many uncles have you got?

How many cousins have you got?

What's your father's name?

What's your mother's name?

How many ... ?
I have got ...
You have got ...
He / She / It has got ...
We have got ...
They have got ...

REMEMBER!

How many brothers have you got?

I have got a mother and a father.

You have got two sisters and one brother.

He / She has got seven cousins.

We have got two grandmothers and two grandfathers.

They have got three aunts and three uncles.

11 Read.



Hello, Mary. This is my husband, Younes.
Hello, Younes.
And this is our son, Karim, and our daughter, Aziza.
Hello, Karim. Hello, Aziza. It's nice to meet you.

wife
husband
son
daughter



Hello, Youssef. This is my wife, Amina.
Hello, Amina. Nice to meet you.

New objective

To ask for and
grant permission
using *Can ...?*

12 Speak. Complete the sentences.



This is _____.
He is Leila's _____.



This is _____.
She is Younes's _____.



This is _____.
He is Younes and
Leila's _____.



This is _____.
She is Younes and
Leila's _____.

13 Read and listen.



Can they
come in?

No, they can't.

Can I watch
TV, Mum?



Yes, you can.

14 Write. Match the sentences.
Complete the speech bubbles.

Can I have an ice cream, please? Yes, you can.
Can we play football? No, you can't.
Can they stay for dinner? Yes, they can.



Verbs in the third person singular. Verb ending is:
 A consonant add 's'
 A vowel or a 'y' following a vowel add 's'
 'y' following a consonant change 'y' to 'i' and add 'es'
 'x', 'ch', 'sh' or 's' 'es'

New objective

To talk about daily activities with a focus on the third person singular and the addition of s or es according to the spelling of the verb

15 Listen to Karim's daily routine. Fill in the verb endings.



Karim wakes up at 7 o'clock. He brush__ his teeth and wash__ his face. He eat__ breakfast with his family. He go__ to school by bus. He meet__ his friends.



After school, Karim walk__ home.
 He sometimes shop__ with his mother.
 Karim carry__ her bags.
 Karim also play__ computer games.
 He enjoy__ playing computer games.



In the evening, Karim do__ his homework. Then, he watch__ television. Karim take__ off his clothes at 10 o'clock. He set__ his alarm for 7 o'clock then go__ to sleep.



At the weekends, Karim sometimes fix__ his bike!

16 Write. Use the following verbs and write about Saïd.

wash	mix	study
dress	visit	play

Saïd washes his father's car.



REMEMBER!

He / She writes a letter.
 He / She plays tennis.
 He / She carries the shopping.
 He / She fixes the car.
 He / She watches television.
 He / She presses the button.



____ football
with his cousins.



____ his
aunt and uncle.



____ at
his computer.



his brother.



the ingredients.

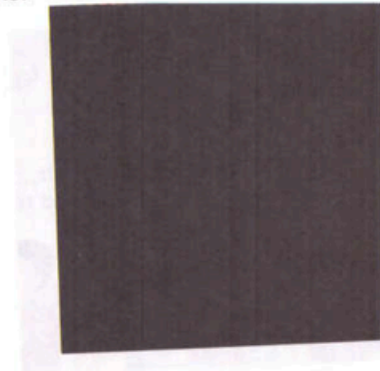
Do you know about ... Moroccan traditions?



 In a traditional Moroccan family, there are usually two parents and their unmarried children.

 A married Moroccan woman usually keeps her family name.

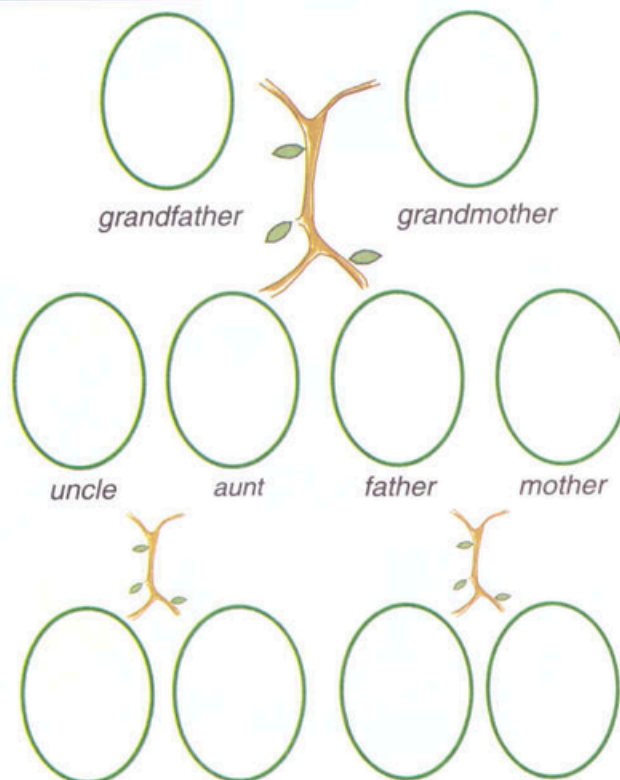
 Some Moroccan families live a 'nomadic' lifestyle.
This means that they move in the desert and live in tents.



Project: My family



Draw your own family tree.
Use the family tree on page 36 to help you.



Unit 6

Where we live

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying the general idea(s) of spoken text (<i>listening for gist</i>); identifying specific points in spoken texts (Selecting and rejecting strategies)
	Reading	Identifying the general idea(s) of a written text (<i>skimming</i>); identifying specific points in a written text (<i>scanning</i>); identifying specific information in a text (<i>reading for detail</i>)
Presentational communication	Speaking	speaking clearly, using correct pronunciation and intonation about someone's house
	Writing	presenting information about your home to an audience in writing

Vocabulary	flat house city garden lift countryside balcony courtyard storey floor ground garage farm animals bedroom bathroom living room dining room kitchen laundry room
Functions	Describing places
Structures	<i>There is/isn't ...; There are/aren't ...; Some/any</i>



There is ...
There are ...
Is there ...?
Are there ...?

Yes, there is. / No, there isn't.
Yes, there are. / No, there aren't.

1 Listen and read.



My name's Salim. I live in a flat with my family. Our flat is in the city. There's a balcony but there isn't a courtyard. There are four storeys. We live on the first floor. There's a lift in the building. There isn't a garage.



My Grandpa and Grandma live on a farm. Their house is in the countryside. There is only one storey. There are some fields and there are lots of animals.

New objectives

To introduce vocabulary related to house and home
To introduce *there is/isn't* and *there are/aren't* and use the structure to describe where one lives

2 Write. Answer true or false. Tick the boxes.

T F

- ☒ ☐ 1 Salim lives in the city.
☐ ☐ 2 There is a courtyard at his flat.
☐ ☐ 3 There is a lift in the building.

T F

- ☒ ☐ 4 There is a balcony at his flat.
☐ ☐ 5 There is a garage at Grandpa's house.
☐ ☐ 6 There are lots of animals at Grandpa's house.

NOTE!
There is = there's
Isn't = is not
aren't = are not

3 Write. Answer the questions.

- 1 Is there a garage at Salim's flat?
2 Are there animals at Grandma and Grandpa's house?
3 Is there a courtyard at Salim's house?
4 Are there two storeys at Grandma and Grandpa's house?

No, there isn't.

4 Speak. Practise with a friend.

- S1: Is there a balcony at Salim's flat?
S2: Yes, there is.
S2: Are there two storeys at Grandpa's house?
S1: No, there aren't.

5 Write. Where do you live?

I live in There is and There isn't

living room
bedroom

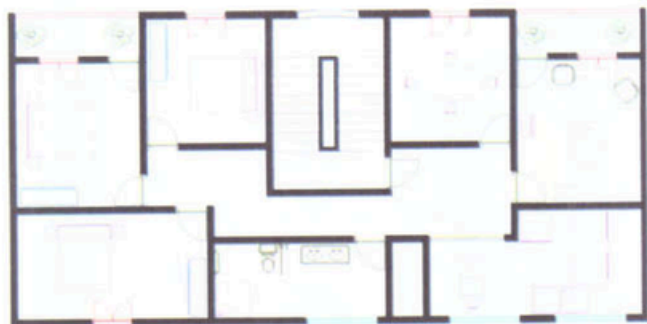
dining room
laundry room

kitchen
bathroom

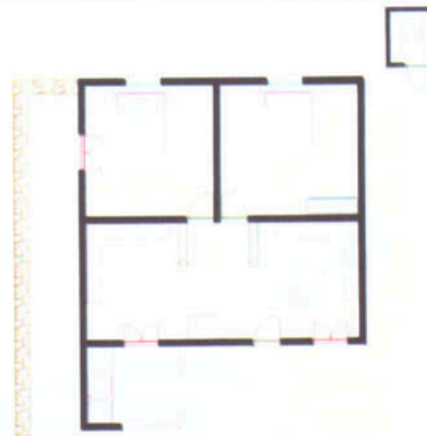
New objective

To identify the names of the rooms in a house and use them to communicate with classmates

6 Listen and read.



Our flat is modern. It's quite big. There are three bedrooms, a bathroom with toilet and shower, a living room, a large kitchen and a laundry room. There is electricity, gas and water. There is even an air conditioner.



My Grandpa's house is old. It's quite small. There are two bedrooms and a living room. There isn't a bathroom but there is a toilet outside. The kitchen is outside too. There isn't any electricity. There is a well for water.

7 Label the rooms.



bathroom



8 Listen. Complete the sentences.

- 1 In Salim's flat, there are three _____.
- 2 In Salim's flat, there is a large _____.
- 3 In Grandpa's house, there are two _____.
- 4 In Grandpa's house, there is a _____ and a _____ outside.
- 5 In Grandpa's house, there isn't any _____.

9 Speak. Talk about your house. Work with a friend.

S1: In my house, there are two bedrooms. There is a living room and a kitchen. There is also a bathroom but there isn't a garage.

S2: In my house, there is a kitchen and a bathroom. There is also a living room and three bedrooms. There is a garden.

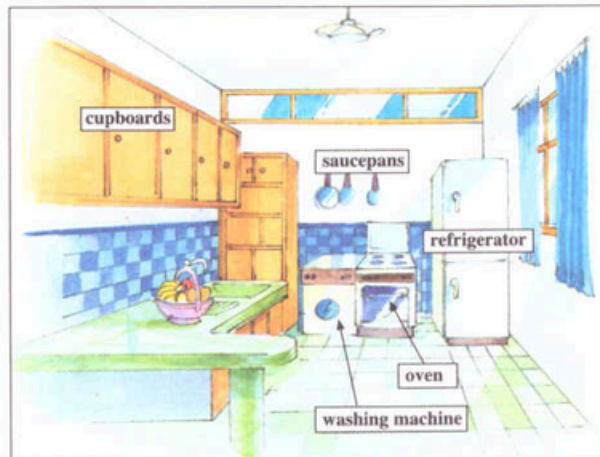
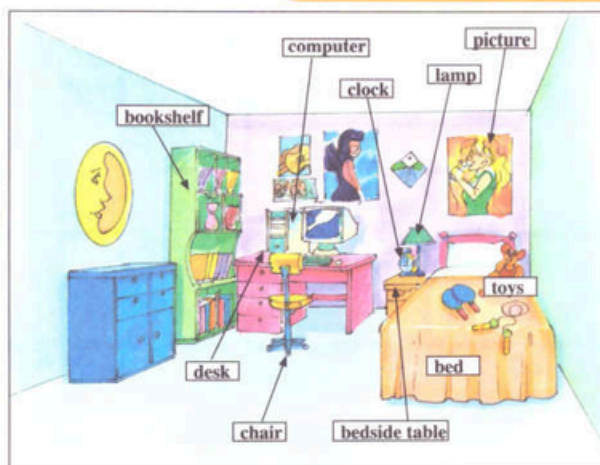
There are some ...
There aren't any ...

Are there any ...? Yes, there are some ...
Are there any ...? No, there aren't any ...

New objectives

To ask and answer questions using *some* and *any*
To use *some* and *any* to describe a room or house

10 Look and read the labels.



11 Read the following questions and answers.

Are there *any* windows in Selma's house?
Are there *any* chairs in Selma's house?
Are there *any* flowers in Selma's house?

Yes, there are *some* windows in Selma's house.
Yes, there are *some* chairs in Selma's house.
No, there aren't *any* flowers in Selma's house.

12 Look at Selma's bedroom above and complete these questions and answers.

- 1 Are there any books in Selma's bedroom?
- 2 Are there any cupboards?
- 3 Are there _____ pictures?
- 4 Are there _____ videos?
- 5 Are there _____ sofas?
- 6 Are there _____ toys?

Yes, there are _____.
No, there aren't _____.
Yes, there are _____.
No, there aren't _____.

13 Speak. Ask about your friend's bedroom.

S1: Are there any curtains in your bedroom?
 S2: Yes, there are some curtains in my bedroom.
 S2: Are there any saucepans in your bedroom?
 S1: No, there aren't any saucepans in my bedroom.

