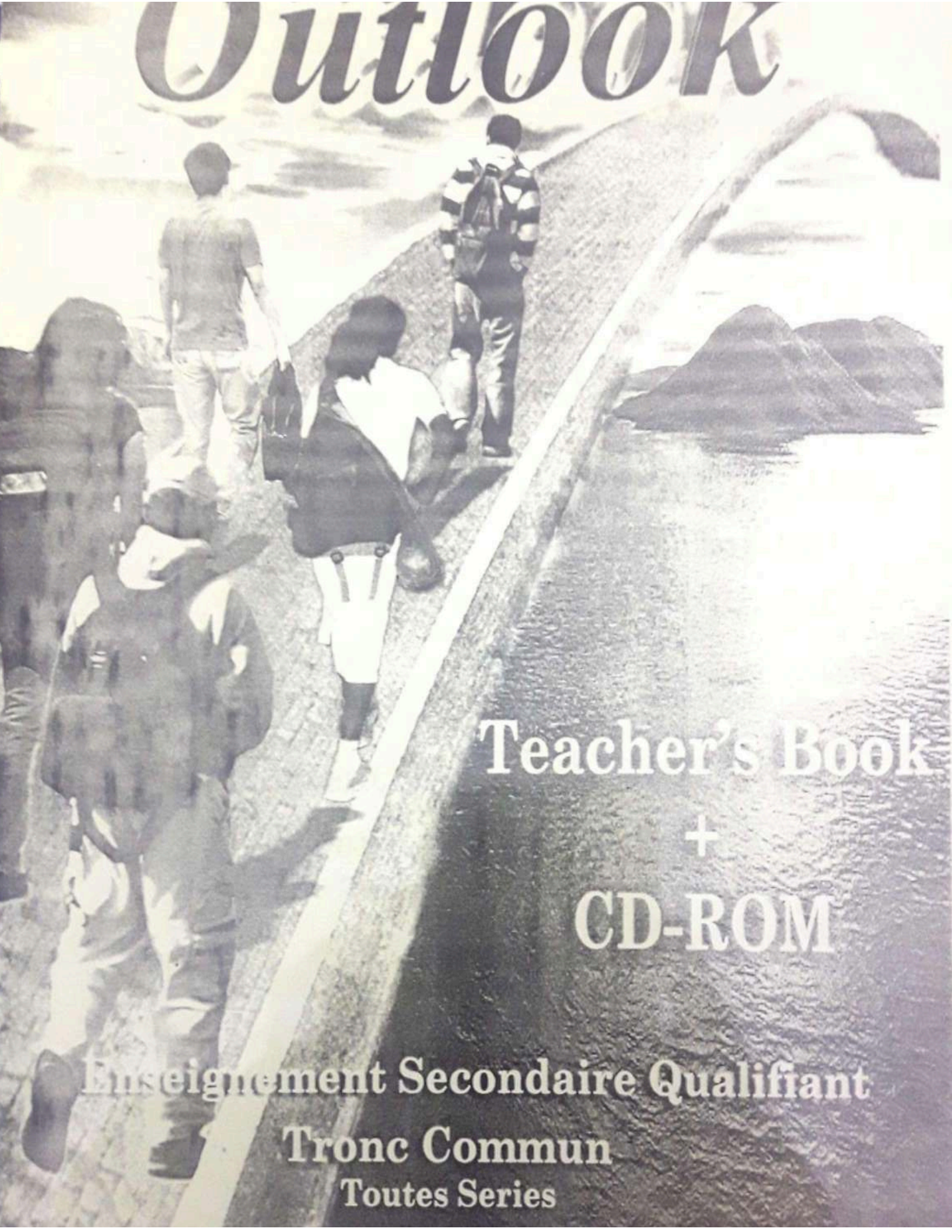


Outlook



Teacher's Book
+
CD-ROM

Enseignement Secondaire Qualifiant
Tronc Commun
Toutes Series

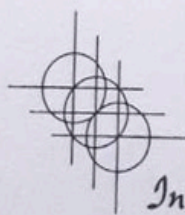
Outlook

Teacher's Book
+
Audio CD-ROM
(PC format
Mac format)

Abderrahim OULBOUCH
Inspecteur principal

Mohamed YACINE
Inspecteur principal

Enseignement Secondaire Qualifiant
Tronc Commun
Toutes Series



Inter Graph

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Introduction

About the course

Description

Welcome to *Outlook!* This course is intended for the common core level, and has been designed on the basis of the Academic Standards, contained in the Ministry of National Education document, which states that:

"To meet the challenges of ever-increasing global connections and to be a front-runner in a global economy now and in the 21st century, students in Morocco must communicate in a culturally appropriate manner with people from around the world. Our students must be aware of different perspectives reflected in both the language and behaviours of other people. They must possess language skills and an understanding of other cultures to be productive members of the diverse communities in which we all live."

This book uses what has come to be known as "Communicative Language Teaching (CLT)," but also includes ways of creating interactive and learner-centred classrooms. It provides students with natural and meaningful contexts in which to practise the communicative functions of the language. It emphasises the internalisation of language structures and functions through encouraging students to experience using the English language appropriately.

The book de-emphasises the use of grammar rule memorization, over-learning, and teacher-centred activities and encourages observing/identifying the structure of language, trying to formulate rules and applying these rules, through context-based tasks. When grammar practice and explanations occur, they are kept simple and are always embedded in communicative contexts.

The book emphasises practice in all four language skills. In the process of helping students to learn and acquire English, the teacher acts as a facilitator and guide in an inhibition-free, student-centred classroom.

Standards

The overall aim of the book is to help the students in the common core attain the standards set by the Ministry of National Education and listed as follows:

Communication standards:

To be able to exchange ideas and information with people in a different culture, students will:

- engage in conversations.
- provide and obtain information.
- express feelings and emotions.
- exchange opinions in a language other than their own.

Cultural standards:

To develop an awareness of other people's ways of life, patterns of behaviour, traditional ideas, attitudes, and perspectives, students will:

- demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Methodological standards:

To use the language for personal enjoyment and enrichment. In order to become responsible members of their communities, students will:

- show evidence of what to do and how to do it.
- demonstrate independence by working inside and outside the classroom.

Strategic standards:

To respect and appreciate diversity, students will:

- compare objects and symbols from other countries with those found in Morocco.
- identify major contributions of English-speaking countries through the English language.
- identify and explain some historical and

contemporary influences from other countries that have a direct or an indirect impact on our country.

How to achieve the standards

To achieve the afore mentioned standards, six sections have been designed in each unit in order to help students:

1. *Use language in meaningful, communicative and functional contexts.*

Conversation

This section can be considered the backbone of the unit, since the course targets interpersonal standards first. For this reason, language functions are seeded in meaningful and communicative contexts, through conversations based on pair and small-group work. Also, this section places emphasis on students' attempts to communicate spontaneously, even if those attempts have errors in them. Furthermore, students are encouraged to take risks and to use a trial-and-error approach as they try out new language. So that students gain confidence and eventually attain fluency and accuracy in the language, class work tasks are learner-directed.

Every conversation lesson begins with a pre-task, aiming at setting the scene for what follows. Teachers, through different brainstorming activities, will guide the students' attention to the topic, the participants, setting, etc.

Then, students listen to the tape/CD to check their predictions and demonstrate whether they have understood the conversation. Afterwards, they accomplish the task of extracting the target function(s) from the dialogue. We assume that by performing this task by themselves, in pairs or small groups, students will assimilate the language functions better and more quickly.

Every unit provides tasks for students

to test hypotheses about what exponents to use and how to use them in new situations. By building their own dialogues and acting them out, the students have the opportunity to use and experiment with the language in real situations.

Grammar

Grammar has a subordinate role to the communicative functions of language. Grammar is not the primary goal; communication is. Of course, grammar plays a necessary part in achieving that goal. Students absorb grammatical principles inductively. Conscious attention to grammatical forms comes only after students have practised these forms in a meaningful and communicative context. In this way, they have a chance to use the language and at the same time learn about it.

Therefore, the grammar component of the course starts with a dialogue where the targeted grammatical points are introduced through contexts. Students will learn more quickly through extracting the rule themselves rather than through the teacher's presentation. This is followed by exercises that enable students to practise the target structures in different situations. The last task, either in the main grammar section or in the extension section, encourages students to experiment with the newly-learned elements in an autonomous way.

Here are some points to bear in mind:

- ✍ Allow students to deduce rules for themselves.
- ✍ Make students aware that rule memorization is not important and that their ability to apply grammar rules will come automatically as they communicate in English.
- ✍ Avoid using a lot of grammatical terms: a few useful labels such as "sentence," "phrase," "subject," "object," "noun", given to students after they have practised certain forms, will do.
- ✍ If you do give grammatical explanations, use simple charts or boxes to illustrate a

given point: this is commonly known as visual grammar. However, do not test students on their ability to verbalize rules; test them, rather, on their use of the language to express meaning and to communicate.

2. Develop interpretive and presentational skills

Vocabulary

The acquisition of vocabulary is one of the major keys to language development. Knowing different word meanings enables students to attempt and succeed at communicating ideas. Vocabulary is the key to communication when we speak, listen, read, or write. All the tasks and activities in the book focus on students' recognition and production of vocabulary. Through reading and listening activities, students acquire receptive vocabulary. Through speaking, writing, and grammar activities, they learn to use vocabulary productively.

The course also provides a special vocabulary section. This equips students with the necessary lexis to express themselves comfortably. The techniques used are varied: word association, word collocation, semantic mapping, etc. The course also trains students on how to use some dictionary skills. Here are some suggestions and guidelines for teaching vocabulary:

- ✍ Discourage your students from memorizing lists of isolated and unrelated words. Rather, have them practise new words in meaningful contexts.
- ✍ Don't teach each and every word in a lesson; encourage students to guess the meanings of unknown words through the surrounding context.
- ✍ Explain unknown vocabulary with words already understood by students or with gestures, mime, realia, and visuals such as photos, pictures, graphics, and diagrams.
- ✍ Allow students to consult with peers to compare and share word meanings.
- ✍ If at all possible, have students use

dictionaries for word meanings they still don't know.

- ✍ Test students' knowledge of and ability to use vocabulary only within a context.

Skills

Reading

Reading is an important part of communication in a new language. Through reading, students receive language input in the form of vocabulary and grammar. They are able to use the new words and structures thus acquired when they speak, listen, and write. But above all, reading is the skill our students are likely to need most for their future studies or working life.

In addition to the reading section, the book also provides a number of incidental readings. Students thus read the conversations, the dialogues that introduce the grammatical structures and the texts, which prepare them for writing. They also read the songs and the activities that introduce the mini-projects.

It should be noted that apart from the conversations at the beginning of each unit, which students read aloud for pronunciation purposes, all the reading is done silently.

Each section under "Skills" practises a number of reading sub-skills. Students read to extract explicit or implicit information, to skim, scan, infer word meaning, locate referents, etc. The comprehension tasks provided determine the sub-skill to be practised. However, teachers are strongly advised to add other tasks whenever they feel it necessary.

This section provides for the three stages of reading:

Pre-reading
While-reading
Post-reading

In order to give you as much freedom as possible, some post-reading tasks have been suggested in the Teacher's Book. You can either use those or devise your own. Every class is unique, and the reading materials might

trigger off different interests for the students. The most important thing is to relate the reading topic to the students' own experiences and surroundings.

Listening

All the listening activities in this book are recorded on a cassette/CD, with tape scripts in the Teacher's Book. As a general rule, use the following procedure for listening tasks:

Pre-listening

- ✎ Preview the context of the listening task by discussing where the conversation takes place, who the speakers are, and the purpose of the conversation.
- ✎ It is important to remind students that the purpose of a listening activity is to remember the main information.

While-listening

- ✎ Make sure that students know exactly what they are expected to listen for: particular vocabulary items, specific information, overall meaning or all of these.
- ✎ Allow students time to respond to a listening activity by writing or orally.

Post-listening

- ✎ This activity will help students associate what they have listened to with their own life and environment.

Pronunciation

Pronunciation is specifically addressed in each unit in the listening section. As pronunciation is a psychomotor skill, students need plenty of practice to improve their pronunciation. Don't be afraid to have them do this practice by rehearsing both in plenary and individually. But keep these rehearsal sessions short because if they go on too long, pronunciation exercises become boring.

Feel free to play the tape/CD for

pronunciation exercises. Even if your own English is very good, it gives students another voice to listen to.

Some students might be afraid to speak out and do pronunciation exercises. You will need to encourage these students and praise them even for little attempts to speak. Don't ever scold or make them feel ashamed of their pronunciation.

Speaking

There are many different kinds of speaking activities in this book. They range from teacher-student practice to student-student practice, to free creative conversation. In each case, the Teacher's Book provides detailed suggestions on how to proceed.

As a rule, follow these general guidelines for all speaking activities.

- ✎ Make sure your students understand what they are saying. In some cases, they will be practising phrases whose component parts they may not completely understand. One way of ensuring that they understand meaning is to allow for open-pair work.
- ✎ Know how and when (if at all) to correct pronunciation and grammar errors. You do not need to correct every single error that a student makes. If you overcorrect, your students will become discouraged and will stop trying to make an effort to speak; if you under-correct, they may learn incorrect forms of language. Your job is to find the optimal point in between.

Writing

The writing component of the book is given special attention. It aims at developing students' writing skills gradually through functional formats such as letter writing.

As students begin to write actual discourse, guide them through a pre-writing stage. For example:

- ✎ Discuss the topic to be written about.
- ✎ Include brainstorming to generate ideas about the topic.
- ✎ Gather visuals and other information about

the topic from sources such as magazines or encyclopaedias.

- ✍ Have students take notes about the topic, then help them plan and write an outline of the piece of writing.
- ✍ Point out to students that risk-taking and trial and error are important in the writing process, just as they are in speaking.

You are advised to help students discover different stages in the production of a piece of writing and be encouraged to try what works best for them. Besides, editing a piece of writing is equally important, so you can use this checklist as a springboard to devise your own according to your student's needs and abilities.

Editing and Proofreading Checklist

Content:

1. Are my ideas clear?
2. Do I have enough information?

Organization:

3. Do my words, phrases, and sentences follow logically?
4. Are my ideas written in order of importance?
5. Do I use the right linking words?

Word Choices:

6. Are my words accurate, concise, and well chosen?
7. Are my words varied?

Syntax/Sentences:

8. Are my sentences short?
9. Do my sentences flow naturally?
10. Do I have correct subject/verb agreement?

Mechanics:

11. Have I checked my spelling?
12. Are my capitals where they belong?
13. Is my punctuation appropriate?

3. Discover other modes of expression and learn English through enjoyable activities

Fun page

Games & songs

Five game pages and five song pages have been included in the book for two main reasons:

1. They provide a way to learn the language in a pleasant way. They allow for a break from classroom routine, and encourage a non-threatening classroom atmosphere in which the four language skills can be enhanced.
2. They enable students to get an insight into other people's way of thinking, socialising and expressing themselves.

The songs included in this book are examples of colloquial English, that is, the language of informal conversation. The repetitive style of these songs, then, helps to promote quick learning of colloquial language.

Games generate motivation since they are amusing and at the same time create competition in the classroom, which maximises the use of language in real contexts and increases cooperation among students.

The Teacher's Book provides guidance on how to use both games and songs. However, teachers are free to devise other tasks if need be.

4. Develop autonomy, research and presentation skills

Mini-project

The mini-project page included after every two units in the Student's Book will hopefully foster the students' creativity and will help them learn that there are different sources of information which they can draw from and on the other hand, the same piece of information can be presented in various ways.

These mini-project pages present a number of advantages as students:

- ✍ become personally involved in their work.

- ✍ integrate all the four skills: they read, discuss, listen to comments and write their own project.
- ✍ become more responsible for their own learning and have a concrete end product.
- ✍ develop interpersonal relations through working as a group.

The Teacher's Book contains guidance on how to deal with project work. In general terms, you are advised to think of these questions before starting a mini-project with your students:

1. *What is the idea behind the mini-project?*
2. *What are the students expected to include in their mini-project?*
3. *What form will the mini-project take?*
4. *Who will be responsible for what?*
5. *How can other students get access to their peers' mini-projects?*

For students to be proud of their work, their mini-projects need to be seen, read and admired, so devote the last project session to presentation and discussion.

Checkpoint

This page is intended to recycle important language presented in the two previous units. It also serves as feedback for the teacher to plan any necessary remedial work. Therefore, the checkpoint exercises are more fruitful when done in class.

How to use the Student's Book

Introduction

We have provided students with an introduction to sensitise them to what the Student's Book offers and how they can get the maximum benefit from this course.

The map of the book

The map of the book provides students with a comprehensive account of the syllabus for the course. They can use it to have an overview of its contents during the whole year. They can also use it as a reminder of the syllabus to prepare for quizzes and tests.

The unit components

The course comprises ten units, which provide enough materials for 34 weeks with an average of approximately 10 hours per unit. Each of the ten units is divided into 6 parts:

- Section 1: Conversation
- Section 2: Grammar
- Section 3: Vocabulary
- Section 4: Skills
- Section 5: Fun page
- Section 6: Mini-project/
Checkpoint

The section "How to achieve the standards" provides detailed descriptions of each of the 6 parts.

The reason for organising the Student's Book into six parts is to equip students in the Conversation, Grammar and Vocabulary sections with the necessary language elements to successfully complete the tasks in the Skills, Fun page, Mini-project and Checkpoint sections. These last sections presumably indicate to both the student and the teacher how much has been achieved and transferred into output.

This division presupposes that both you and your students focus on one main core area such as conversation, grammar, etc. without making major digressions onto other components such as reading, speaking or listening.

And to keep students aware of what learning outcomes are expected from them, the targeted standards and competencies are presented at the beginning of each unit.

In case you or your students need to refer to particular grammar or vocabulary items in each unit, we have included a Grammar Summary and a Vocabulary List

section at the end of the book.

Also, to ensure the information-gap principle, we have placed Student B's Role Cards on pages 127 and 128 in the Student's Book.

How to use the Teacher's Book

The Teacher's Book contains a detailed map of the book, detailed notes for the teacher, scripts for all the conversation and listening materials, and sample tests.

The teacher's notes provide detailed guidance on how to use the student's book; it also offers notes to teachers on points of interest. It goes without saying that the notes provided are for guidance only, and are intended mainly for novice teachers. Teachers are strongly encouraged to prepare their own lesson plans, keeping in mind these stages in lesson planning:

- Stage 1: Setting the scene through a brainstorming activity.
- Stage 2: Having students induce the principles governing the new elements in focus.
- Stage 3: Giving room to students to make hypotheses and practise the new language elements.
- Stage 4: Allowing students to relate what they have learnt to their own surrounding.
- Stage 5: Setting homework.

To help you use the Teacher's Book easily, we have used some symbols to focus your attention on specific points in the notes:

- ① Information note
-  Play the tape
-  Play the song
- (II) Press the recorder hold down button

How to assess students' work

The pedagogical guidelines state that: "In competency-based education, we are concerned with what students are able to do in English, i.e. with their performance. In order to develop their skills, we need to know how they are progressing and what needs improvement, we do this through continuous assessment."

Continuous assessment is a way of collecting information about students' performance in the classroom. This is generally done through quizzes and tests in order to track your students' weak points and remedy them, revise your teaching methods and give marks to the school administration.