New objective

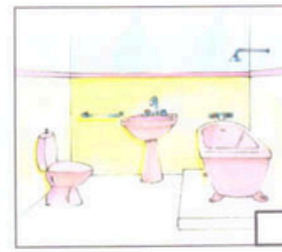
To listen for specific information and use it to identify rooms being described

14 Listen to John talking about his new house. Tick the correct pictures.

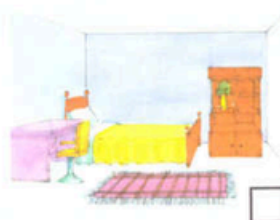
1 John's living room



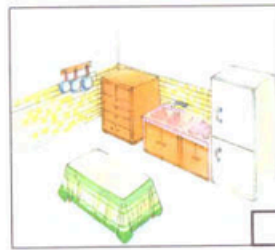
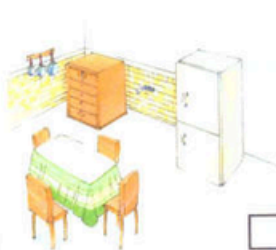
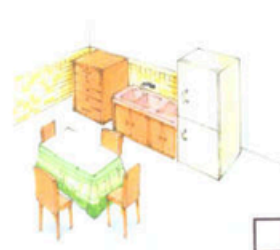
4 John's bathroom



2 John's bedroom



3 John's kitchen



REMEMBER!

There are some lamps in the living room.
 There aren't any pictures on the walls.
 Are there any towels in the bathroom?
 Yes, there are some towels in the bathroom.
 Are there any bookshelves in the kitchen?
 No, there aren't any bookshelves in the kitchen.

Do you know about ... the population?

 In Morocco, there are approximately 56 people per square kilometre of land.

 Approximately 2,943,200 people live in Casablanca.

 Approximately 1,220,000 people live in Rabat.

 Approximately 564,000 people live in Fez.



Project: Where we live

Draw a plan of your house. Label the rooms and say what furniture is in each room.



Review 3

1 Listen and complete the dialogue. (6 Points)

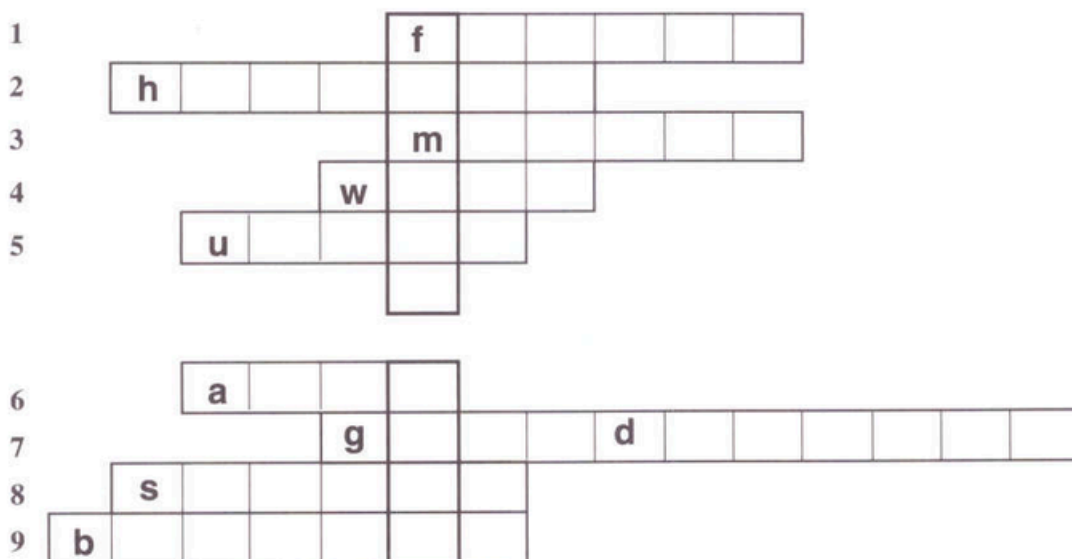
What _____ you do in the morning? I _____ to school.

What _____ your father do? He _____ to work.

What do you play in the afternoon? I _____ football.

What does your sister play? She _____ tennis.

2 Complete the word grid and find the hidden phrase. (10 Points)



1 This is my He is married to my mother.

2 My father is my mother's

3 My ... is married to my father.

4 She is my father's

5 My ... is my father's brother.

6 His wife is my

7 My father's father is my

8 My aunt is my mother's

9 My father's ... is my uncle.

10 The hidden phrase is _____.

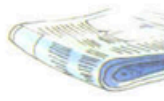
3 Write questions using Can I...? (5 Points)



Can I play
football?





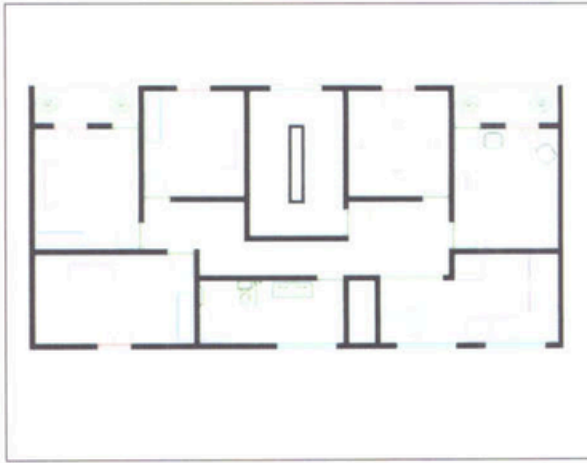






4 Label the rooms on the plan.

(5 Points)

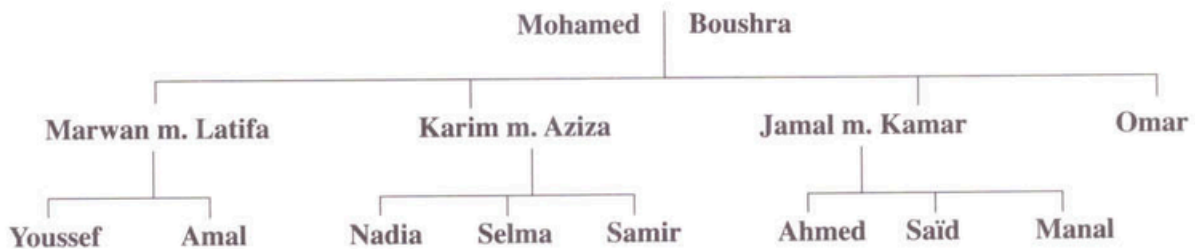


5 Complete the sentences using *There is* or *There are*.

(10 Points)

- 1 _____ a shower in the bathroom.
- 2 _____ towels in the bathroom.
- 3 _____ a refrigerator in the kitchen.
- 4 _____ a television in the living room.
- 5 _____ pictures on the walls.
- 6 _____ a computer on the desk.
- 7 _____ an armchair in the living room.
- 8 _____ a garage outside.
- 9 _____ saucepans in the cupboard.
- 10 _____ a washing machine in the kitchen.

6 Look at this family tree. You are Saïd. Complete the sentences. (14 Points)



- 1 My grandfather's name is _____.
- 2 I have got _____ uncles.
- 3 I have got two _____.
- 4 My _____ is called Ahmed.
- 5 I have got five _____.
- 6 Uncle Omar isn't _____.
- 7 My father is called _____.
- 8 Latifa is Marwan's _____.
- 9 Samir has got two _____.
- 10 Kamar's mother is called _____.
- 11 Karim has got _____ brothers.
- 12 Nadia has got _____ brother and _____.
- 13 _____ has got two brothers.
- 14 Jamal and Kamar have got three _____.

Total: 50 Points

Review 3

Unit 7

Transport

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	identifying and responding to appropriate language of time and means of transport
	Listening	identifying and using appropriate classroom language
Presentation communication	Writing / speaking	presenting the results of a survey about means of transport through a poster to an audience of listeners

Vocabulary	transport work shopping meet start bus taxi train car bike helicopter boat aeroplane truck donkey market station get up go to bed always usually often sometimes seldom never
Functions	Talking about habitual actions; Asking for and giving the time
Structures	Adverbs of frequency: <i>always, usually, often, sometimes, seldom, never</i>



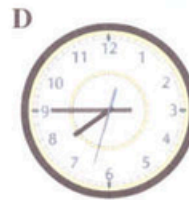
Seven o'clock
Six thirty = half past six

Eight fifteen = Quarter past eight
Ten forty-five = Quarter to eleven

1 Read. Match the clocks to the people.

New objectives

To introduce and practise telling the time
To draw awareness to different ways of saying the same thing
To ask and answer questions with *What time ... ?*



I go to school at seven o'clock.



I go to work at quarter to eight.



I go to school at eight fifteen.



I go to work at half past seven.



I go to school at half past eight.

2 Listen. Match the clocks to the people.



3 Speak. Practise with a friend.

S1: What time do you go to school?
S2: I go to school at eight o'clock.

S1: What time does your father go to work?
S2: He goes to work at six forty-five.

What time is it?



It's ten past four.
It's four ten.



It's ten to twelve.
It's eleven fifty.

New objective

To introduce and talk about different means of transport

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4 Speak. Say what time it is. Practise with a partner.



S1: What time is it?
S2: It's six fifty.
S1: It's ten to seven.



I walk to ...
I go to ... by bus.

You go to ... by taxi.
He / She goes to ... by train.

We go to ... by car.
They go to ... by bike.

5 Match the words with the pictures.

bus train taxi car bike donkey helicopter aeroplane



6 Listen to Hassan. Tick the correct sentences.

- | | |
|--|---|
| ☐ 1 Hassan goes to school by bus. | ☐ 4 Hassan's mother goes to the shopping centre by taxi. |
| ☐ 2 Hassan's sister goes to school by bus. | ☐ 5 Hassan's grandfather goes to the market by truck. |
| ☐ 3 Hassan's father goes to work on a donkey. | ☐ 6 Hassan's cousins go on holiday by aeroplane. |

What time do you ... ?
How do you ... ?

New objective

To introduce adverbs of frequency and use them to talk about daily routines

7 Write. Complete the sentences.

What time do you get up?

What time do you leave home?

How do you get to the train station?

How do you go to work?

What time does the train leave?

I get up at *twenty-five past six*.

I leave home at _____.

I _____ to the train station.

I go to work by _____.

The train leaves at _____.



REMEMBER!

What time is it?

It's quarter past four.

It's ten to five.

What time do you get up?

I get up at six fifteen.

How do you go to school?

I go to school by bus.

How does your father go to work?

He goes to work by car.

8 Speak. Ask and answer. Practise with a friend.

S1: What time do you get up?

S2: I get up at

S1: How do you go to school?

S2: I go to school by ...

100%

0%

always [all the time] usually [most of the time] often [a lot of the time] sometimes [some of the time] seldom [not much of the time] never [no time]

9 Read.

Hassan *always* goes to school by bus.

Hassan's sister *usually* goes to the library by bike.

Hassan's mother *often* goes to the shopping centre by taxi.

Hassan's father *sometimes* goes to work by train.

Hassan's cousins *seldom* go to school by bike.

Hassan's grandfather *never* goes to the market by taxi.

10 Write. Look at the pictures and complete the sentences.

New objective

To express *when* and *how* you travel

	Hassan	Hassan's mother	Hassan's father
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

- Hassan **never** goes to school by bus. He **always** goes by **bike**.
- Hassan's mother _____ goes to the market by bus. She _____ goes by _____.
- Hassan's father _____ goes to work by bike. He _____ goes by _____.

11 Speak. Practise with a friend.

S1: I never go to school by bus. I sometimes go by car, but I often go by bike.

S2: I seldom go to school by bike. I often go by bus.

12 Listen. Tick the correct sentences.

- ☐ 1 Amine always goes to school by bike.
- ☐ 2 Manal sometimes goes to the library by bike.
- ☐ 3 Omar often goes to football practice by taxi.
- ☐ 4 Ahmed never walks to football practice.
- ☐ 5 Leila always visits her cousins by aeroplane.
- ☐ 6 Nora and Naïma usually visit their grandfather on a donkey.

13 Write about yourself and your family.

I'm I ... go to school by

I never go by My father ... goes ... by

My mother ... goes ... by

Do you know about ... travelling?

- There are 57,920 kilometres of roads in Morocco.
- There are 1,907 kilometres of railway track in Morocco.
- It is compulsory to wear a helmet when you are riding a motorbike.
- Small taxis are a different colour in each large city. They are red in Casablanca and blue in Rabat.



Project: Transport

Make a chart and tick the modes of transport you see each day for one week.
Then make a poster showing your results.

Transport Spotter

	Bus	Bike	Car	Taxi	Donkey	Plane	Helicopter	Train	Truck
Monday	✓	✓	✓						✓
Tuesday	✓	✓	✓	✓		✓			
Wednesday	✓	✓	✓		✓			✓	
Thursday		✓	✓						
Friday	✓	✓	✓			✓			
Saturday	✓		✓	✓		✓			
Sunday		✓	✓		✓				



I saw a car every day.