It's up to you to decide when to assess your students' performance; however, it is preferable that once you have covered a unit or two, you devise a short quiz about the contents of the unit(s). Therefore, the content should not go beyond what your students have learned in the unit(s). Furthermore, you are recommended to keep a balance between oral and written assessment.

It is very important that your students get a clear idea about the evaluation system at the beginning of the year. So, inform them that they will be marked on their oral performance throughout the school year, and target a specific day when you will concentrate your attention on two or three students at a time, for oral performance and participation.

The written part of assessment is usually conducted through short quizzes, which would concentrate on a specific element at a time: grammar, vocabulary, reading, etc.

To give you an idea about how to assess your students, we have included some sample tests in the Teacher's Book to provide you with testing techniques, which can inspire you to develop your own tests and quizzes.

Conversation

Introducing oneself

Hello! I'm...

Introducing someone

This is ...

Exchanging personal information

Hello!

This part of the unit reviews ways of introducing oneself, introducing others and exchanging personal information.

- Begin by introducing yourself to the class.
- Give your name and ask one or two students (Ss) to give you their names.
- Make Ss do open pair-work.
- Ss ask each other their names. This is a convenient way of getting Ss to know each other's name at this time of the school year.

Setting the scene

- Tell Ss to look at the pictures and ask some questions.
Write the names of the different characters on the board and explain:

Meg and her family are in Morocco.

They are on vacation. Meg is talking to Nora, a Moroccan school girl.

- Play the tape/CD and make the Ss listen to the conversation with their books shut.
- Point to the names of the people speaking so that Ss can follow.
- Ss listen again as they follow on their books.
- Ask the Ss to read the dialogue in silence and correct the statements in Student's Book (SB).
- Ss work individually first, then compare their answers in pairs or small groups.
- Correct the exercise with the whole class.

Key:

- 1- Robert's full name is Robert Parker.
- 2- Meg and Robert are in Morocco on vacation.
- 3- Nora is a Moroccan student.
- 4- Robert and Meg are American.
- 5- Margaret's parents want to learn Arabic.

- Make one or two groups of Ss read the dialogue, first as an open activity. (Some students take the roles of Nora, Robert and Meg), then as a closed activity.
- Go round the class to monitor students' work.

①

Take notes of students' pronunciation mistakes, which you can correct once the Ss have finished the task.

- Make Ss work in pairs to fill in the table (SB, p 9) with the expressions needed. As they do so, draw the table on the board.
- Ss compare their answers in small groups.
- Ask three Ss from three different groups to fill in the table simultaneously.
- Lead a whole class correction.

Key:

Introduce yourself	Introduce someone
I'm Nora.	Let me introduce you
My name's Margaret.	This is Nora
	This is Robert.

Ask about someone

*How's everything?
How are you?
Are you a student?*

- Ss complete the dialogue with expressions from the table.
- Ss work individually first, then compare their answers in pairs or small groups.
- Whole class correction: notice that 'mom' is used in American English and 'mum' in British English.

Key:

- 1- My name's (S's name).
- 2- How are you?
- 3- I'm fine thanks.
- 4- This is (S's name).
- 5- Nice to meet you.
- 6- Nice to meet you, too.
- 7- How's everything?
- 8- Are your parents American/British?
- 9- Are you here on vacation?
- 10- Are you a student?

Chain Activity

- Student A introduces him(her)self and asks a question. Student B responds and asks student C a new question.
- Encourage Ss to use gestures and the proper intonation.

Grammar

The verb 'be' in the present simple, affirmative, negative and interrogative forms

The regular & irregular plurals of nouns

This part of the unit reviews the verb be (all forms), the regular and irregular plurals of nouns.

Setting the scene

- Introduce the unguessable vocabulary to the Ss. They may not know:
club manager, Youth Club assistant
Ss read the dialogue in silence and answer the comprehension questions.

①

Students need to understand what the dialogue is about before dealing with the grammar points in focus.

Key:

1. She's Laura's daughter.
2. He's from Morocco.
3. It's located in London.

- Ss read the dialogue again and underline all the verb forms.
- Ss do this task individually, then in pairs.
- Ss compare their answers and complete the table.
- Whole class correction.

Key:

Affirmative	Negative	Interrogative
I'm / I am	He isn't / is not	Are you Tunisian?
He's / He is	We aren't / are not	
She's / She is		
You're / You are		
We're / We are		

①

Help Ss complete the table with all forms of the verb to be. This is a useful review for the Ss at this stage.

- Ss complete the dialogue with the correct form of the verb.

- Ss work individually first, then compare their answers in pairs or small groups.
- Whole class correction.

Key:

1- *am* 4- *is* 7- *is* 10- *are* 13- *are*
2- *are* 5- *is* 8- *are* 11- *are*
3- *am* 6- *isn't* 9- *are* 12- *aren't*

Who am I?

①

Deal with this activity as a game. Let Ss be free to come up with their questions and answers as this is a fluency oriented activity.

- Ss read the table first. Make sure they understand the items on the table.
- Demonstrate in open pair work first.
Ss work in closed pairs or in small groups.

①

A student imagines him(her)self one of the people on the table. Student B has to ask three questions to guess the name student A has chosen. If Student B fails to find the right person, student A scores 1 point.

Set a time limit for this activity so that you can determine who has the highest scores.

- Explain the purpose behind the "Grammar assistant".

Grammar extension

- Ss read the dialogue on page 10, SB and fill in the table with nouns.
- Discuss with the Ss the differences.
- In pairs, Ss ask questions about the pictures to elicit plural nouns: *Who are they?*
What are they?
- Ss compare their answers in small groups.
- Whole class correction.
- Make sure Ss write the correct spelling of the nouns.
- In pairs again, Ss classify the nouns into the appropriate columns.
- Discuss with Ss the changes that occur to the nouns.
- Ss add as many nouns as possible to the categories (not regular).
- Conduct a class survey to find out who the winner is.

Vocabulary

Names and titles
Ways of greeting

This part of the unit introduces the vocabulary related to people's titles and greetings.

Names & titles

- Have Ss study the table in SB (p13). Explain that single means: *not married*.

Write on the BB:

Do we use the titles with family names or with first names?

- Allow Ss some time to answer the question.
- Ss read the series of names and titles, and put a tick (✓) when the item is correct and a cross (×) when it is wrong.
- Ss compare their answers in pairs, then do whole class correction.

Key:

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

Ways of greeting

- Ask Ss to do the exercise in pairs or small groups without prior explanations. They may not know all the expressions, but use the activity as a guessing game.
- Whole class correction.
- Homework: you could ask Ss to look for other similar expressions.

Key:

1- Hello 3- Goodbye 5- Hello 7- Goodbye
2- Hello 4- Goodbye 6- Hello

- Ss study the pictures on page 13, SB and match them with the forms of greeting.

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

Students try to find out the countries whose people use the types of greetings suggested and discuss in which situations they may use them.

- Whole class discussion.

①

In case students fail to discuss how people in their region greet each other, have them talk about different regions in Morocco.

Skills

Listening for details
Pronunciation /i:/, /ɪ/
Speaking about classmates
Reading to check predictions
Writing a letter

Listening

*Task 1 practises listening for explicitly stated details.
Task 2 practises recognising long and short vowels.*

Task one

- Ask Ss about the sportsmen in the pictures.
- Have the Ss look at the pictures on page 14 (SB), and guess what the listening is going to be about.
- Write one or two guesses on the board.
- Play the tape. The Ss listen without looking at their books. Lead a quick class discussion to check whether any of the students' guesses are correct.
- Ss listen again carefully and fill in the table with the required information. Play the tape as often as needed as this is the first listening of the school year.
- Get the students to compare their answers before checking with the whole class.

Key:

	Sportsman	TV programme	Car
Lisa	El Guerrauj	Documentaries	Toyota
Jamil	Michael Jordan	Films	Mercedes
Fred	Thierry Henry	Sports news	Volkswagen

- For a post listening activity, make students ask each other questions on the following model:

Leila, who's your favourite sportsman /

woman?

What's your favourite TV programme?

What about cars?

- Ss report to the class about their friend's preferences.

Example:

Leila's favourite sportsman is..., her favourite TV programme is... and her favourite car is...

Listening script:

Lisa My name is Lisa. I'm German, but I live in Spain. I think Hicham El Guerrouj is a great sportsman. Yes, he's my favourite. On TV? I like documentaries. And my favourite car is Toyota.

Jamil I'm Jamil. I'm Moroccan and I live in Taza. My favourite sportsman is Michael Jordan. He's a fantastic basketball player! I watch films on TV. That's my favourite thing. The car I like? Mercedes! That's my favourite car.

Fred Hello. I'm Fred. I'm Swedish. My favourite sportsman is Thierry Henry and my favourite programme is the sports news. I watch the news every evening. I like all cars but I prefer Volkswagen. They are great cars!

Task two

- Ss listen and repeat each word. Then they tick (✓) where appropriate.

Key:

	spea	in	this	sleep	sick	it	meat
He's /i:/	✓			✓			✓
His /I/		✓	✓		✓	✓	

- Have students look for words with long and short vowels.

Speaking

The purpose of this activity is to make students ask for and give personal information fluently.

- Draw a profile form on the board and ask Ss to copy it on their notebooks. Explain that they have to ask their partners the appropriate questions so that they can fill in the form.
- Monitor Ss' work, but do not over-correct, since this is a fluency activity.
- Once Ss finish, ask some pairs to perform in front of the class.
- You may wish to ask one or more Ss to write the questions on the board, for Ss to copy into their notebooks as reference.

Reading

From this encyclopaedia entry, the students learn how some people in central Africa live. The first task practises anticipating content while the second task helps students to read for explicitly stated information.

- Ask Ss to look at the pictures on page 15, SB and answer the pre-reading questions as a guess.
- Write one or two guesses on the board.
- Make Ss read the entry in silence to check their guesses.
- Whole class discussion.
- Ss read again in silence, and as they read, write down the answers to the questions on page 15, task 5 (SB).
- Encourage Ss to compare their answers once they finish.
- Whole class correction.

Key:

- 1-... In the centre of Africa.
- 2- No. ... because they know it well.
- 3- From the plants and animals in the forest.
- 4- ... Because they find everything they want in it.

①
As a post reading activity, Ss can expand their knowledge about the Pygmies so that they can discuss and compare those people's lives with modern life.

- In pairs, Ss tick the correct answer about the Pygmies, then they can discuss their answers in small groups.

Discussion

- In a small group, Ss make notes about why the Pygmy's life is difficult in comparison with our relatively modern way of life.
- Have a speaker from two or more groups share their ideas, then the other Ss support or oppose the ideas put forward.

①

You may wish to ask students to underline the words they do not understand. Do not give any explanation. Encourage them to infer the meaning from the context using contextual clues.

Writing

This part of the unit introduces the layout of a personal letter.

The tasks practise recognising and using different parts of a personal letter.

- In pairs or small groups, Ss match the elements on the left with what they correspond to on the right.
- Whole class correction.

Key:

a-10 b-7 c-12 d-1 e-3 f-5
g-6 h-4 i-11 j-9 k-2 l-8

- In pairs or small groups Ss put the parts of Susan's letter into order. The letter might look like this:

- Ss write their own letters using Susan's as a model. When they finish, ask them to edit their letters using a checklist. Your checklist may look like this:

- Is there a subject and a verb in every sentence?
- Are there spelling mistakes?
- Is the punctuation correct?
- Are capital letters used correctly?
- Does the letter have a logical order of ideas?

- Ask Ss to rewrite their letters at home.

32, Beaumont Street,
Nuneaton.

September 23rd

Dear Lucas,

First, let me introduce myself. My first name is Susan and my surname is Alban. I am sixteen years old. I live in the Midlands. I have one sister and one brother. I go to Nuneaton High School. I study maths, history, geography and Spanish. I love dancing and listening to pop music.

What is Barcelona like? Is it a big city? Please write to me soon and tell me about yourself and your city.

Yours sincerely,
Susan

Fun page

Game: General Knowledge Quiz

This game aims at enabling students to practise some wh-questions and to know about other people.

- Explain the game.
- Ss answer the Knowledge Quiz individually first, then they compare their answers in small groups.
- Copy the scoreboard on the BB and draw columns according to the classroom rows.
- Check the answers with the Ss and give 2 points for each correct answer to students representing rows.

Key:

1c 2d 3b 4a 5d

You may ask each group to prepare 3 to 4 questions to ask the other group. Give scores.

Mini-project

About Me

Materials: paper, glue, scissors, coloured pens, photos, pictures.

The purpose of this mini-project is to give Ss the opportunity to extend the information and language acquired in different components in this unit in order to write about themselves.

①

Ss work individually on this project because they are supposed to give information about themselves. The pictures give them an idea about the material they can use.

- Ss fill in the fact file with personal information and stick their photos.
- Ss draw or stick in pictures of their family members, then write some sentences to describe them.

- Ss draw or stick in pictures of their house and of different rooms, then write a short description.
 - Then, Ss stick in pictures of their best friends and introduce them in a few sentences.
 - Finally, Ss stick in a picture showing a general view of their neighbourhood/city/town/village and show its position on the map of Morocco.
 - Ss may complete the mini-project at home if they do not finish it in class.
 - Ss exchange their work and read about each other.
-

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation - Express feelings orally.	Communication Interpersonal Conversation - Express ways of showing preference for topics of interest.	- Use adequate expressions to show interest in the ideas put forward by the speaker. - Use correct ways to express preference for different views.
Interpretive Listening: - Comprehend and interpret spoken English.	Interpretive Listening: - Comprehend a set of guidelines. - Recognise and reproduce English sounds.	- Identify and choose the correct points listed. - Distinguish between the sounds /d/ and /t/ and use them correctly.
Reading: - Employ study strategies to comprehend a text.	Reading: - Read and understand a written message to distinguish between relevant and irrelevant information.	- Use the title and key words to guess what the letter is about. - Go over the letter quickly to locate details.
Presentational Speaking : - Prepare information to an audience.	Presentational Speaking : - Talk about school life activities.	- Ask appropriate questions to elicit the right information about school subjects, classwork, homework, etc.
Writing: - Present an understandable written report.	Writing: - Describe activities related to school life in writing.	- Use the information gathered from the questionnaire to report it in a letter. - Edit spelling mistakes.
Cultural - Experience age-appropriate social practices.	Cultural - Be aware of the vital role school plays in the development of society.	- Read and express opinions about learning in different places and about succeeding in studies.
Strategic - Be aware of the contribution of other cultures to the world.	Strategic - Cooperate and interact with others to get information. - Be aware of different modes of conveying a message.	- Use the right questioning skills to encourage others to provide useful information. - Understand, appreciate and discuss the ideas in the song.
Methodological - Manage school activities at home and at school.	Methodological - Organise learning in efficient ways.	- Recognise, identify and analyse different forms of verbs. - Classify and use different ways to name people and use titles appropriately.

Conversation

Expressing interest

That's a good idea!

Asking about preference

Would you prefer....?

Expressing preference

I prefer...

Vocabulary cards

This part of the unit introduces ways of expressing interest and preference.

Setting the scene:

- Write the names of the characters on the BB.
- Explain to Ss that they are going to listen to a teacher talking to two Ss.
- Ask the Ss to guess what they think the three people are going to talk about.
- Write some of the Ss' guesses on the board.



- Play the tape/CD to the Ss. The Ss listen with their books shut.
- Ask them whether any of their guesses were right.



- Ss listen again as they follow on their books.
- Ask Ss to read the conversation in silence and correct the false statements.
- Ss work individually first, then compare their answers in pairs or small groups.
- Correct the tasks with the whole class.

Key:

- Pronunciation and new words.
- Tony wants to have Arabic lessons
- ... from the secretary/ registration office.

That's a good idea!

- Make some Ss read out the conversation.
- Get Ss into threes and practise.
- Go round the class to monitor Ss' work and note down any pronunciation mistakes which you can correct once Ss have finished the activity.
- Make Ss work in pairs to fill in the table with the expressions needed. As they do so, write the two headings on the BB.
- Ask two Ss from different groups to fill in the

table simultaneously.

- Lead a whole class correction.

Key:

Expressing interest	Expressing preference
That's a good idea	I prefer Arabic
That seems interesting	
That sounds OK	
Asking about preference	
Which ... do you prefer?	

- Ss complete the conversation with expressions from the table.
- Ss work individually first, then compare their answers in pairs or small groups.
- Correct the exercise with the whole class.

Key:

- That's a good idea!
- I prefer
- That seems interesting.
- Prefer
- That sounds OK!

① *The answers in the key are only suggestions. You may accept other alternatives and add other expressions to the list in task 3 above.*

Survey

- Ss fill in the table with what they prefer among the elements suggested.
- Make Ss sit in groups of four
- Explain that a student has to ask three partners about their preferences, following the model suggested on page 21 (SB).
- Go round the class to monitor their work and provide help if needed.
- Once Ss finish, make some pairs perform in front of their peers.
- Ask some Ss to report the result to the class.

①

As this is a fluency-oriented activity, avoid overcorrection unless mistakes cause misunderstanding.

①

With the help of Ss, write a dialogue on the BB containing expressions of showing interest, asking about and expressing preference for Ss to copy into their notebooks.

Grammar

Present simple: affirmative, negative and interrogative forms
Prepositions of time: *in, at, on, from, to*

This part of the unit reviews the simple present tense (all forms).

①

Do not explain or elicit from Ss the uses of the present simple at this stage. Let them induce the meaning and the uses of the targeted tense themselves.

Setting the scene:

- Explain the unguessable vocabulary if need be.
- Make Ss read the dialogue in silence and do the true or false exercise.
- Ss work individually first, then compare their answers in pairs or small groups.

Key:

1- False 2- True 3- False 4- False

- Ss work individually to underline all the verb forms in the dialogue, then compare their answers.
- In pairs or small groups, they complete the table.
- Whole class correction.

Key:

Affirmative	Negative	Interrogative
I love, I want, he works, he likes, classes start, finish, we go home, we study, we start, we have.	He doesn't have	Do you study? What does he do? What time do they start? Do you have lunch?

- Elicit from Ss the other forms of the present simple and encourage them to add them to the table as a review.
- Lead a short oral activity to review long and short answers.
- Ask Ss questions such as:

Do you have Information Technology at school?

Does your little brother study foreign languages?

- Tell Ss to ask each other questions and give short answers.
- Ss do the matching exercise individually.
- Encourage them to do peer correction before whole class correction.

Key:

1- c 2- d 3- a 4- e 5- f 6- b

- Make Ss complete the dialogue.
- Ss do peer correction then whole class correction.

Key:

1- does 5- do 9- put 13- use
2- have 6- take 10- do 14- search
3- does 7- do not borrow 11- have 15- helps
4- has 8- read 12- do 16- send

Role-play

- Explain to Ss how they are going to use the Role Cards and set a time limit for this activity.
- Pair work: student A reads the time-table on page 23 and asks student B questions to complete the missing information, which student B has on Role Card B on page 127.
- Ask pairs of Ss to demonstrate in open pair work while the rest of the class listen.
- Move round the class to monitor Ss work.
- Have some Ss pass to the BB to ask their peers questions.

Grammar Extension

This part introduces prepositions of time.

- Ss read the instructions in exercise 1 and make sure they recognise the prepositions.
- Ss read the dialogue on page 22 and circle the prepositions of time.
- Do not worry at this stage if some Ss circle other words.
- Correct with whole class.
- In small groups, Ss study the table and fill the blanks with the correct preposition.