I saw a donkey on Wednesday and Sunday.

I didn't see a helicopter.

I saw a bus on Monday, Tuesday, Wednesday, Friday and Saturday.



Unit 8

Hobbies

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpersonal communication	Listening / speaking	asking and answering questions about hobbies orally and in writing
Interpretative communication	Speaking	clarifying or asking for clarification about hobbies
	Reading	interpreting information about your peers' hobbies
Presentational communication	Writing	presenting the results of a class survey about hobbies to the whole class

Vocabulary	draw read paint write brush wash use eat wait guitar piano
Functions	Expressing likes and dislikes; talking about leisure activities
Structures	Present continuous (affirmative, negative, interrogative); <i>I like/don't like + gerund</i> (affirmative, negative, interrogative)



What are you doing?
What is he/she doing?
What are they doing?

I am ... + ing
You are ... + ing
He/She/It is ... + ing
We are ... + ing
They are ... + ing

New objective

To introduce the present continuous tense and to describe actions taking place at the time of speaking using the target tense

1 Read.

I am drawing.



I am painting.
He is writing.



We are watching television.



They are playing
the piano.



2 Speak. Say what these people are doing.



3 Speak. Practise with a friend.

S1: What is Salim doing?
S2: He is listening to music.

S2: What is Susan doing?
S1: She is playing computer games.

S1: What are Kamar and Selma doing?
S2: They are shopping.

4 Write. What are these people doing?



Manal **is brushing**
her hair.



Säid
his bicycle.



Mr and Mrs Tazi
dinner.



Ahmed
his homework.

5 Act and speak.

I am reading. I am playing football.

6 Listen. Match the activities to the people.



A



B



C



D



E



F



1



2



3



4



5



6

Are you ... + ing ...?

Yes, I am.

Is he/she/it ... + ing ...?

No, I'm not.

Yes, he/she/it is.

Are they ... + ing ...?

No, he/she/it isn't.

Yes, they are.

No, they aren't.

REMEMBER!

I am writing.

You are painting.

He/She/It is eating.

We are playing football.

They are watching television.

What are you doing?

I am doing my homework.

We are listening to music.

What are they doing?

They are going shopping.

7 Speak. Practise with a friend.



S1: Is Mohamed playing his guitar?

S2: Yes, he is.



S1: Is Tariq listening to music?

S2: No, he isn't. He's reading.



S2: Are Mr and Mrs White eating breakfast?

S1: No, they aren't. They're washing the car.

8 Speak. Practise with a friend.

New objective

To express likes and dislikes using gerunds

1 Is Aziza **playing** computer games? **Yes, she is.**

2 ___ Selma and Salim ___ the guitar?

3 ___ Ben ___ to music?

4 ___ Mr and Mrs Rakib ___ television?

9 Write. What are they doing?

1 Jamal **is drinking a glass of milk.**

2 Nadia _____.

3 Tom _____.

4 Simon and Ben _____.

I like ... + ing.
 You like ... + ing.
 He/She/It likes ... + ing.
 We like ... + ing.
 They like ... + ing.

I don't like ... + ing.
 You don't like ... + ing.
 He/She/It doesn't like ... + ing.
 We don't like ... + ing.
 They don't like ... + ing.

REMEMBER!

Are you watching television?

Yes, I am.

No, I'm not. I'm listening to music.

Is he/she/it eating dinner?

Yes, he/she/it is. No, he/she/it isn't.

He/She/It is drinking.

Are they going to the market?

Yes, they are. / No, they aren't.

They're visiting their grandparents.

10 Write. Complete the sentences.

1 I **like using** (use) my computer.2 We **don't like playing** (play) football

3 They _____ (shop) at the market.

4 She _____ (brush) her hair.

5 He _____ (watch) television.

6 They _____ (wait) for the bus.

11 Listen. Tick the correct sentences.

- ☐ 1 Fatima likes going to school.
☐ 2 Najib doesn't like doing his homework.
☐ 3 Abdelaziz and Abdellatif like playing football.
☐ 4 Jamal doesn't like eating couscous.
☐ 5 Nadia and Nora don't like listening to music.
☐ 6 Jenny and Susan like watching television.

New objectives

To speak about likes and dislikes through questions and answers
 To practise transferring data to a chart
 To use data as a prompt for speaking


12 Speak. Say what you like and don't like doing. Practise with a friend.

S1: I like playing football, but I don't like listening to music.

S2: I don't like going to the market, but I like visiting my grandparents.

Do you like ... + ing?
 Does he/she/it like ... + ing?
 Do they like ... + ing?



Yes, I do. / No, I don't.
 Yes, he/she/it does. / No, he/she/it doesn't.
 Yes, they do. / No, they don't.

13 Speak. Practise with a friend.

S1: Do you like ...?

S2: Yes, I do. / No, I don't.

S2: Do you like ...?

S1: Yes, I do. / No, I don't.

14 Write. Do a survey. Ask four friends what they like.

Do you like ...?

Your friends				

15 Speak. Tell the class what your friends like and don't like.

Do you know about ... sporting adventures?

 60% of Moroccan families own a television set.

 There are 3.1 million televisions in Morocco.

 There are 2 television stations in Morocco.



Project: Hobbies

Do a class survey. Find out which hobbies your friends have and make a chart showing them.

Review 4

1 Listen and match. Then write the sentences. (10 Points)

1 What time does Jamal get up?

☒ D Jamal gets up at seven fifteen.

2 What time do Jamal and Mohamed eat their breakfast?

☐ _____

3 What time does Mrs Tazi go to the market?

☐ _____

4 What time does Latifa have her lunch?

☐ _____

5 What time does Jamal do his homework?

☐ _____

6 What time does Jamal go to bed?

☐ _____



2 Write. How do they travel? (10 Points)

1



2



3



4



5



1 Marwan travels by bike.

2 Mr Samadi _____.

3 Omar _____.

4 Mr and Mrs Mimouni _____.

5 Uncle Abdelaziz _____.

6 Grandfather _____.

3 Look at the pictures. Complete the word grid and find the hidden word. (10 Points)

1  2  3  4 

1
2
3
4
5
6
7
8
9

		t							
						k			
			e				p		
		o							
		u							
h				c					
						t			
			r						
							i		

5  6  7  8  9 

4 Look at the table and complete the sentences. (20 Points)

	Monday		Tuesday		Wednesday		Thursday		Friday	
Hassan	7.20	bus	7.20	bus	7.20	bus	7.20	bus	7.20	bus
Samir	8.15	car	8.15	car	8.15	car	8.15	taxi	8.15	taxi
Ahmed	6.45	bike	6.45	bike	6.45	bike	7.10	car	7.10	car
Salim	9.25	bus	9.25	bus	9.25	bus	9.25	bus	9.25	bus
Jamal	5.00	train	4.45	train	5.00	train	6.30	taxi	7.35	train

- Hassan **always** leaves at **twenty past seven**. He **always** goes by **bus**.
- Samir _____ leaves at _____. He _____ goes by _____.
He sometimes goes by _____. He _____ goes by bike.
- Ahmed _____ leaves at _____. He _____ goes by bike. He _____ goes by car.
- Salim _____ goes by taxi. He _____ goes by _____. He _____ leaves at _____.
He _____ goes by car.
- Jamal _____ goes by train. He _____ goes by taxi. He _____ leaves at five o'clock.
He _____ leaves at half past five.

Total: 50 Points

Unit 9

Sport

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Speaking	responding appropriately to statements about a variety of sports
	Reading	interpreting the language functions expressing obligation and prohibition
Interpersonal communication	Listening / speaking	identifying and responding appropriately to the language functions expressing obligation and prohibition, likes and dislikes and ability
Presentational communication	Writing	presenting an itinerary and a description of an adventure holiday including the sports you do during this holiday to an audience of listeners/readers

Vocabulary	athletics football tennis swimming boxing basketball cycling badminton skiing hockey running wear lose dive pool helmet score
Functions	Obligation; talking about ability
Structures	<i>Can/Can't</i> (ability) ...(affirmative, negative, interrogative); <i>Must</i> (affirmative and negative)



1 Write. Label the sports.

athletics football tennis swimming boxing
basketball cycling badminton skiing hockey

New objectives

To identify and use vocabulary related to sports

To communicate orally with other students using likes and dislikes as applied to sports



Do you like + noun?

Does he/she/it like + noun?

Do they like + noun?

Yes, I do. / No, I don't.

Yes, he/she/it does. / No, he/she/it doesn't.

Yes, they do. / No, they don't.

2 Speak. Ask and answer. Practise with a friend.

S1: Do you like running?

S2: Yes, I do.

S2: Do you like tennis?

S1: No I don't. I like ...

S1: Do Hassan and Omar like football?

S2: No, they don't. They like

3 Listen. Tick the sports you hear.



I can/can't

You can/can't ...

They can/can't

He/She it can/can't

We can/can't

New objective

To identify and use
can and *can't* to
express ability/inability

4 Read.

Do you like swimming?
No, I don't.
Can you swim?
No, I can't.



Do you like tennis?
Yes, I do.
Can you play tennis?
No, I can't.



Can you play football?
Yes, I can. But my friends can't.

5 Speak. Ask about the sports. Practise with a friend.

S1: Do you like running?
S2: Yes, I do. / No, I don't.
S1: Can you run?
S2: Yes, I can. / No, I can't.

**6 Listen. Tick the sports each person *can* do. Put a cross next to the ones they *can't*.**

				
	Tennis	Basketball	Table tennis	Football
Naïma	✓	✗		
Karim				
Jamal				
Nora	✓	✓		

7 Speak. Say what sports each person *can* and *can't* do. Practise with a friend.

Naïma and Nora can play tennis.
They can't play basketball.

REMEMBER!

I can swim.
I can't play tennis.
You can run.
You can't ride a horse.
He/She/It can play football.
He/She/It can't ride a bike.
We can do judo.
We can't play squash.

I must/mustn't ...

You must/mustn't ... They must/mustn't ...

He/She/It must/mustn't ... We must/mustn't ...

New objectiveTo use *must* and *mustn't* to express obligation**8 Read.**

I can't score a goal.



You must practise more often.

He can't see the ball.



He must wear his glasses.

We can't run fast enough.



We must go running more often.

They can't play tennis.



They must wait until it stops raining.

9 Look at the signs. Say what you *must* and *mustn't* do.

- 1 You **mustn't wear** (wear) shoes in the pool area.
- 2 You _____ (eat) in the swimming pool.
- 3 You _____ (wear) a helmet when riding a bicycle.

You **mustn't** dive in the swimming pool.**10 Write. Complete the sentences. Use *must* or *mustn't* + the verb in brackets.**

Jawad wants to be a professional tennis player. He _____ (be) fit and strong. He _____ (practise) every day to improve his skills. He _____ (learn) to control the ball. He _____ (eat) a healthy diet. He _____ (eat) unhealthy foods. He _____ (go) to bed early. He _____ (stay) up too late.

11 Write about you. What *must* and *mustn't* you do?

I must finish my homework on time. I mustn't eat so much chocolate. I must...

New objective

To identify the difference between *can* (ability) and *must* (obligation)

- 1 Philip _____ plays football every day.
- a ☐ always
- b ☐ usually
- c ☐ never
- 2 He can't play today because _____
- a ☐ he's training.
- b ☐ it's raining.
- c ☐ it's Sunday.
- 3 Philip _____ practise hard.
- a ☐ can
- b ☐ must
- c ☐ can't
- 4 Philip's sister _____ play football well.
- a ☐ can
- b ☐ must
- c ☐ can't
- 5 Philip _____ eats junk food.
- a ☐ often
- b ☐ sometimes
- c ☐ never
- REMEMBER!**
I must wear a helmet.
You mustn't eat unhealthily.
He/She must try to be healthy.

REMEMBER!

I must wear a helmet.

You mustn't eat unhealthy food.

He/She must try to score a goal.

We mustn't run near the pool.

They must drink enough water.

Hello, Mr Mimouni.

Hello.

Do you play tennis every day?

Yes, I usually do. I must practise every day to improve and stay fit.

Why do you like tennis so much?

I like tennis because I'm good at it! I can play well.

That's true. When's your next match?

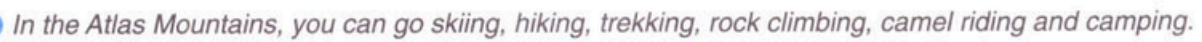
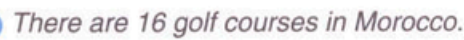
Well, I mustn't play for two weeks because I've hurt my arm.

Oh dear. Tell me, what can you eat?