- Elicit from Ss the function of the words/phrases following the prepositions.
 - For further information refer Ss to the Grammar Summary on page 129, SB.
- Key:

1- On 2- At 3- In 4- From ... to

- Ss work individually to fill in the gaps with prepositions of time, then compare their answers in pairs.
- Go round the class to help Ss who may be confused or off task.
- Proceed with whole class correction.

Key:

1- on 4- in 7- on 10- from 13- from
2- at 5- in 8- in 11- to 14- to
3- on 6- on 9- on 12- on

- Individually, Ss prepare questions such as:
When do you have maths?
Do you study English from 8 to 9?
- Ss ask each other questions first in closed pairs, then in open pairs.

①

If some Ss make mistakes in questions, answers or in the use of the prepositions, try to reformulate the question or the answer in such a way as to draw their attention to the mistake.

- Write some of the Ss' questions and answers on the BB for them to copy for reference.

Vocabulary

School vocabulary Collocations

This part of the unit introduces vocabulary related to school and studies. The exercises help Ss develop vocabulary through word association and word collocation.

School vocabulary

- Ss do the first task in small groups so that they help each other with the items some of them might not know.
- First, they match the words with the picture. Whole class correction.
- Then, they put the words into three categories.
- You might want to help them by giving the three categories: *people, places and equipment*.
- Ss work individually first, then compare their answers in pairs.

Key:

6- librarian 7- laboratory 1- principal 3- typewriter
8- tape 11- secretary 4- classmates 5- microscope
12- printer 2- office 9- recorder 10- yard

People	Places	Equipment
librarian secretary principal classmates	office yard laboratory	tape printer recorder typewriter microscope

- You can ask Ss to add other words to the categories.

Collocations

①

Explain that some words are almost always together. We call these collocations.

- Ss work in small groups to do the exercise.
- Go round the class to help Ss with any unknown words or expressions.
- Let Ss use their dictionaries if they want to.
- Ask Ss how many combinations they have found.
- Correct with the whole class.

Key:

Keep a vocabulary list
search for information
set a time limit
use a computer
work on a project
act out a dialogue
fail an exam

take a break
prepare for an exam
prepare lessons
pass an exam
excel at languages
surf in the net
take an exam, etc.

- Once the students understand all the collocations, they complete the sentences in the next exercise on page 25, SB.
- Individual work, then pair correction.
- You might want to ask students to write their own sentences using the other collocations.

Key:

- 1- set a time limit 4- excels at languages
2- keep a vocabulary list 5- uses a computer
3- take an exam 6- prepare lessons

Skills

Listening for specific information

Pronunciation: /ð/, /θ/

Scanning a text

Speaking about school activities

Writing a short report

Task one trains students to identify a speaker and listen for details. Task two practises the sounds /ð/, /θ/ and intonation.

Listening

Exam tips

- Ss look at the title and the pictures and try to guess what the listening is going to be about.
- Ask them to write down their guesses.



- Play the tape/ CD: Ss listen to the whole talk. Check whether any of the Ss' guesses are right.



- Ss listen again to the whole talk, then tick the answer they think is correct. If need be, play the tape/CD once more.
- Ss compare their answers, then whole class discussion.

Listening script:

For all students, the time of exams is very stressful and difficult. Some people find exam time so bad they become ill.

Here are some tips to help you get through exams:

1. Get help: ask a teacher about how to revise, and how to work when you are in an exam.
2. Take short rests during your time of work and revision. If your mind is tired, it will not remember well.

3. Plan your work: revise at times when you are not too tired.

4. Stay healthy: get enough sleep, eat properly.

5. Exercise: you need exercise to work well. Walk, run, play sport_ do something you enjoy.

6. Be positive: stop thinking about the future and failing.

7. Be careful: if you feel ill, talk to someone about your worries, or go and see a doctor. But don't be too relaxed. Some stress over exams makes you work harder for them.

Key:

- 1-b 2-c 3-a 4-c

Pronunciation



- Proceed as before. Make Ss listen and repeat first, then they do the exercise. Peer
- correction, then whole class correction.

Key:

/ð/: with mother

/θ/: maths, think, Thursday



- Ss listen to the tape/CD and practise the intonation with Yes/No and Wh questions.
- Ss ask each other questions.
- Let other Ss identify their peers' mistakes and correct them.

Reading

Task one enables Ss to anticipate the content of the letter while tasks two and three allow them to scan for details.

- Ss do the pre-reading task: they look at the title and the list of words and tick the points they think the reading will be about.
- Then, they read the letter silently to check whether any of their guesses are right.
- Whole class discussion.
- Set a time limit for these tasks to encourage Ss to exercise the scanning skill.
- Ss read the questions on page 27 (SB) first, then they read Veronica's letter and write down the answers to the questions.
- Ss compare their answers in pairs.
- Correct the exercise with the whole class.

Key:

1- Yes, she does. 3- the girls in her school.
2- philosophy

- Ss do the true/ false exercise, compare their answers and take part in whole class correction. Insist on having the Ss give you justifications.

Post-reading

- You might want to use these questions to start off a discussion among Ss:
 - 1- Do you like your school?
 - 2- Which subject do you like studying?
 - 3- Do you have any problems? What are they?
 - 4- Which subjects do you find easy/ difficult?
 - 5- What do you do after school?

①

To make this activity successful, train your Ss to take turns, to listen to each other and give them the opportunity to react to their peers' ideas. (Suggestion: do you agree with...? Why? Give us your opinion, etc.)

Speaking

Questionnaire

- Make Ss sit in groups of four. Each two of them should ask each other questions using the prompts on page 28, SB.
- Explain that they should take notes while dealing with the activity since they will need them for the writing task.

- This is a rather long activity. Monitor Ss' work by walking round the class and helping whenever necessary.
- Ss then ask other Ss from other groups about their friends' schedules in open pairs.

Example:

What time does your friend wake up?

How does she prepare for her exam? etc.

Writing

The purpose of this activity is to encourage Ss to use notes to write a short report.

- Explain that capitalisation is very important in writing. Elicit from Ss what they know about the matter.
- Ask Ss to study the examples on page 28, SB and think of other cases where capital letters can be used.
- Ss work either individually or in pairs to find the mistakes in the sentences provided and correct them.
- Whole class correction.

Key:

Salim	Professor	Kadiri
November	Tuesdays	Sunday
Smith	Fridays	

- Ask Ss to use their previous notes to write a report about the classmate she/ he obtained the information from.
- Ss work individually while you prepare a checklist.
- Ss do peer editing: they exchange their papers, then edit their peer's writing using the checklist you provided.
- Insist on the use of punctuation and capital letters.
- Ask Ss to rewrite their reports at home.

Fun page

Song: *Stay in School*
by Robin & the Giant

This activity aims at enabling Ss to guess the topic of the song through content words, identify false words and discuss different aspects of the song.

- Before listening to the song, Ss read the words on page 29, exercise 1 and try to guess what the song is about.
- Ss listen to the song and circle the words they hear.

- Ss listen again and write S if the lines they hear are similar to the lines written and D if the lines are different.
- Play the song more than once if need be.
- Have Ss discuss the answers in small groups.
- Ss listen to the song once more to check the answers agreed about in groups.

Key:

~~makes~~, takes ~~May~~, the way short, long
~~today~~, tomorrow stay, smile bags, joy

- Individually, Ss give their opinion about the song and justify their answers.

Checkpoint

Reviews of units 1 & 2

This section reviews the functions, grammar and the vocabulary covered in Units 1 & 2.

Therefore, it is important for Ss to go over the lessons previously dealt with. The exercises also give Ss an idea about how well they have learned and/or acquired the contents of those units.

- Ss match the statements with the correct label.

Key:

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

- Ss complete the dialogue with the appropriate questions.

Key:

1- What's your name? 4- Who is that woman?
2- Is Nick a teacher? 5- Do you speak Arabic?
3- Do you have an e-mail?

- Ss circle the mistakes and write the sentences correctly.

Key:

1. Mrs Green's husband is Scottish.
2. Hicham lives in Rabat. He doesn't live in Settat.
3. Nice to meet you. Are you Algerian?
4. Imane is married, but her brother isn't.
5. Where are your friends from? Are they American?
6. Do your friends like physics?
7. How many subjects do you study?

- Ss put the words in the plural, then complete the sentences with the right words.

Key:

girls boxes potatoes flashes
families shelves classes women

- Ss complete the sentences with the appropriate words.

Key:

1. kiss 4. nose
2. shake 5. bow
3. patting

- Ss add an appropriate title to the names.

Key:

1. Miss Lebbar
2. Mrs Semlali
3. Mr Taylor
4. Mr Smith

Standards

Competencies

Performance indicators

**Communication
Interpersonal
Conversation**

- Exchange opinions.

**Interpretive
Listening:**

- Understand and interpret spoken language effectively.

Reading:

- Use self-monitoring reading strategies.
- Comprehend basic facts.

**Presentational
Speaking:**

- Inquire about and respond to questions both as interviewer and interviewee.

Writing:

- Communicate thoughts for a specific audience and purpose.

Cultural

- Demonstrate an awareness of other people's life styles.

Strategic

- Show awareness of the contemporary influences on our country.

Methodological

- Demonstrate an awareness that there is more than one way to express ideas.

**Communication
Interpersonal
Conversation**

- Express one's opinion appropriately.

**Interpretive
Listening:**

- Extract specific information.
- Recognise and reproduce English sounds.

Reading:

- Understand reading material using prior knowledge.
- Read and understand an e-mail to identify relevant information.

**Presentational
Speaking:**

- Ask for and provide required information about shopping habits.

Writing:

- Respond in a letter/ e-mail to sale offers.