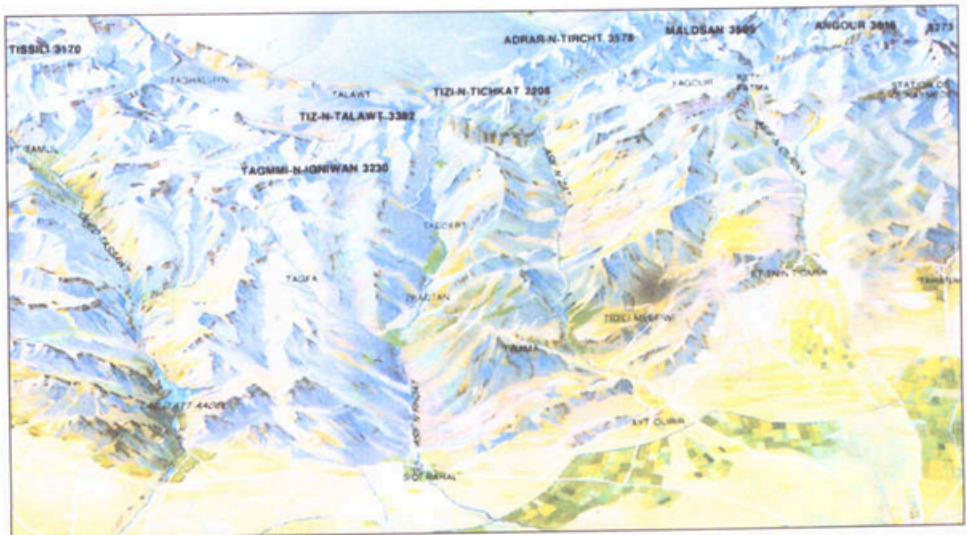
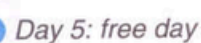
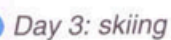
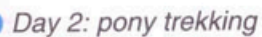
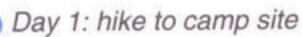
I must only eat healthy food. I mustn't eat unhealthy food.

I like eating unhealthy food, but I can't play tennis if I'm unhealthy!





You are going on an adventure holiday in the Atlas Mountains. Work with a group of friends and make an itinerary. Include lots of sports and illustrate your itinerary. Suggest what food and clothing you would need to take with you.



Unit 10

Holidays

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening	identifying specific information about a holiday from a spoken text
	Reading	identifying specific information about a holiday from a written text
Presentational communication	Writing / speaking	presenting the holiday you have planned for you and your family to an audience of listeners or readers
	Speaking	speaking clearly about your future holiday
	Speaking	speaking clearly about the weather
	Writing	writing a short text about your future holiday

Vocabulary	months seasons dates seaside crowds hotel beach climb sunny raining cold windy foggy cloudy snowing
Functions	Talking about future plans and the weather
Structures	Expressing dates; <i>going to</i> ; <i>would like</i>



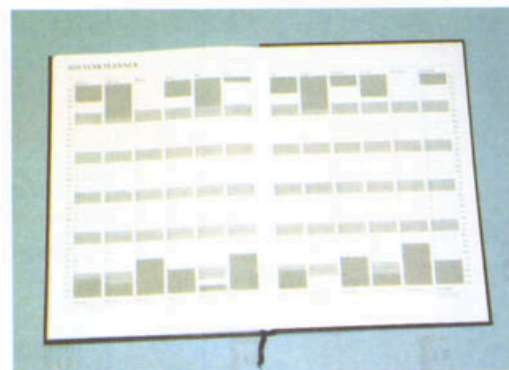
January	April	July	October
February	May	August	November
March	June	September	December

New objectives

To introduce vocabulary related to months and seasons
To read and answer questions about different holidays

1 Match. Then say the dates.

- | | |
|-------------------------------------|-----------|
| 1 The twenty-first of June, 2004. | A 28.4.04 |
| 2 The seventh of December, 2004 | B 21.6.04 |
| 3 The twelfth of March, 2004 | C 4.2.04 |
| 4 The fourteenth of September, 2004 | D 7.12.04 |
| 5 The twenty-eighth of April, 2004. | E 9.5.04 |
| 6 The ninth of May, 2004. | F 12.3.04 |
| 7 The fourth of February, 2004. | G 14.9.04 |

**2 Write. Match the months to the seasons.****Spring**

March

Summer

Autumn

Winter

3 Read.

Pierre Martin takes his holiday in winter. He goes skiing in January or February.

Mr and Mrs Ibrahim like the countryside in spring. They go on a walking holiday in April or May.



The Aouita family like swimming. They take their holiday in summer. They go to the seaside in July or August.



Grandpa and Grandma don't like crowds. They take their holiday in autumn. They stay at a seaside hotel in September.

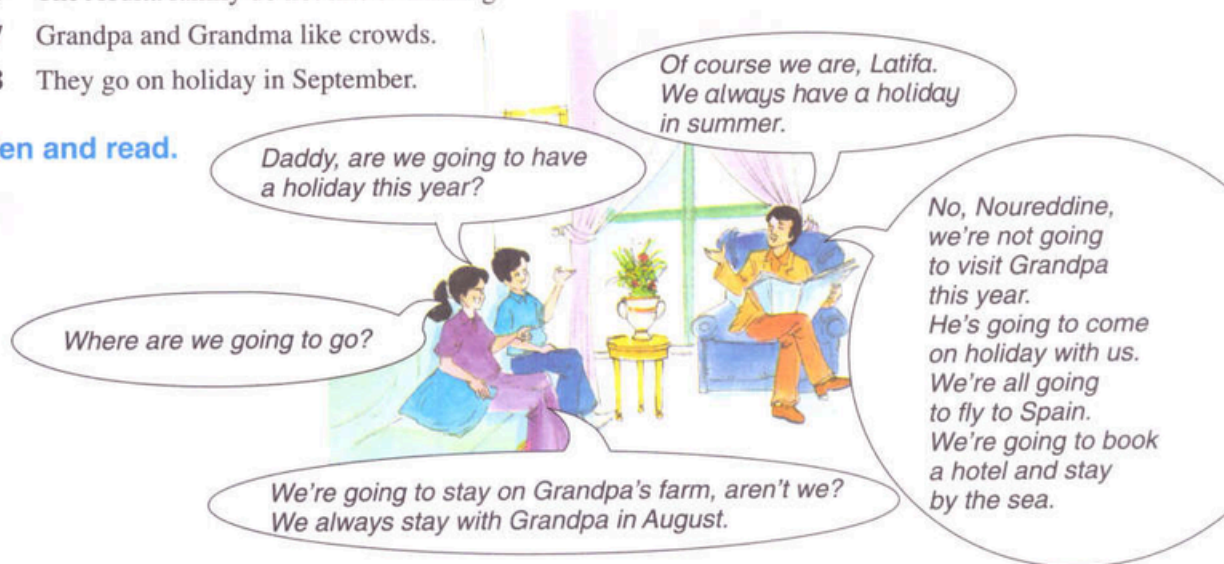
4 Write. True or false?

- ☐ 1 Pierre Martin goes skiing in winter.
- ☐ 2 He usually goes in March.
- ☐ 3 Mr and Mrs Ibrahim like the countryside in summer.
- ☐ 4 They go walking in the mountains.
- ☐ 5 The Aouita family go to the countryside in winter.
- ☐ 6 The Aouita family do not like swimming.
- ☐ 7 Grandpa and Grandma like crowds.
- ☐ 8 They go on holiday in September.

New objective

To talk about future plans using
going to

5 Listen and read.



6 Write. Complete the sentences using the correct verb form.

- 1 The Rakib family **are going to have** (have) a summer holiday.
- 2 They _____ (go) to Spain this year.
- 3 They _____ (book) a hotel.
- 4 They _____ (not visit) Grandpa's farm.
- 5 Grandpa _____ (go) with them.
- 6 They _____ (stay) by the sea.

I am going to have ...
You are going to stay ...
He/She is going to visit ...
We are going to book ...
They are going to see ...

7 Speak. Complete the dialogue and practise with a friend.



Are we going to go by aeroplane?
 Yes, **we are going to fly** (fly) over the mountains.
 Are we _____ (see) lots of beautiful sites?
 Yes, and we _____ (swim) in the sea every day.
 We _____ (eat) lots of good Spanish food.
 And we _____ (have) ice cream every day!

- 8 Listen. Match the people with the holidays.
Write the names under the pictures.

New objective

To consolidate the use of the target structure
(*going to*) through descriptions of holiday plans

Aziza



Ben



Nadia



Mehdi



- 9 Listen again. Say whether these sentences are true or false.
Correct the false sentences.

- 1 Ben is going to visit his friend in Morocco.
- 2 Nadia is going to go to Spain.
- 3 Nadia is going to stay in a house on the beach.
- 4 Mehdi is not going to have a holiday this year.
- 5 Mehdi is going to go skiing in France.
- 6 Aziza is going to go on holiday to France.
- 7 Aziza is going to stay in a house in the countryside.

REMEMBER!

I'm ~~going to go~~ to Morocco.

You're ~~going to~~ fly to Spain.

He/She is ~~going to~~ eat Spanish food.

We are ~~going to~~ swim in the sea.

They are ~~going to~~ visit their friends.

- 10 Speak. Say where you are going to go on holiday.
You can make up the details. Practise with a partner.

S1: Where are you going to go on holiday?

S2: I'm going to go to Spain. I'm going to visit my friend. I'm going to swim in the sea.

- 11 Write. Look at the photos. Choose one of the holiday venues below and write what you are going to do.



London, England
Visit Buckingham Palace
Go on London Eye



Paris, France
Climb Eiffel Tower
Eat snails



Cairo, Egypt
Sail up Nile
Visit pyramids



Fez, Morocco
See Karaouiyine mosque
Go shopping in the souk

I'm going to go to England. I'm going to stay in London. I'm going to visit Buckingham Palace
and I'm going to go on the London Eye.

12 Match the sentences to the pictures.

New objectives

To identify and use different adjectives related to the weather
To practise the use of the target vocabulary items by transferring information from a chart

To ask and answer questions about the weather using time markers

It's raining.



It's foggy.



It's sunny.



It's cold.



It's snowing.



It's windy.



It's cloudy.



13 Speak. Look at the weather listings and practise with a friend.

London	8°	New York	-2°
Paris	10°	Nairobi	24°
Cairo	21°	Singapore	26°
Rabat	17°	Casablanca	20°

S1: What's the weather like in London?

S2: It's raining and cold.

S1: How about in Paris?

S2: It's foggy and cold.

this morning

this afternoon

this evening

after lunch

at lunchtime

14 Write. Match the replies to the correct people.

What are you going to do this morning, Marwan?

What are you going to do this evening, Jack?

What are you going to do after lunch, Amine?

What are you going to do at lunchtime, Hassan?

I'm going to fly my kite because it's windy.

It's snowing, so I'm going to take some photographs.

It's sunny and warm, so I'm going to go to the beach.

It's cold and wet, so I'm going to stay at home and watch television.



Do you know about ... holiday destinations?



About three million tourists visit Morocco every year. Some of the most popular tourist attractions are: The Atlas Mountains, D'jemaa el Fna square in Marrakesh, The Medina and the Kasbah of the Oudayas in Rabat and of course the beaches along the coast.



Project: Holidays

Plan a holiday for you and your family. You can go anywhere you want. Write about your plans.

You can include:

-  Where you are going to go.
-  How you are going to get there.
-  How long you are going to stay there.
-  Where you are going to stay.
-  What you are going to see and do when you're there.
-  What clothes you are going to take with you.
-  What you are going to buy.
-  Anything else which you think is important.



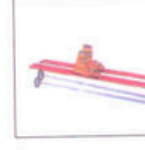
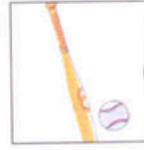
Review 5

1 Listen and say what the people are going to do and when. (10 Points)

- 1 Mohamed **is going to visit** his grandparents on the **twenty-second of March**.
- 2 Marwan _____ football on the _____.
- 3 Naïma _____ shopping on the _____.
- 4 Abdelaziz _____ swimming on the _____.
- 5 Latifa and Aziza _____ to Rabat on the _____.
- 6 Mr and Mrs Tazi _____ a hotel on the _____.

2 Name the sports. (10 Points)





3 Complete these questions and answers. (10 Points)

- 1 **Do you like** running? **Yes, I do.**
- 2 _____ he _____ badminton? **×** No, _____.
- 3 _____ you _____ tennis? **×** No, _____.
- 4 _____ you _____ football? _____.
- 5 _____ you _____ skiing? _____.
- 6 _____ we _____ walking? **×** No, _____.

4 Complete these statements and answers. (10 Points)

- 1 It's  *raining*. Can you play football? **X** _____.
- 2 It's  _____. Can you play table tennis? *Yes, we can.*
- 3 It's  _____. Can Salim play badminton? _____
- 4 It's  _____. Can Nora and Naïma go swimming? **X** _____
- 5 It's  _____. Can you ski? **X** _____
- 6 It's  _____. Can you fly your kite? _____

5 Choose the best words to complete these statements. (6 Points)

- 1 I _____ play tennis today because it's raining.
a) must
b) can't
- 2 We _____ eat in the swimming pool.
a) must
b) mustn't
- 3 They _____ catch the bus at seven twenty every day.
a) must
b) mustn't
- 4 You _____ go skiing next week because it isn't snowing.
a) can't
b) must
- 5 We _____ see the mountains because it's too foggy.
a) mustn't
b) can't
- 6 He _____ play football because he's broken his leg.
a) mustn't
b) can't

6 Complete these four sentences. You can make up the details. (4 Points)

- 1 I can _____.
- 2 I can't _____.
- 3 I must _____.
- 4 I mustn't _____.

Total: 50 Points

Unit 11

You and your health

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Reading	identifying the main idea(s) and supporting details in a text about health
	Reading / listening	identifying the uses of <i>should/ shouldn't</i> in a warning notice/text
	Reading	identifying referents in a written text
Presentational communication	Speaking	speak appropriately about how you should keep healthy
	Writing	writing a letter asking for advice about a personal problem
	Writing / speaking	presenting a leaflet about the sources of water to an audience of readers

Vocabulary	happy safe lonely shy clean fire accident socket burn matches knives boil medicines disease filter
Functions	Asking for and giving advice; obligation
Structures	<i>must/mustn't; should/shouldn't; object pronouns; this/these; that/those</i>



I should ...
 You should ...
 He/She/It should ...
 We should ...
 They should ...

I shouldn't ...
 You shouldn't ...
 He/She/It shouldn't ...
 We shouldn't ...
 They shouldn't ...

New objective

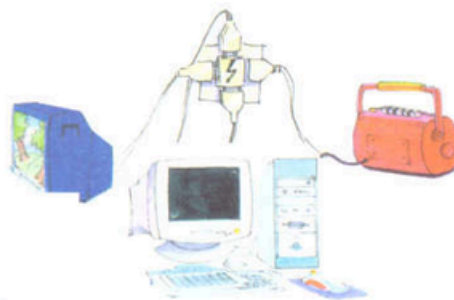
To use *should* and *shouldn't* to offer advice, to reflect on how they are used

1 Read.

Health

To be happy, you should be healthy.
 To be healthy, you should have certain things.
 You should have a safe home.
 You should have healthy food.
 You should have clothes and shoes.

Millions of people don't have these things.
 Millions of people live in the streets.
 Millions of people are hungry.
 Millions of people don't have good clothes or shoes.
 To be healthy, you should have clean water.



A safe home

Many accidents happen in the home.
 Electricity is dangerous.
 You shouldn't overload sockets.
 Fires and boiling water can burn you.
 You shouldn't let children play with matches.
 Sharp knives can cut you.
 You shouldn't leave knives out.

2 Speak and discuss.

What other things should you have to be healthy?
You should have proper medicine.

What other things shouldn't you do in your home?
You shouldn't leave toys on the floor.

3 Write. Complete these sentences with *should* or *shouldn't*.



- 1 You _____ drink clean water.
- 2 You _____ leave boiling pans of water unattended.
- 3 You _____ leave your front door open when you go out.
- 4 You _____ make sure that your house is clean.

4 Read.

To be healthy you shouldn't eat unhealthy food.
You shouldn't eat junk food. What is junk food? Take a look!

Why do we call it junk food? It contains a lot of salt, fat and sugar. That's why it tastes so good! You shouldn't eat too much of it.

What should you eat? You should follow a balanced diet.
You should eat fresh fruit and vegetables.

New objective

Contrast the use of
this/that/these/those



5 Look at these foods. Put them into the correct place in the table.



soft drinks

milk

french fries

vegetables

fish

chocolate cake

should have:			
shouldn't have:			

6 Listen and complete this article with *should* or *shouldn't*.

You _____ have water but you _____ drink dirty water. Dirty water can make you very sick.
Every year, thousands of children die from waterborne diseases. We _____ let this happen.
What _____ you do to have clean water? You _____ filter it and you _____ boil it.

7 Write. Answer these questions.

Why should you drink clean water? *You should drink clean water because dirty water can make you sick.*
Why should you filter and boil water?
Why shouldn't you eat too much junk food?
Why should you make sure your house is safe?

this / that / these / those

8 Write. Complete these sentences.

- These* bananas are fresh. *Those* bananas are old.
- _____ olives are black. _____ olives are green.
- _____ cake is unhealthy. _____ cake is also unhealthy!



9 Read these letters and Aunt Agony's replies with her advice.

New objective

To practise letter-writing with the purpose of asking for and giving advice

Dear Aunt Agony
I am thirteen years old, and I have lots of spots on my face. I often use face creams, but they don't help my spots. What should I do?
I hope you can help.
Aziza

Dear Aziza
Thank you for your letter. I think you are suffering from acne. This is a common problem. This is what you should do. You should wash your face with soap and water. You shouldn't put face creams on your spots. You should eat a healthy, balanced diet. You shouldn't eat junk food. I hope this advice helps you.
Aunt Agony

Dear Aunt Agony
I am very shy. I find it difficult to make friends. I am going to attend a new school in September and I'm very scared that people won't like me and I'll be lonely. Please tell me what I can do.
Yours sincerely,
Jamal

Dear Jamal
It sounds like you don't have enough self-confidence. You should try to talk to new people. You should start a conversation with someone. You shouldn't think that you are the only shy person at school. A lot of people are very shy. You should join a club where you all have a common interest. That way, you should be able to meet new people and make new friends.
Good luck at your new school.
Aunt Agony

10 Discuss.

What is Aziza's problem?
What should she do?
What shouldn't she do?

What is Jamal's problem?
What should he do?
What shouldn't he do?



11 Listen. Are these sentences true or false?

- | | |
|---------------------------------------|-------------------------------------|
| 1 Tom likes maths. | 4 He should study maths more often. |
| 2 He doesn't understand maths. | 5 His brother is bad at maths. |
| 3 He should ask his brother for help. | |

12 Write. Write a letter to Aunt Agony asking for advice. Swap with a friend and then write a reply offering advice on his/her problem.

me you him/her/it us them

New objective

To identify and use different object pronouns

13 Read the article from Aunt Agony. Answer the questions.

- 1 Many people write to *me*. They ask me to advise *them*. Many letters are about health matters.
 2 Health is important to us all. Ask me about simple problems and I can advise you. Ask me
 3 about a serious problem and I advise you to consult a doctor.
 4 In my reply to Aziza, I advise *her* to eat healthy food. Acne is a problem, but healthy living
 5 can cure *it*. In my reply to Jamal, I suggest how he can make new friends.
 6 It's common sense really.

1 *me* in line 1 refers to

- a) Aunt Agony
 b) Aziza

2 *them* in line 1 refers to

- a) people who write letters to Aunt Agony
 b) letters to Aunt Agony

3 *her* in line 4 refers to

- a) Aunt Agony
 b) Aziza

4 *it* in line 5 refers to

- a) healthy living
 b) acne

14 Read the article again. Underline all the other object pronouns and say what or who they refer to.**15 Complete this passage with object pronouns.**

I am writing a letter to Aunt Agony. I am going to ask _____ about smoking. My brother is only sixteen but he smokes. I tell _____ that he is harming himself but he doesn't listen to _____. My mother and I complain that the smoke is harming _____, too. We hate it. Passive smoking can harm _____. Millions of people smoke and it makes _____ ill. Cancer and heart disease kill _____. Smoking is a terrible habit. Don't do _____!

REMEMBER!

I should drink lots of water.
 You should make sure your home is safe.
 He/She shouldn't eat too much junk food.
 We shouldn't let children play with matches.
 They should boil and filter the water.

This water is clean. That water is dirty.
 These children are healthy. Those children are unhealthy.

John often writes to **me**. He always asks how **you** are. I'm going to send **him** a photo of **us** and the children. He hasn't seen **them** for years.



Do you know about ... water?



-  Eighty-five percent of the people in the world do not have fresh, clean water.
-  There is the same amount of water on Earth as there was when the Earth was formed.
The water from your tap could be the same water that dinosaurs drank!
-  75% of your brain is water.
-  You can live for about a month without food, but only about a week without water.

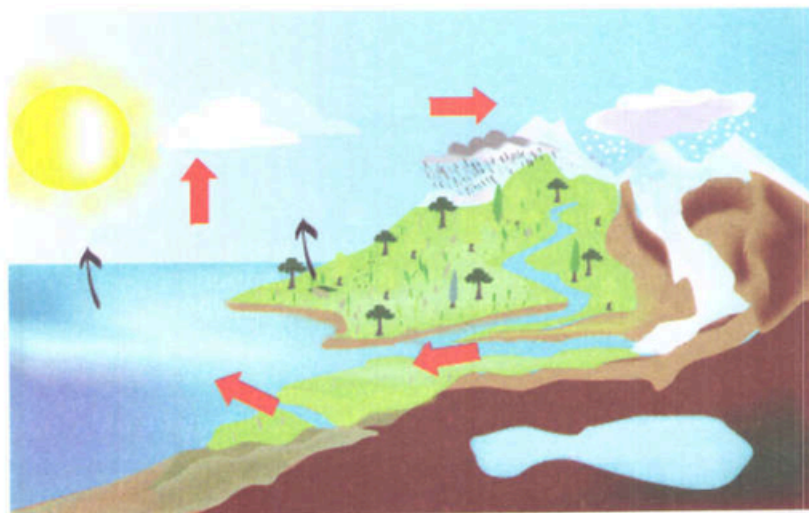


Project: You and your health



Where does water come from? Look at the picture.
Find out where your water comes from and write a leaflet.

-  Does it come from a river?
-  Does it come from a lake?
-  Does it come from a reservoir?
-  Does it come from the mountains?
-  Does it come from a treatment plant?
-  Is the water clean?
-  Can you drink it without boiling it?



Unit 12

Celebrations

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Cross-cultural communication	Speaking / reading	comparing local celebrations with those of other countries
Presentational communication	Writing	presenting a short text about your favourite celebration
	Writing	presenting captions about a journey
	Writing / speaking	presenting a poster about a celebration or festival to an audience of listeners or readers
Interpretative communication	Listening / reading	identifying specific information from a spoken/written text about a celebration
Interpersonal communication	Listening / speaking	asking and answering questions about a famous person

Vocabulary	wedding happy presents band dancing exciting enjoyable excellent feast bride groom boring ceremony festival decorate fast break
Functions	Talking about the past
Structures	Simple past (<i>to be</i> ; <i>regular verbs</i>); possessive adjectives



- 1 Listen. Do you know how many days there are in each month? Say this rhyme.

Thirty days have September, April, June and November.
All the rest have thirty-one,
Except for February alone,
Which has twenty-eight days clear,
But twenty-nine in each leap year.

New objective

To use different forms of the verb *to be* in the simple past

- 2 Speak. Say these dates. Then write them as dates.

- 1 The second of March, two thousand and four.
- 2 The fifth of July, two thousand and five.
- 3 The twelfth of November, two thousand and three.
- 4 The twenty-first of May, two thousand and six.
- 5 The seventeenth of August, nineteen ninety-eight.
- 6 The third of January, nineteen twenty-four.

2nd March, 2004

2.3.04

_____	_____
_____	_____
_____	_____
_____	_____

I was ...

You were ...

He/She/It was ...

We were ...

They were ...

- 3 Listen to Nora. Then answer the questions.

- 1 What date was the wedding?
- 2 What date was for the women?
- 3 What date was for the men?
- 4 When was Nora there?
- 5 Were there any presents?
- 6 What food does Nora mention?
- 7 Was there any dancing?
- 8 What does Nora say about the music?



- 4 Complete these sentences with *was* or *were*.

- 1 Nora _____ very excited at her aunt's wedding.
- 2 All the guests _____ very happy.
- 3 There _____ a lot of food at the wedding.
- 4 The music _____ very exciting.
- 5 The band _____ good.
- 6 There _____ lots of presents for the bride and groom.

I watched ... He/She listened ... They walked ...
You danced ... We played ...

- 5 Listen to Marwan and complete the sentences. Use the verbs in the box, but remember to put them into the past tense.

dance behave attend want play dress

- 1 Last Saturday, Marwan **attended** his aunt's wedding. 4 He _____ very well.
2 Marwan _____ to go to the football match instead. 5 Marwan thought that the band _____
3 Marwan _____ in his best suit. some good music.

6 Read.



Hi! My name is Jamal. I am Moroccan but I live in Spain. Last September, however, I returned to Morocco with my family. We visited the wedding festival of the Ait Haddidou near Imilchil, high in the Atlas Mountains. My family and I really enjoyed ourselves. There were about twenty-five thousand people there and the atmosphere was excellent. We drank tea with some local people and witnessed the festival. There was a huge market called the Souk Aam and we bought lots of things.