Cultural

- Understand and value the differences in shopping habits in Morocco and other countries.

Strategic

- Compare habits in Morocco and in other countries.

Methodological

- Think logically.
- Manipulate words and expressions to communicate ideas.

- Use the right expressions to ask others about their opinions or state personal views about shopping items.
- Ask appropriate questions to know the prices.

- Give information about the interlocutors: who they are, where they are and why they are there.
- Match the items with the speakers' choices.
- Distinguish between the sounds /u:/ and /u/ and use them adequately.

- Use the title to guess what the e-mail is about.
- Recognise and choose statements with the same meaning as those in the text.

- Elicit or give information about prices, items, shopping habits, etc.

- Identify and evaluate the offered item, then organise the information in an e-mail.

- Read about and express ideas about how people do their shopping and how they spend money.

- Make comparisons between Moroccan shopping habits and other people's modes of spending money without making value judgements.

- Put words related to shopping under different head words.

Conversation

Asking for & giving opinion

How do you like them?

I think...

Asking about prices

How much...?

How much are they?

This part of the unit reviews ways of asking for / giving opinions and asking for prices.

Setting the scene

- Write the names of the different characters and these words on the board:
Jeans brown price black
- Then, ask Ss to write down where they think the conversation will take place.
-  Play the tape/CD and make the Ss listen to the conversation with their books shut.
- Point to the names of the people speaking so that Ss can follow.
- Ask Ss to check their guesses.
-  Ss listen again as they follow on their books.
- Ask Ss to read the dialogue in silence and, as they do so, answer the questions on page 32, SB.
- Ss work individually first, then compare their answers in pairs or small groups.
- Correct the exercise with the whole class.

Key:

1- Jeans

2- 39 Pounds 99

3- No, because they are expensive

- Make one or two groups of Ss read the dialogue, first as an open activity. (Some Ss take the roles of the mother, Sue and the shop assistant).

- Then, proceed in closed pairs. (Three Ss play the roles of the three characters.)
- Go round the class to monitor the Ss' work.
- Take notes of the Ss' pronunciation mistakes, which you can correct once Ss have finished the task.

How do you like the jeans?

- Make Ss work in pairs to fill in the table with the expressions needed. As they do so, write the three titles on the BB.
- Ask three Ss from two different groups to fill in the table simultaneously.
- Lead a whole class correction.

Key:

Asking for opinion	Giving opinion	Asking about the price
How do you like them?	I'm not sure. I think... I think so...	How much are those? How much do they cost?

- Elicit from Ss other ways of asking for and giving opinions and asking about prices, then add them to the list and ask Ss to note them down.
Other exponents:
What do you think? What's the price?
Do you like...?
In my opinion...
If you want my opinion, ...
- Ss work in pairs to complete the dialogues.
- Ask Ss to write down the missing expressions first, and then act out the dialogues as whole class correction.
- Encourage Ss to use all the expressions in their table.
- Have Ss work in pairs: each one puts a price on the different items. Ss respond to the prices and give their personal opinion using the expressions provided.
- Choose some Ss to act out the dialogue in front of the class.
- Write on the BB a sample of the Ss' dialogues to be copied into their notebooks.

Grammar

Comparatives: short adjectives

long adjectives

irregular adjectives

Pronouns: subject, object, possessive

possessive adjectives

This part of the unit reviews the comparatives (all forms) and the subject, object, possessive pronouns and possessive adjectives.

Setting the scene:

- Introduce the unguessable vocabulary Ss may not know: *trainers fit*

- Ss read the dialogue in silence and do the true false exercise individually, then correct in pairs.

Key:

1- True 2- False 3- False

- Ss underline all the adjectives in the dialogue.
- This task is better done individually.
- In pairs, Ss compare their answers and complete the table.
- Ask some Ss to complete the table on the BB as whole class correction.

Key:

One syllable adjectives	cheap nice big	cheaper nicer bigger
Adjectives with 2 or more syllables	Expensive comfortable	more expensive more comfortable
Irregular forms	good	better

- Make Ss deduce the rule:
To short adjectives we add -er.
To long adjectives we add 'more'.
- Introduce **as + adj + as** through simple examples, then ask Ss to tell you the difference in meaning between comparative sentences with these structures: **adj + er + than / more + adj + than** and **as + adj + as**
- For further information refer to the Grammar Summary on page 130, SB.
- Ss use the pictures and the adjectives provided to practise the comparatives.
- Encourage Ss' creativity by asking them to exploit the adjectives as much as they can.
- Ss work in pairs, then whole class correction.
- Before Ss do the exercise about Betty, check that they understand the meaning of all the adjectives.
- Make them work individually first, then compare their answers in pairs or small groups.

Key:

1- cheaper - more amusing than
2- as entertaining and as enjoyable as
3- more informative and useful than
4- more time consuming than
5- as interesting as

- As a follow up activity, ask Ss to give their own point of view concerning CDs and books. They proceed like this:

In my opinion, CDs are more ...

- Ask some Ss to read their sentences for the others to comment on.
- Ss work individually first, then in pairs try to sort out four meaningful statements related to shopping.
- For each statement, they have to use each word only once from each line and in successive order from left to right. Each statement consists of seven words.

Key:

1. These shoes are as comfortable as mine.
2. Supermarkets are more expensive than street markets.
3. Fresh food is healthier than packed food.
4. People usually go shopping on Saturday afternoon.

Grammar extension

- Refer Ss back to the dialogue on page 34, SB and ask them to circle the pronouns.
- Tell Ss to study the examples taken from the dialogue and differentiate among the different pronouns.
- Have Ss work in pairs or in small groups to fill in the table.
- You may like to draw the Ss' attention to the position and the use of each pronoun.
- Ss circle the correct pronoun in the conversation between Mary and her mother.

Key:

him - me - they - me - them - we - us - mine - them

Problem-solving: How much do they cost?

- In pairs, Ss try to solve the problem by answering the questions.
- The pairs compare their answers in small groups.
- Monitor Ss's work and encourage them to use all forms of comparatives.

Key:

1. It's 35 Dh.
2. It's 25 Dh.
3. Maria and Bushra's.
4. No, it's cheaper.
5. Mine is more expensive than Bushra's.

Vocabulary

Household articles

Clothing

Shopping

This part of the unit introduces the vocabulary related to shops and shopping. The exercises practise word association.

- Go through the items with the Ss.
- Elicit from them the meaning of the words they already know and introduce those they do not know or allow them to use dictionaries.
- Explain what a spider diagram is.
- Ss put the words in the category to which they belong.
- Ss work in pairs or small groups, then correct the exercise with the whole class.

Key:

Material	Footwear	Accessories	Clothes
nylon	slippers	glove	bra
silk	sandals	belt	tights
cotton	boots	cap	tracksuit
leather	trainers	scarf	sweater
wool	clogs	earrings	coat

- Ss study the pictures and the list of words, then decide where one can buy each of the items from. Some of the words do not belong anywhere.
- Ss work individually first, then compare their

answers in pairs before whole class correction.

Key:

Baker	Shoe shop	Butcher	Clothes shop	
bread	slippers	sausage	tights	socks
cakes	trainers	steak	shorts	tracksuit
	sandals		sweater	blouse
			coat	pants

- Go through the items with the Ss.
- Elicit from them the meaning of the words they already know and introduce those they do not know.
- Ask Ss to draw a chart and fill it in.
- Ss work individually first, then compare their charts in small groups.
- Allow Ss enough time to complete the task. You may also let Ss use their dictionaries (monolingual or bilingual).
- Proceed with BB correction.

Key:

Floor				
Ground	First	Second	Third	Fourth
tights	tie	trainers	video camera	wardrobe
belt	suit	tracksuit	computer	frying pan
dress	toy	bike	cds	forks
	belt	racket		cooker
	doll			

①

Advise the students to find ways to learn their vocabulary. Suggest keeping word lists for them to review regularly.

Skills

Listening for details.

Pronunciation: /u:/ and /ʊ/

Identify explicit details in a text and referents.

Speaking about buying and selling.

Writing a letter of reply.

Reading Goodbye Corner Shops

The text introduces students to the people's different shopping habits. The exercises practise recognising referents.

- Individually, Ss do the anticipation task.
- Ask Ss to read the title and tick what the text is going to be about.
- Ss then read the text to check their guesses.
- Lead a class discussion.

Key:

b

- Ss read again and decide what the words in italics refer to. Give an example since this is the first activity of the kind.
- Ss work individually, then compare the answers with their peers.

Key:

1- there: small shops

3- they: supermarkets

2- them: small shops

4- her: my mother

- In pairs, Ss read the e-mail again and do the multiple choice exercise.
- As you deal with the correction, ask Ss to justify their choices. They should be able to find evidence for their answers in the text.

Key:

1- c 2- a 3- c 4- a

Listening Shopping Lists

The exercise in this part of the unit practises listening for specific information.

- Make Ss look at the pictures and check whether they know all the items.
- Have Ss repeat the words for pronunciation.
- Ss try to guess what the listening is going to be about.



- Play the tape or the CD so that Ss check whether their guesses are right.



- Play the tape/CD again bit by bit to allow the Ss to write down the number of the item chosen.

- Make Ss compare their answers.



- Play the tape again if the Ss need to listen another time.
- Correct the task with the whole class.

Key:

James: 16 Peter: 8 Aicha: 1
Leila: 10 Omar: 17

Listening script

James *I want to buy mum something different this year, not a scarf. Perhaps some perfume. Anyway, it's cheaper than jewellery.*

Post reading activity

①

As a follow up activity, ask the Ss to write one or two sentences to give their opinion about small shops and supermarkets. This activity will make them recycle the exponents of opinion and the comparatives learnt earlier in the unit. Ss read out their sentences for their peers to react.