Hello. I'm Susan. I'm from England. My favourite celebration is Christmas. Last year we stayed with my uncle and aunt. We had a great time. We decorated the living room. We had a big Christmas tree with coloured balls and lights. For Christmas lunch, we had roast turkey and Christmas pudding. There were presents for us under the tree. I received a lovely, new watch.



Hi! My name is Samir. I'm Moroccan. I really enjoy Aïd el Fitr at the end of Ramadan. The date changes every year. Last Ramadan, I fasted. The best time was the evening. We usually broke our fast at our family gathering and we all wore traditional clothing. Sometimes we went to D'jemaa el Fna in the centre of Marrakesh. We always had harira or shorbah with dates and then some pancakes with butter and honey. There is a special night, the 26th of Ramadan, when we have a meal together in the evening and then go to the mosque. We stay there until dawn. Some people got very tired, but I didn't!

- 7 Write a paragraph about your favourite celebration. Use the information on page 85 for ideas.

My favourite celebration is the henna ceremony. This takes place on the day before the main wedding celebration. The bride has her hands painted with henna. The designs are really beautiful. Last year I attended my cousin's henna ceremony and I was also able to have my hands painted with henna. The bride always has more designs than the other guests.

New objective

To use possessive adjectives

my your his/her/its our their



- 8 Read.

Every country has *its* celebrations.
 Susan enjoys Christmas at *her* aunt and uncle's house.
 Samir says *his* favourite celebration is Aïd el Fitir.
 Jamal's family spent *their* holiday at Imilchil.
 We all have *our* favourite celebration.
 My favourite celebration is ...

- 9 Complete these sentences with the correct possessive adjectives.

My name is Bob. I'm English. _____ favourite celebration is my birthday. That's when _____ relatives gather for a party. I always look forward to opening _____ presents.

Pedro is Spanish. _____ favourite celebration is rather strange. He likes to go to Valencia for a celebration called *La Tomatina*. He likes to throw tomatoes at _____ friends. After the celebration, _____ clothes are red with tomato juice.



_____ friend Leila is Moroccan. _____ favourite celebration is a wedding. She likes to wear _____ traditional dress for weddings.

During Easter Week, Mexico decorates _____ streets with flower petals and _____ people go in procession. Easter week is _____ favourite time of the year.

Salim and his family say that Ramadan is _____ favourite time. They eat _____ favourite foods. They are very good for _____ health!

Do you have a favourite celebration? What is _____ favourite celebration?

10 Read about Ibn Battuta.

New objective

To ask and answer questions about a text in the simple past



In the Muslim calendar, Ramadan is the holiest month in the year and the pilgrimage to Mecca is a very important event. Muslims are great travellers. Ibn Battuta was the greatest. His journey to the Far East lasted twenty-four years!

Ibn Battuta was born in 1303 in the beautiful old city of Tangier. In 1325, he decided to make the pilgrimage to Mecca. He left Tunis with a caravan. He went with the caravan to Alexandria. He saw the tall lighthouse, one of the seven wonders of the ancient world.

He went to Cairo where he met Rodrigo, an Italian merchant. Rodrigo told Ibn Battuta about his trade with the Far East. This gave Ibn Battuta the idea of travelling to China. He visited Al Qods and Damascus. He eventually reached Mecca.

He went to Iraq, where he joined a caravan to India and arrived in Delhi. The Sultan asked Ibn Battuta to take a gift to the Emperor of China. Ibn Battuta went to the port of Calcutta. He put his baggage on a ship. Before he could board the ship, a storm drove it out to sea. Ibn Battuta lost his baggage and the Sultan's gift. But he decided to continue his journey.

He went to the Maldives Islands, Sri Lanka and Sumatra. He then went to Beijing, in China. He did not meet the Emperor. He returned to the Maghreb.

11 Speak. Ask and answer questions. Practise with a friend.

S1: Which is the holiest month in the Muslim calendar?
S2: Ramadan is the holiest month.

S2: How long did Ibn Battuta's journey last?
S1: It lasted for twenty-four years.

12 Look at these pictures of Ibn Battuta's journey. Write suitable captions for each picture.



In 1325, Ibn Battuta left Tunis with a caravan.

Do you know about ... Moroccan festivals?



In Ashora, children celebrate by playing the drums and setting off fireworks.



Every year, a Flower Festival is held in Kalaa Mgouna.



Every year, a Cherry Festival is held in Sefron.



Project: Celebrations



Choose a festival or celebration and make a poster about it. Work in groups.

Include information such as:



What the festival celebrates.



Why it is held.



Where it is held.



What happens at the festival or celebration.



How long it lasts.



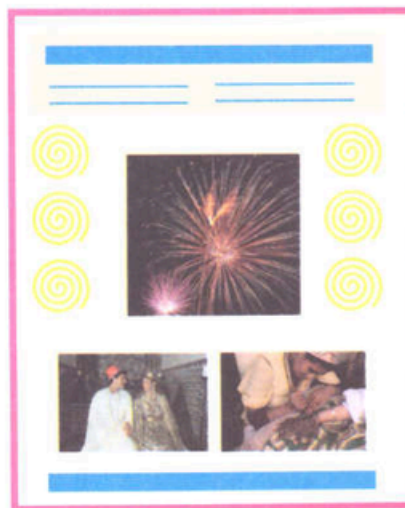
What food you eat.



What clothes you wear.



Anything else which you think is important.



Review 6

1 Listen and write the verbs in the simple past. (10 Points)

Dear Mohamed

We _____ (go) to Morocco for our holiday. We _____ (fly) to Rabat.
We _____ (stay) for two weeks in a hotel. My mother _____ (want)
to visit the Oudaya Gardens. We also _____ (walk) through the streets
of the Medina. We _____ (see) Hassan Tower. We _____ (eat) delicious
food and my father and I _____ (watch) a football match at the
Moulay Abdellah stadium. I really _____ (enjoy) the game. We _____
(have) a great holiday.

From Simon

2 Complete the health tips with *should* or *shouldn't*. (8 Points)

- 1 To prevent spots, you _____ use too many face creams.
- 2 You _____ wash your face with soap and water.
- 3 You _____ eat too much junk food.
- 4 You _____ eat lots of fruit and vegetables.
- 5 Exercise is important. You _____ exercise at least three times a week.
- 6 You _____ drink two litres of water every day.
- 7 You _____ make sure your house is clean.
- 8 You _____ leave matches where children can reach them.



3 Complete the sentences with *me, you, him, her, it, us* or *them*. (10 Points)

I am a doctor. Many people come to see _____. I give _____ advice. When I see sick man, I tell _____
to boil his drinking water. When I see a girl with a skin problem, I tell _____ to eat a healthy diet.
Exercise is good for me; it's good for _____, too. Exercise is good for _____ all.

4 Complete the sentences with *my, your, his, her, its, our* or *their*. (10 Points)

- 1 I'm Hassan. _____ favourite celebration is Aïd el Fitr.
- 2 My family and I share a feast with all _____ relatives.
- 3 My mother and father wear _____ best clothes.
- 4 My sister always wears _____ favourite dress.
- 5 My grandparents travel from _____ home in the countryside.
- 6 What is _____ favourite celebration?



5 Complete the sentences with the simple past of *be*. (6 Points)

- 1 My sister's wedding _____ very exciting.
- 2 There _____ a lot of people there.
- 3 It _____ on the seventeenth of June last year.
- 4 It _____ a hot day. I wore my new dress which _____ very comfortable.
- 5 There _____ three days of celebrations.
- 6 The henna ceremony _____ on the first day. There _____ lots of people there.
- 7 The wedding ceremony _____ on the last day. It _____ beautiful.



6 Complete the sentences with *this, that, these* or *those*. (6 Points)

- 1 We went to *this* mosque, but not to *that* one.
- 2 I wore _____ clothes, not _____ ones.
- 3 We ate at _____ table, not at _____ one.
- 4 We visited _____ square, not _____ one.
- 5 We flew in _____ plane, not in _____ one.
- 6 We used _____ bikes, not _____ ones.

Total: 50 Points

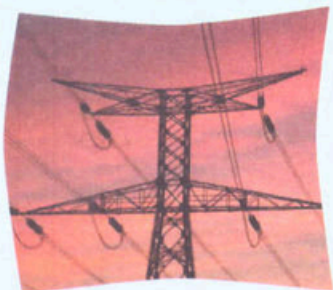
Unit 13

The environment

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Presentational communication	Writing / speaking	presenting ways of protecting the environment and information about recycling to an audience of readers through a poster to hang on your school notice board
	Speaking	speaking clearly about poor environmental practices
Interpretative communication	Listening / reading	responding appropriately to spoken and written texts about the environment

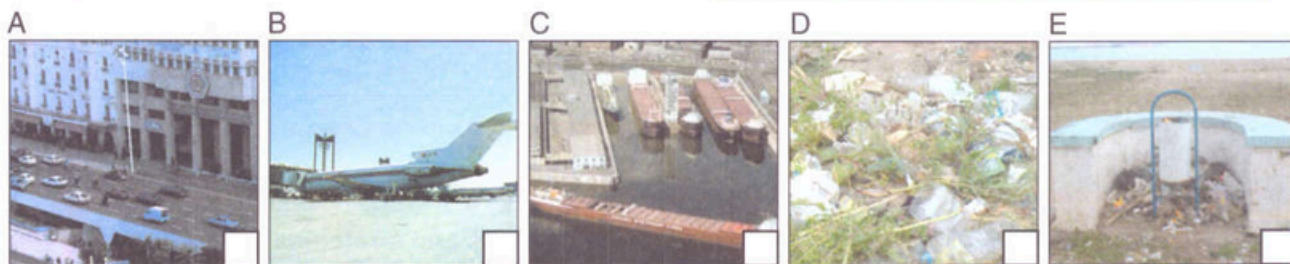
Vocabulary	pollution litter paper plastic metal rubbish protect waste electricity oil gas buy sell give recycle power packaging air breathe
Functions	Talking about the past; obligation; prohibition
Structures	Simple past (irregular verbs); <i>too much/many, a lot of, enough, more/less/fewer</i>



1 Listen to Maria.
Tick the types of pollution she mentions.

New objectives

To recognise and use vocabulary to do with pollution
 To raise awareness of environmental issues



2 Tick the causes of pollution.



3 Read Ahmed's article.

The students in my school are concerned about the environment, but we are not doing much to protect it. We are still littering the streets with paper, cans and plastic bags. What can we do? Why don't people care?

We also have a problem with water supply. We are using more and wasting more. A dripping tap can waste 15 litres of water a day. The government is putting out advertisements about saving water, but they are not doing much good.

We are using more and more electricity. To make that electricity, power stations are burning more and more oil and gas. They are polluting the air. More and more people are installing air conditioners and heating in their homes. These are using more and more electricity.

4 Read Ahmed's report again. Say whether these sentences are true or false.
Correct the false ones.

- 1 The students at Ahmed's school are not concerned about pollution.
- 2 The school is littered with paper, cans and plastic bags.
- 3 Ahmed thinks that people waste too much water.
- 4 A dripping tap wastes about 15 litres of water an hour.
- 5 The government advertisements about saving water are useful.
- 6 Power stations use too much electricity.
- 7 Air conditioning is becoming more popular in Morocco.
- 8 Not enough people have air conditioners or heating.

I went ...

You saw ...

He/She/It drank ...

We made ...

They took ...

I collected ...

You decided ...

He/She/It walked ...

We laughed ...

They danced ...

- 5 Read Abdelaziz's report. The words in **bold** are in the past tense. Match them with the correct verbs.

New objective

To introduce and practise the use of the simple past with irregular verbs

The students in my school got tired of seeing litter round the school. We **made** a rule:

Pick up litter. Put it in the bin.

I **walked** round the playground yesterday. There **wasn't** any paper, plastic bags or cans in sight. Then we

decided to recycle our rubbish. A lot of students **bought** drinks in cans. We **collected** the cans and **sold** them for recycling. We **gave** the money to the school. We **did** the same with waste paper and glass bottles. Plastic bags and bottles **were** a problem. The recyclers didn't want them. They **went** to the rubbish dump.

- | | |
|-------------|-----------|
| 1 made | a buy |
| 2 walked | b be |
| 3 was | c make |
| 4 decided | d collect |
| 5 bought | e sell |
| 6 collected | f be |
| 7 sold | g walk |
| 8 gave | h go |
| 9 did | i give |
| 10 were | j decide |
| 11 went | k do |

- 6 Recycle this rubbish. Put the items in the correct bin.

A  B  C  D 

 →

1  2  3 

4  5  6 

7  8 

7 Listen to Abdelaziz's grandfather.
Complete the sentences with the correct verbs.



When I was young, there _____ no litter in the streets. When we went shopping, we _____ bags _____ from cloth. We did not have plastic bags, so no one _____ the streets with them.

When we travelled, we _____ by bicycle or donkey. These did not pollute the environment. When we invented cars, pollution in the cities _____ worse.

We didn't have electricity in the countryside, so we lit candles or lanterns when it grew dark. We _____ plenty of water in my village and no one _____ that it would ever run out.

8 Read.

Nowadays, we are cutting down **too many** trees.
 We are destroying **too much** of the important rainforest.
 Many people don't have **enough** water for drinking and washing.
 We waste **a lot of** water by leaving taps running.



enough
a lot of
too many
too much

9 Write. Choose the best phrase to complete these sentences.

- 1 There are ... aeroplanes creating noise pollution.
 a) too many
 b) too much
- 2 In many parts of the world, we are not using ... solar power.
 a) too much
 b) enough
- 3 An average household uses ... electricity.
 a) too much
 b) too many
- 4 We don't recycle ... materials.
 a) enough
 b) a lot of
- 5 ... people around the world need to learn more about protecting the environment.
 a) A lot of
 b) Too much



10 Listen to Naïma.

New objective

To compare ways of expressing quantity using *more/less/fewer*



11 What should we do? Choose the best answer to complete these sentences.

- | | |
|---|---|
| 1 We should try to recycle ... paper to save the trees.
a) more
b) less | 4 We should use ... packaging.
a) fewer
b) less |
| 2 We should produce ... rubbish.
a) fewer
b) less | 5 We should be using ... solar power.
a) more
b) less |
| 3 We should use ... plastic bags.
a) less
b) fewer | |

REMEMBER!

I bought fewer goods with a lot of wasteful packaging.
You left the tap running and wasted too much water.
He/She/It used too many plastic bags.
We did not recycle enough materials last year.
They used less solar power than they should have.

12 Speak. Say what is wrong in this picture.

The boy is littering the street.



more
less
fewer



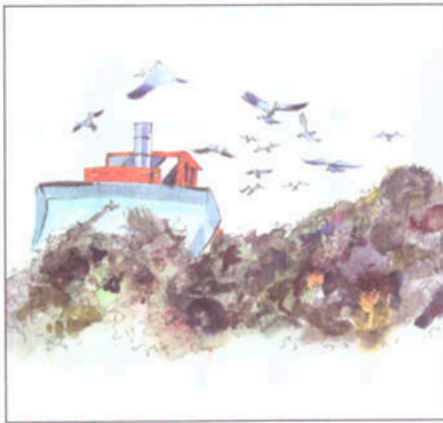
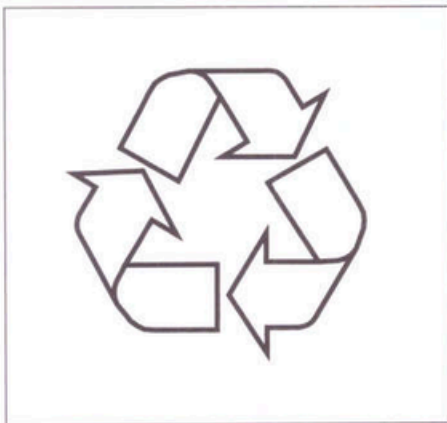
Do you know about ... environmental issues?

 In one year, an average Moroccan family throws away: 50 kilograms of paper (that's six trees), 60 kilograms of metal and 45 kilograms of plastic.

 Morocco uses 13.441 billion kwh of electricity.

 There are 210 species of birds and 105 species of mammals in Morocco.

 Some parts of Morocco are in danger of becoming desert. This is called 'desertification'.



Project: The environment



What can you do to protect your environment?

Make a poster for your school showing some of the environmental problems under the headings **Land**, **Water** and **Air**. Say where the pollution is coming from and suggest ways of stopping the pollution. Include details on how to recycle things and what you should do at home to help the environment.



Unit 14

Entertainment

Competency Development

Competency	Focussed skill	Sub-skills and strategies
Interpretative communication	Listening / reading	interpreting language related to entertainment
	Listening / speaking	identifying expressions of agreement and disagreement, likes and dislikes, ability and suggestion
Presentational	Writing	presenting information about your favourite entertainment to an audience of readers

Vocabulary	spend learn windsurf movie Internet e-mail address website cinema rent video opposite straight ahead next to beside left right take act play
Functions	Asking for and giving directions; agreeing and disagreeing; apologizing
Structures	Present continuous to express future meaning; time markers; <i>Yes, I agree / No, I disagree</i>

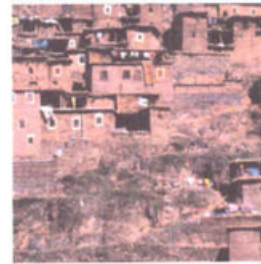


I am flying to Rabat on Tuesday.
 You are seeing the doctor at four o'clock this afternoon.
 He is playing football next Saturday.
 We are visiting Grandma and Grandpa at the weekend.
 They are watching a film tomorrow evening.

New objective

To identify and use the present continuous to talk about future plans

- 1 Listen to Nora, Naïma, Salim and Samir talking about their plans for the summer holidays. Write the names under the correct pictures.



- 2 Speak. Say what you are going to do. Use the time expressions in the box. Practise with a friend.

at the weekend
 on Saturday morning

tomorrow afternoon
 next week

next Tuesday
 in three week's time

S1: What are you doing tomorrow afternoon?

S2: I'm watching a movie.

S2: What are you doing at the weekend?

S1: I'm acting in a play.

- 3 Naïma is very busy this week! Look at the sentences and fill in the activities on the correct days in her diary.

I'm visiting my cousin this afternoon.
 I'm playing tennis with Salim tomorrow morning.
 Tomorrow afternoon, I'm going shopping with Mum.
 I'm watching a movie with Nora on Saturday evening.
 I'm visiting my grandparents on Sunday morning.
 Next Monday, I'm not doing anything but I'm seeing the dentist next Tuesday morning.

Monday	a.m:	
	p.m:	
Tuesday	a.m:	
	p.m:	
Wednesday	a.m:	
	p.m:	
Thursday	a.m:	tennis with Salim
	p.m:	
Friday	a.m:	
	p.m:	
Saturday	a.m:	
	p.m:	
Sunday	a.m:	
	p.m:	

- 4 Write. Complete Salim and Samir's sentences with the correct form of the verb.
Use either the present simple or the present continuous.

New objective

To make and respond to suggestions, using *Let's ... etc.*



I **am spending** (spend) the summer holidays at home. There is plenty of entertainment there. My father _____ (buy) a new computer. He _____ (know) how much I _____ (love) playing computer games. I _____ (set up) my own e-mail address and website. My friend, Youssef _____ (help) me.

I _____ (go) to the beach for the summer. My family and I _____ (visit) Essaouira and I _____ (learn) how to windsurf. I _____ (have) lessons from my eldest cousin. He already _____ (know) how to windsurf. I _____ (look forward) to it very much.

- 5 Write about what you are doing during the summer holidays.

Let's go to the cinema.
Let's go shopping.
Let's meet in a chat room.

I'm sorry, I can't.
No, why don't we watch television, instead?
I'm sorry, I don't have a computer.

- 6 Listen. Tick the sentences which are true. Correct the sentences which are false.

- ☐ 1 Salim and Samir are going to the cinema this evening.
- ☐ 2 They are going to watch *Spiderman*.
- ☐ 3 Naïma and Nora are also going to the cinema this evening.
- ☐ 4 Nora is having dinner with her grandparents tonight.
- ☐ 5 Naïma and Nora are going to rent a video tomorrow night.
- ☐ 6 They are going to rent *Spiderman*.

- 7 Speak. Work in pairs. Look at the tables and make suggestions.
Practise with a friend.

	S1	S2
this afternoon	go shopping	go swimming
tomorrow	rent a video	play football
at the weekend	play football	meet friend in chat room

S1: Let's go shopping this afternoon.
S2: I'm sorry, I'm going swimming.

S2: Let's go swimming this afternoon.
S1: I'm sorry, I'm going shopping.

take the (first/second/third) road on the left/right
go straight ahead
opposite

next to / beside
turn the corner

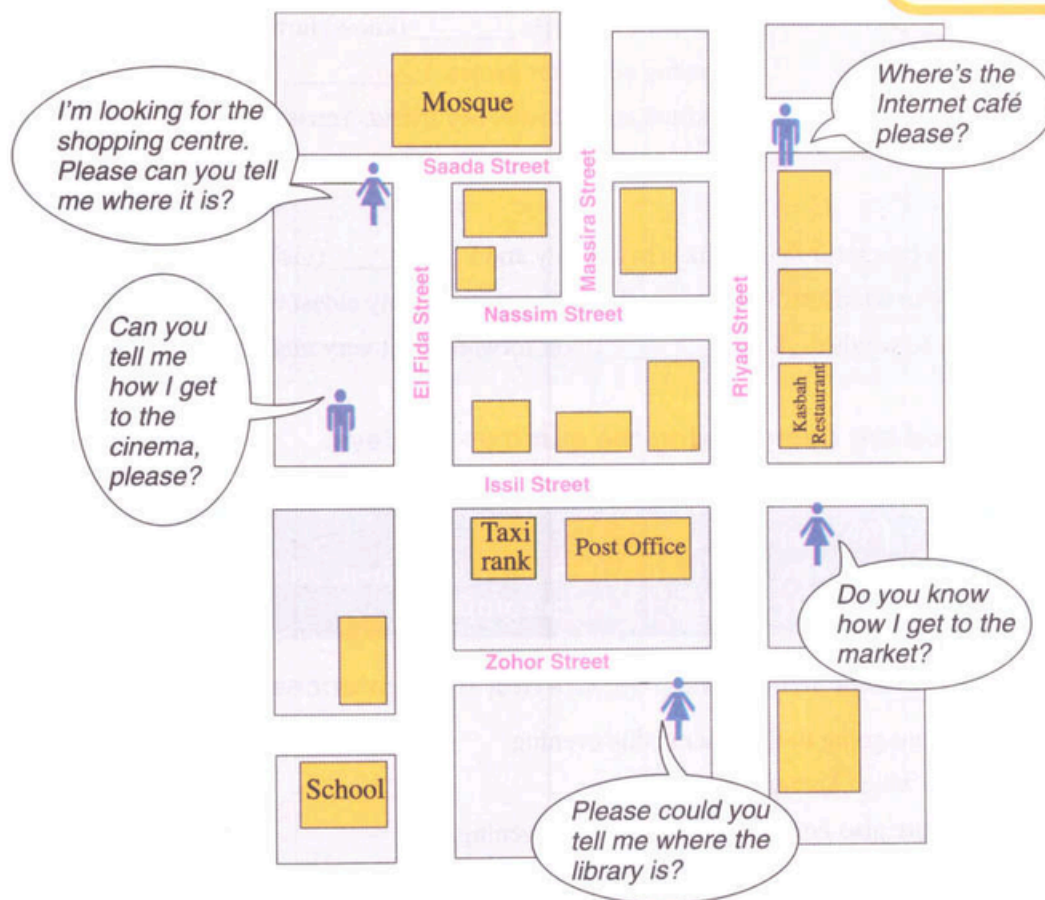
on the left
on the right



8 Listen. Look at this map and label the video shop.

New objective

To communicate verbally with other members of the class, asking for and giving directions



9 Listen. Help the lost people and label the buildings in the list.

cinema	shopping centre	library	market	Internet café
--------	-----------------	---------	--------	---------------

10 Speak. You're at school. Ask for and give directions. Practise with a friend.

S1: Can you tell me how I get to the Kasbah Restaurant?

S2: Yes, turn left out of the school, take the second road on the right, Issil Street, go past the Internet café and the video shop, turn left into Riyad Street, and the Kasbah Restaurant is the first on the right.

Yes, I agree.
No, I don't agree.
I'm afraid I disagree with you.
I'm sorry, I disagree.

New objective

To learn how to express agreement and disagreement in a polite and courteous way

11 Read.



The best music is Ra'i.
No, I don't agree. I prefer Andalusian. I think it's much easier to listen to.



I'm going to Chez Ali Restaurant tonight. I think it's the best restaurant in town.
Yes, I agree. The food there is wonderful.

Khaled is the best Ra'i musician around.
I'm sorry, I disagree. I think Cheb Mami is better.



12 Speak. Look back at the topics in this book. Talk about your preferences and see whether your friend agrees or disagrees.

- S1: The best place to live is in a city apartment.
S2: I disagree. I think the best place is a house in the country.
- S2: The most enjoyable celebration is a wedding.
S1: I'm afraid I disagree. I think the most enjoyable celebration is Aïd el Fitr.
- S1: I think it's great to have a large family with lots of brothers and sisters.
S2: Yes, I agree.

13 Look at these photos. Say whether you agree or disagree with the sentences.



This is Agadir. It is the most beautiful city in Morocco.
This is Rabat. It is the largest city in Morocco.
This is Al-Qarawiyyin University in Fez. It is the oldest university in Morocco.
These are the Atlas Mountains. They are the highest mountains in the world.

Do you know about ... music?



Every year, there is a World Sacred Music Festival held in Fez.



Andalusian-style music was established by Abu Hassan Ali Ben Nafi in the 9th century.