Leila *I think I'm going to buy her some clothes. Perhaps a jacket or a pullover. Yes, yes, let me look at those scarves. They are beautiful! I'll get one of those.*

Omar *What shall I get my brother? He has loads of toys. Shall I buy him books? No I think he prefers Cds.*

Aicha *I'm sure Amal will love this ring. The bracelet is pretty but it's too expensive. And she never wears necklaces.*

Peter *The vase is pretty but it's too expensive. The big plate is nice, but I prefer these cups.*

Pronunciation



- Proceed as before. Ss listen and repeat, then circle the correct sound they hear

Key:

/u:/

/ʊ/

root

good

tooth

foot

- You might ask Ss to add words to the list.

Writing

The writing task in this unit practises letter writing to get more information about the items on sale.

- Make Ss read the four ads carefully. Ask some

- questions to check comprehension.
- Ss read Kawan's letter and answer the pre-reading question.
- In pairs, Ss re-arrange Kawan's letter. Refer them to the first letter of the book for lay out.

The letter might look like this:

61. High Street,
Boston, Massachussets
16th April

Dear Eric,

My name is Kawan J. Jubinir and I live in Boston too. I am very much interested in the computer you are advertising. But I need to find out more about it. Can you answer some questions? How old is the computer? Does it have a keyboard? Does the computer have a mouse? Are there any games on the computer? What size memory has it got?

Please let me know more about it.

I am looking forward to hearing from you.

Kawan J. Jubinir

- Ss use the letter as a model, choose one of the items advertised and write a letter to get information.

①

While the Ss are writing their first draft, devise a checklist for them to edit their piece of writing. You might want to make your checklist focus on a letter layout, the correct way to ask questions and finally punctuation and capitalization.

Example:

Does the letter contain your address?

Does it have a date?

Is there an opening and a closing formula?

Does the letter ask the appropriate questions?

Are the questions correct?

Is there enough and correct punctuation?

Are capital letters used where they should be?

- You might want to use peer editing or group editing, then the Ss are asked to rewrite the letter at home.

Fun page

Game: Shopping List

The purpose of this game is to enable Ss to revise the language seen in this unit about shopping habits in a light-hearted way.

①

- Set a time limit for all the rounds of this game to create motivation among different groups.

Round 1

- Ss work in small groups to write the items on the shopping list.
- Draw a scoreboard on the BB and give 1 point

for each correct item written on the list.

Round 2

- Ss match the coloured words to make meaningful sentences, then match these sentences with the items on the shopping list.
- Give 1 point for each correct sentence and 1 point for matching the sentence correctly with the item.

Round 3

- Ss choose three items they want to buy and give strong reasons.
- If a group presents a convincing reason, they win 1 point.
- Count the points and reveal the winners.

Mini-project

Spending Habits

This mini-project enables Ss to get an insight into spending habits in Great Britain and in Morocco. Besides, they learn how to present information visually through graphs.

- Make sure Ss understand the terms used in the charts.

- Elicit from Ss the names of the charts:

Pie chart, Bar chart

- Ss read the charts and answer the questions, then compare their answers in small groups.
- You may wish to discuss with Ss the spending habits of British families.
- At home, Ss answer the questions about their own spending habits.
- Encourage Ss to use colours, pictures, drawings etc. to present the information.

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation - State personal feelings.	Communication Interpersonal Conversation - Communicate one's attitude towards works of art appropriately.	- Use the appropriate expressions to ask and respond to questions about likes and dislikes for arts. - Ask appropriate questions to invite others to art events.
Interpretive Listening: - Demonstrate active listening behaviours.	Interpretive Listening: - Extract specific information. - Recognise and reproduce English sounds.	- Identify what each person does in his/her free time. - Distinguish between the sounds /s/, /z/ and /iz/ to mark the third person singular verbs in the simple present.
Reading: - Use strategies to comprehend text.	Reading: - Read and understand factual information.	- Supply facts about the characters featuring in a film through the posters. - Locate relevant information.
Presentational Speaking: - Elicit and present information orally.	Presentational Speaking: - Exchange information about movies.	- Ask questions and provide answers about one's preferred movies.
Writing: - Write a communication in an appropriate format.	Writing: - Write a film review.	- Collect information about a film, then organise it under different sections to write a review.
Cultural - Show understanding of expressive and artistic forms of the target culture.	Cultural - Experience cultural activities common to students of similar age.	- Read about and state ideas about different modes of artistic expressions in speaking and writing.
Strategic - Be aware of the impact art can have on people.	Strategic - Explain the positive and the negative influence of art on one and other people's life.	- Discuss different aspects of interests in art to adopt the most useful ones.
Methodological - Exercise critical thinking skills. - Acquire and use new vocabulary in relevant contexts.	Methodological - Use knowledge of language creatively and imaginatively to evaluate works of art. - Develop vocabulary.	- Analyse and evaluate different types of artistic events to be able to write reviews. - Group words that belong to the same semantic field.

Conversation

Expressing likes

I like ...

Expressing dislikes

I can't bear...

Inviting

Would you like to...?

Do you like films?

This part of the unit reviews ways of expressing likes and dislikes and ways of inviting.

Setting the scene:

- Elicit from Ss the kinds of arts they know (cinema, theatre, painting, music, etc...)
- Check whether they know what a musical is.
- Then ask Ss to look at the pictures and write down what they think the conversation will be about.
- Ss write their guesses on a piece of paper.
- Play the tape/CD. Ss listen with their books shut, then check their guesses.
- Play the conversation again. Ss listen and follow.
- Ss do the true/false exercise individually first, then compare their answers in pairs.
- Correct with the whole class.

Key:

- 1- No, only Tom does.
- 2- True. He likes all kinds of Moroccan films.
- 3- False. They decide to see a Moroccan film.

- Proceed as before: groups of 3 Ss read the dialogue, each taking a role.
- Encourage the rest of the class to listen

carefully and pick up any pronunciation mistakes, and write them down. But it is very important they **do not interrupt** their classmates while they are reading out.

- In small groups of 4, Ss fill in the table in SB with the appropriate expressions from the conversation.
- Give Ss enough time to carry out the task, then correct it with them.

Key:

Expressing likes	Expressing dislikes	Inviting
I love	I don't like	Would you like to...?
I like	I can't bear	
That sounds great!	I can't stand	

- Ask Ss about other expressions they know and add them to the lists.
I hate...., Come to/ with me, etc.
- Ss look at the pictures and give information about those places.
- Ss work in pairs or small groups to complete the short dialogues.
- Encourage them to use different expressions so that they practise them all.
- Whole class correction.

Role play

- Ss work in pairs: they use the pictures and the cues provided to construct the dialogue.
- Monitor their work: go round the class to pick out any mistakes that you can correct once the task is finished.
- Ask some pairs to act out the dialogue in front of the class.

Grammar

Adverbs of frequency

How often...?

Wh-questions

How long...?

How many...?

How much...?

This part of the unit reviews some adverbs of frequency and introduces others along with some Wh-questions.

Setting the scene:

- Ss look at the pictures and talk about them.
- You may like to introduce some unguessable vocabulary items.
- Have Ss read the dialogue and do the true/false exercise.

- Ss work individually first, then compare their answers in pairs.
- Whole class correction.

Key:

- 1- True.
- 2- False. Anna likes different types of music.
- 3- False. Lucy likes music too.
- 4- False. Lucy rarely goes to the theatre.

- Ss then work in pairs to put the adverbs on the percentage scale.
- Discuss with the whole class.

How often...?

- Individually, Ss read the words in the box and complete the answers to *How often...?*
- Ss compare their answers in pairs or in small groups.
- Go round to help Ss in case they need it.

Key:

once	Friday	sometimes
several times	night	very often
twice	month	quite often
three times	two weeks	occasionally
	day	frequently
	year	
	afternoon	
	summer	
	fortnight	

- Ss do the recognition exercise individually first, then compare their answers in pairs.
- Whole class discussion.

Key:

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

Puzzle

- Ss try to work out the journalist's questions and answers.
- This activity is better done in small groups so that Ss help each other.
- Whole class correction.

Key:

Question1: How often do you watch TV?
 Answer: Mondays, Sundays and Fridays.
 Question2: How long do you watch TV?
 Answer: From seven to ten for 3 hours.
 Question3: How much does a film cost?
 Answer: \$500000.

- Copy some of the Ss questions and answers on the BB for the other Ss to copy on their notebooks.

Grammar extension

- Review the adverbs of frequency.
- Individually, Ss read the sentences in the table, then discuss in pairs the position of the adverbs of frequency.
- Ask a few questions to make sure Ss understand the objective behind this task.
- Ss complete the dialogue by putting the adverbs of frequency in the correct place in the sentences.
- Ss compare their answers in small groups.

Key:

... do you usually watch?
 ... do you often see?
 ... They're usually good.
 ... The episodes are always about...
 ... Do you ever watch...
 ... I rarely do. The acting is sometimes
 OK. But the songs are always terrible.
 ... I occasionally watch...
 ... they're always full of...
 ... actors usually star ...

- Individually, Ss tick the activities they do, then in pairs they ask and answer each other.
- Then, Ss ask each other in open pairs.
- Encourage Ss to ask Yes/No and Wh-questions.
- Let Ss free to provide other answers not mentioned in the table.
- Copy samples of the Ss' questions and answers on the BB and highlight the adverbs of frequency to mark their position in the sentences.

Vocabulary

Word search Collocations

This part of the unit introduces the lexis related to artistic interests. The exercises practise word association and collocations.

Word search

- This activity needs to be done in small groups. Arrange your class so that Ss sit together in groups of four.
- Ask them to manage the activity the way they find best. Some may search horizontally, others vertically and diagonally.
- Ss first find all the words associated with entertainment, then put them in the correct column of the chart.