The Gnaoua festival in Essaouira is visited by a large variety of jazz musicians from all over the world.



Jalal Hamdaoui started working in the music industry when he was 10 years old.



Project: Entertainment



**What is your favourite type of entertainment?
Make a poster.**

You can include:



The type of entertainment.



How often you are able to enjoy it.



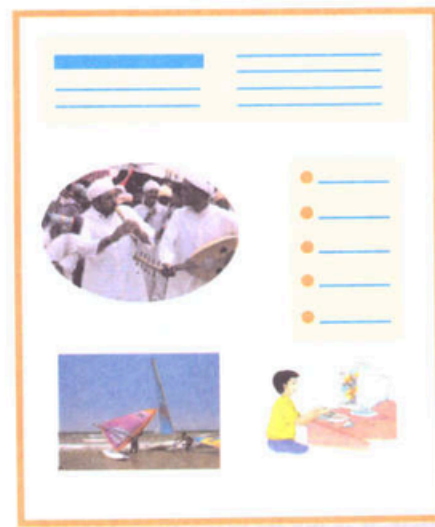
The history of the entertainment.



Who takes part in the entertainment.



Anything else which you think is important.



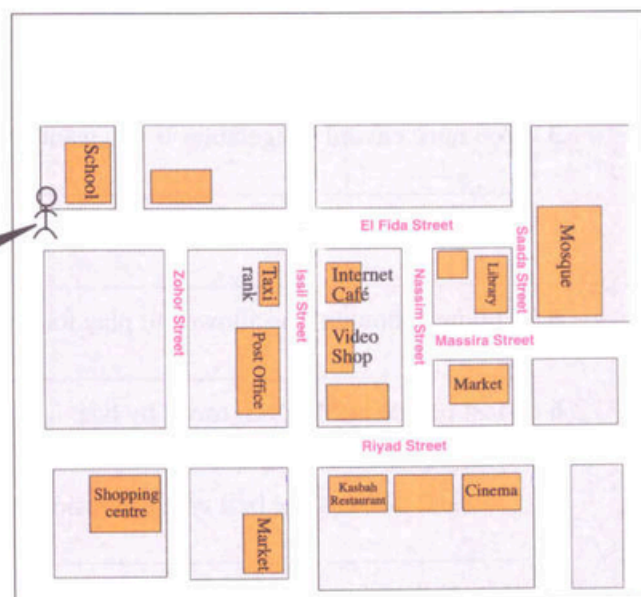
Review 7

1 Listen. Complete these sentences using the past tense. (10 Points)

Last year, I _____ (go) to a music festival in Fez. It _____ (is) excellent. I _____ (hear) lots of different musicians from all over Morocco. They _____ (play) instruments and _____ (sing). The crowd really _____ (enjoy) themselves and everyone _____ (cheer) at the end. I _____ (learn) a lot about music. I _____ (stay) in a very comfortable hotel and _____ (meet) lots of very friendly people.

2 Look at this map and write the directions. (10 Points)

You are here



- 1 How do I get to the cinema?

- 2 Can you tell me where the library is, please?

- 3 Where is the shopping centre?

- 4 I need to find the Internet café. Can you help me, please?

- 5 How do I get to the market?

3 Write sentences saying what you are doing at the given times.
You can make up the details. (10 Points)

tomorrow afternoon at the weekend this evening next Tuesday during the summer holidays

Tomorrow afternoon, I'm renting a video.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

4 Read these sentences and write a response either agreeing, or disagreeing. (20 Points)

1 There is only one type of pollution.
I'm sorry, I disagree. There are many types of pollution.

2 The most exciting celebration is Ramadan.

3 You must eat only vegetables if you want to be fit and healthy.

4 There are too many television channels in Morocco.

5 Children shouldn't be allowed to play too many computer games.

6 Most people in Morocco travel by bus.

7 Classical music is the best type of music to relax to.

8 You can live for a month without water.

9 The most popular sport in Morocco is skiing.

10 The most famous tourist site in Morocco is Hassan Tower.

Total: 50 Points

Grammar Reference

1 Verbs

a present simple: *to be* (irregular)

positive

I am
You are
He is
She is
It is
We are
They are

negative

I am not
You are not
He is not
She is not
It is not
We are not
They are not

interrogative

Am I ...?
Are you ...?
Is he ...?
Is she ...?
Is it ...?
Are we ...?
Are they ...?

b present simple: *to work* (regular)

positive

I work
You work
He works
She works
It works
We work
They work

negative

I do not work
You do not work
He does not work
She does not work
It does not work
We do not work
They do not work

interrogative

Do I work?
Do you work?
Does he work?
Does she work?
Does it work?
Do we work?
Do they work?

c present continuous

positive

I am working
You are working
He is working
She is working
It is working
We are working
They are working

negative

I am not working
You are not working
He is not working
She is not working
It is not working
We are not working
They are not working

interrogative

Am I working?
Are you working?
Is he working?
Is she working?
Is it working?
Are we working?
Are they working?

d impersonal verbs

positive

There is
There are

negative

There is not
There are not

interrogative

Is there ...?
Are there ...?



e imperative

positive

Open your books.
Close the window.

negative

Do not open your books.
Do not close the window.

f immediate future: *going to + verb*

We are going to visit Rabat next week.
We are going to stay in a hotel.

g present continuous with future meaning

We are visiting Rabat next week.
We are staying at the Hotel Royale.

h simple past: *to be*

positive

I was
You were
He was
She was
It was
We were
They were

negative

I was not
You were not ...
He was not ...
She was not ...
It was not ...
We were not ...
They were not ...

interrogative

Was I?
Were you?
Was he?
Was she?
Was it?
Were we?
Were they?

Were you at school yesterday?
Were you at school on Saturday?

Yes, I was.
No, I was not.

i simple past: regular verbs (add -ed)

infinitive

attend
behave
dance
decorate
like
perform
play
stay
want

simple past

attended
behaved
danced
decorated
liked
performed
played
stayed
wanted

j simple past: irregular verbs

infinitive

be
become
begin
break
bring
buy
do
eat
fly
get
go
have
hear
make
sell
see
send
speak
wear

simple past

was/were
became
began
broke
brought
bought
did
ate
flew
got
went
had
heard
made
sold
saw
sent
spoke
wore

k contractions

positive

I am = I'm
You are = You're
He is = He's
She is = She's
It is = It's
We are = We're
They are = They're

negative

I am not = I'm not
You are not = You're not / You aren't
He is not = He's not / He isn't
She is not = She's not / She isn't
It is not = It's not / It isn't
We are not = We're not / We aren't
They are not = They're not / They aren't

2 Modals

	<i>positive</i>	<i>negative</i>	<i>interrogative</i>
can	I can	I can't	Can I ...?
could	I could	I couldn't	Could I ...?
must	I must	I mustn't	Must I ...?
would	I would	I wouldn't	Would I ...?
should	I should	I shouldn't	Should I ...?

3 Nouns

a singular plural (add -s) (add -es) (change y to i and add -es)

book	books		
chair	chairs		
tomato		tomatoes	
mango		mangoes	
strawberry			strawberries
sky			skies

b possessive case (add 's)

Mohammed's book
Nora's desk
Mrs Azizi's jacket

c gerunds

I like reading and painting.
I like skiing.
I like swimming.

4 Pronouns

a personal

subject:	I	you	he	she	it	we	they
object:	me	you	him	her	it	us	them

b demonstrative

singular:	this	that
plural:	these	those

c impersonal

it:	It is six o'clock. It is hot today.
there:	There is a book on the table. There are some pens on the table.

5 Prepositions

on in under behind in front of

The pens are on the desk.
The books are in the bag.
The bag is under the desk.
The chair is behind the desk.
The desk is in front of the chair.

6 Adjectives

a descriptive

He's tall.	He's a tall boy.
She's short.	She's a short girl.
It's beautiful.	It's a beautiful city.

b comparative

He's taller.
She's shorter.
It's more beautiful.

c superlative

He's the tallest.
She's the shortest.
It's the most beautiful.

d possessive

my your his her its our their

It's my book.
Is this your jacket?
Have you seen his pen?
I haven't seen her brother.
This is its wheel.
Where's our train?
Is this their hotel?

e demonstrative

this that these those

This dress is beautiful.
That one is too big.
These jeans are cheap.
Those shoes are expensive.

7 Adverbs

a early late

He goes to bed late.
He gets up early.

b frequency

always usually often sometimes seldom never

He always goes by bus.
He usually takes a taxi.
He often cycles.
He sometimes takes his car.
He seldom goes by train.
He never goes by helicopter.

8 Determiners

a a an the

a book
an apple
the sun

b some

There are some books on the table.

c any

Are there any books on the table? No, there aren't any books.

d a few

There are a few pens on the table.

e a lot

There are a lot of students in the school.

f more

There are more students in our school.

g enough

We don't eat enough fruit.

h too much

They eat too much junk food.

i too many

Don't eat too many sweets.

j less

We should use less oil and gas.

k fewer

We should use fewer plastic bags.



9 Wh- questions

Who?
What?

Who's that? It's Ahmed.
What's that? It's a bag.
What colour is it? It's green.
What sport do you play? I play tennis.
Where's Karim? He's in the kitchen.
Which school do you go to?
When do you leave for school? I leave at seven-thirty.
How old are you? I am twelve.
How do you spell your name?

Where?
Which?
When?
How?

Vocabulary

	unit		unit		unit
A		city	6	fine	1
accident	11	clean	11	fire	11
act	14	climb	10	fish	4
aeroplane	7	clock	2	flat	6
air	13	cloudy	10	floor	6
always	7	coffee	4	foggy	10
animals	6	cold	10	football	9
apple	2	colours	2	football player	1
arms	3	count	2	friend	1
athletics	9	countryside	6	fruit	4
aunt	5	courtyard	6		
		cousin	5	G	
B		crowds	10	garage	6
badminton	9	cycling	9	garden	6
bag	2			gas	13
balcony	6	D		get up	7
band	12	dancing	12	give	13
basketball	9	dates	10	go to bed	7
bathroom	6	decorate	12	grandfather	5
beach	10	desk	2	grandmother	5
bedroom	6	dining room	6	groom	12
beside	14	dinner	4	ground	6
big	3	disease	11	guitar	8
bike	7	dive	9		
boat	7	doctor	1	H	
body	3	donkey	7	hair	3
boil	11	door	2	happy	3/ 11 /12
boots	3	draw	8	hat	3
boring	12	dress	5	head	3
boxing	9			healthy	4
bread	4	E		helicopter	7
break	12	ears	3	hello	1
breakfast	4	eat	8	helmet	9
breathe	13	electricity	13	hi	1
bride	12	e-mail address	14	hockey	9
brother	5	enjoyable	12	hotel	10
brush	5/8	excellent	12	house	6
burn	11	exciting	12	how	1
bus	7	eyes	3	husband	5
butter	4				
buy	13	F		I	
		family	5	internet	14
C		farm	6	J	
car	7	fast	3/12	jacket	3
carrots	4	fat	3	jeans	3
ceremony	12	father	5	juice	4
chair	2	favourite	4		
cheese	4	feast	12	K	
chicken	4	festival	12	kitchen	6
cinema	14	filter	11	knives	11

L	unit		unit		unit
laundry room	6	piano	8	student	1
learn	14	plastic	13	study	5
left	14	play	14	sunny	10
legs	3	pollution	13	swimming	9
lift	6	pool	9		
litter	13	power	13	T	
living room	6	presents	12	table	2
lonely	11	protect	13	take	14
long	3			tall	3
lose	9	R		taxi	7
lunch	4	raining	10	tea	4
		read	8	teacher	1
M		recycle	13	tennis	9
market	7	rent	14	thanks	1
matches	11	rice	4	train	7
medicines	11	right	14	trainers	3
meet	7	rubbish	13	transport	7
metal	13	running	9	trousers	3
milk	4			truck	7
miss	1	S		t-shirt	3
mix	5	sad	3		
months	10	safe	11	U	
mother	5	salad	4	uncle	5
mouth	3	scarf	3	unhealthy	4
movie	14	school	2	use	8
Mr	1	score	9	usually	7
Mrs	1	seaside	10		
		seasons	10	V	
N		secretary	1	vegetables	4
name	1	seldom	7	video	14
never	7	sell	13	W	
new	3	shoes	3	wait	8
next to	14	shopping	7	wake up	5
nose	3	short	3	wash	5 / 8
		shy	11	waste	13
O		sister	5	watch	2
often	7	skiing	9	water	4
oil	13	skirt	3	wear	9
old	3	slim	3	website	14
olives	4	slow	3	wedding	12
onions	4	small	3	wife	5
opposite	14	snowing	10	window	2
orange	2	socket	11	windsurf	14
		socks	3	windy	10
P		sometimes	7	work	7
packaging	13	spend (time)	14	write	8
paint	8	start	7		
paper	13	station	7		
pasta	4	storey	6		
pen	2	straight ahead	14		

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