Key:

Programs	People	Adjectives
documentary	composer	funny
drama	playwright	boring
comedy	star	exciting
movie	director	wonderful
musical	characters	horrible
show		disappointing
		fantastic
		mad

Collocations

- Go through the words with Ss and check that they understand them.
- Ss match one item on the left with what it collocates with on the right.
- Ss work individually first, then compare their answers.
- Whole class correction.

Key:

- | | |
|-------------------------|-------------------|
| 1- play a role | 6- book a seat |
| 2- direct the orchestra | 7- main role |
| 3- write a script | 8- large audience |
| 4- make a film | 9- long episodes |
| 5- perform well | 10- compose music |

- Ss use the collocations they have just found to complete the sentences in SB.
- Ss correct in peers, then proceed with whole class correction.

Key:

- | | |
|--------------------------|-----------------------|
| 1- directs the orchestra | 4- writes the scripts |
| 2- long episodes | 5- perform well |
| 3- book a seat | 6- main role |

- To wrap up this section, ask Ss to write as much as they can about a film, an actor or a program they are interested in. They use the short paragraph on page 49, SB as a model.
- Once the task is over, ask some Ss to exchange their paragraphs for peer editing.
- Lead a discussion with the whole class.

Skills

Reading for factual details
Listening for details
Pronunciation: /s/, /z/, /iz/
Speaking about movies
Writing a film review

Reading Harry Potter

The reading in this unit introduces Ss to the world of Harry Potter. The exercises practise reading for factual information.

Setting the scene:

①

For Ss to benefit from this reading, it is very important that they all know who Harry Potter is. For those who do not know, explain that Harry Potter is the character of J.K. Rowling's children's books. J.K. Rowling is a British woman writer who never thought that her books would be so successful. The books have been turned into films, and are famous round the whole world.

- Ask Ss to look at the pictures and guess what kind of films Harry Potter features.
- Ss write down their guesses, then read the text to check them.
- Whole class discussion.
- Ss read the text again and, as they read, do the true/ false exercise.
- Ss work individually first, then compare their answers in pairs.

Key:

- 1-False. Children all over the world read Harry Potter's books.
 2-False. Rowling is always there to help.
 3-False. The special effects are ready.

- Ss read again and answer the questions.
- Peer correction, then whole class correction.

Key:

- 1- They are waiting for the new Harry Potter film, the Prisoner of Azkaban.
 2- JK. Rowling.
 3- ... Because people like the book as it is.
 4- Alfonso Cuarón.

Post-reading activity

- Brainstorm Ss about Moroccan cinema: elicit as much information as you can from them, (titles, characters, plots, kind of films, etc.)
- Ss work in small groups to choose a Moroccan film they know well and gather as much information about it as possible.
- Ask them to arrange their report carefully, then the different groups read out their reports to the class.
- Encourage Ss' participation and reaction.

Listening

What do they like?

This part of the unit practises listening for specific information and inferring meaning.

- First explain the task to Ss: they must be absolutely sure of what they have to do.
- Ss listen carefully and put the appropriate number in the appropriate place.
- Do the first example with them.

Key:

	Likes it a lot	Likes it a little	Does not like it
Speaker 1	f		
Speaker 2			a
Speaker 3		b	
Speaker 4	g		
Speaker 5	d		
Speaker 6			e
Speaker 7	c		

Listening script:

Speaker 1: Playing the guitar:

I don't mind going out to theatres and movies from time to time. But I prefer playing the guitar myself. I find it very exciting.

Speaker 2: Going to museums

Everybody else in my family really

loves museums. They all love to think and talk about past history. I just find all these things boring and a waste of time.

Speaker 3: Going to the cinema

Yeah, well, I enjoy a good movie from time to time. I don't like going out all that much. If I'm sure it's a really good movie with good actors, then I enjoy it.

Speaker 4: Drawing/ Painting:

My friends think I am silly, but I just love it! It's so nice to sit with a brush and paint and create something!

Speaker 5: Dancing

Yes, my sister and I go to a dancing school twice a week and we often practise at home. It's wonderful! So relaxing!

Speaker 6: watching TV

Well, you see, most of the programs are not really good. And you just sit there and look at the screen. No, I prefer to be active.

Speaker 7: Listening to music

Oh, yes! I have my CD player on all the time. Mostly I listen to pop music. But I also appreciate jazz and classical music. I can't live without my CD player and radio.

Pronunciation

The purpose of this exercise is to train Ss on the correct pronunciation of the -s used with verbs in the present simple (third person singular)

Key:

/s/	/z/	/ɪz/
talks	has	watches
	goes	practises



- Proceed as before; Ss listen and repeat. Then they listen to the words written on page 51, SB and tick the sound they hear.

Speaking

This part of the unit practises expressing preference and the lexis associated with films.

- Ss work in pairs to ask and answer questions about their favourite movie: they use the cues

provided on page 51, SB.

- Go round the class to monitor their work and give help if needed.
- A student goes in front of the class and answers the other Ss' questions.

Writing

Film review

This part of the unit focuses on writing a film review. The task practises using the language learnt throughout the unit.

- Elicit from Ss what they know about the film 'Titanic': gather as much information from Ss, but do not introduce any vocabulary; Ss will probably understand from the context. Devise one or two comprehension questions to make Ss read the text for a purpose. In small groups, Ss fill in the chart with the required information.

Lead a whole class correction.

- Then, Ss draw a similar chart with the main headings (profile, theme & genre, etc.) and fill it in with information about a movie they like. Afterwards, Ss use their notes to write a film review.

Once their first draft is done, Ss exchange

- their pieces of writing for peer editing. Monitor their work and give advice and assistance if needed.
- Ask Ss to rewrite their review at home, and give it to you for feedback.

Fun page

Song: *Too much entertainment*
by Harve Mann

The aim of this song is to enable Ss to listen and rehearse authentic material besides giving their opinions about different aspects of the song.

- Focus Ss' attention on the song title: ask them to discuss in a small group what it means. Write on the BB some of the Ss' ideas.
- Ask Ss if they agree or disagree with the idea expressed in the title and ask for justification.
- Ss listen to the whole song, then check their

guesses.

- Ss listen again and list the TV channels and the TV programs mentioned in the song:

TV programs	TV channels

- Ss listen again and fill in the song with the missing words, then compare their answers in small groups.
- Ss listen again for a final check.
- Ss read the song and put a tick next to the things Harve Mann likes and put a cross next to the things he doesn't like.
- Ss form small groups to discuss if they agree or disagree with Harve's choices.

Checkpoint

Review of Units 3 & 4

- Ss read the statements and the questions and choose the appropriate responses.

Key:

1- b 3- b 5- b
2- a 4- a 6- a

- Ss put the words between brackets in the correct form.

Key:

cheaper safer
more dangerous cleaner
more expensive

- Ss read the dialogue and find the questions.

Key:

1. How often do you go to the cinema?
2. How much is the camera?
How much does the camera cost?
3. How many brothers and sisters have you got?
4. How long does the trip to Fes last?
5. How often do you go to music concerts?
Do you ever go to music concerts?

- Ss put the words in the correct order to form true sentences.
- Accept any appropriate sentence.
- Put the words in the right category according to whether they are classified as food, fun or clothes items.

Key:

Food	Fun	Clothes
vegetables	theatre	jacket
meat	film	swimsuit
oranges	circus	gloves
cakes	video games	blouse
chocolates	play	socks
sweets	music	trainers
	CDs	slippers
	clown	(footwear)

- Ss match the words on the right with those on the left to form phrases that collocate together.

Key:

compose music
tickets sell out
serial episodes
wear slippers
go to a concert
ask for a service

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation - Express feelings orally.	Communication Interpersonal Conversation - Express ways of agreeing or disagreeing with other people's points of view.	- Use appropriate expressions to show agreement or disagreement with the participants. - Make relevant utterances or queries to order a meal.
Interpretive Listening: - Understand and interpret spoken language.	Interpretive Listening: - Recognise relevant and appropriate information.	- Choose the right response to the questions asked. - Note down the correct orders made by interlocutors.
Reading: - Use strategies to comprehend text.	Reading: - Understand text content using life experience knowledge. - Read and understand details.	- Look at the bold type words and guess correctly what the text is about. - Identify the relevant details in a limited time.
Presentational Speaking: - Convey a message effectively through verbal and nonverbal communication.	Presentational Speaking: - Engage in debates on healthy and unhealthy food.	- Read out the poem with the appropriate intonation, stress and pitch. - Express ideas about what food to eat and what food to avoid or consume with moderation.
Writing: - Present simple instructions adequately.	Writing: - Write a recipe.	- Structure a piece of writing in the form of a recipe about a Moroccan dish using adequate language.
Cultural - Be aware of the different cultural practices in different places.	Cultural - Compare and contrast eating habits in Morocco and abroad.	- Learn and express views about preparing dishes, eating habits and healthy food.
Strategic - Understand the impact of modern life on our lifestyles.	Strategic - Show interest and react positively to other people's eating habits. - Understand how modern life influences our eating habits.	- Express unbiased feelings and thoughts about eating habits. - Explain the positive aspects of natural and local food.
Methodological - Make efficient use of reference materials.	Methodological - Exploit information taken from different sources competently.	- Transfer information from texts to a map of Morocco. - Group words together to form collocations.

Conversation

Agreeing

I agree...

Disagreeing

I disagree...

Ordering a meal

At the restaurant

This part of the unit reviews ways of agreeing/disagreeing, and introduces ways of ordering meals.

Setting the scene:

- Ask Ss to talk about the restaurants they know, whether they go to restaurants, whether they eat fast food, etc.
- Ss look at the picture on page 56, SB and write down what they think the conversation will be about.



- Play the tape/CD: Ss listen with their books shut.
- Check with the class whether any of their guesses were right.
- Ss work individually first: they listen and follow, then correct the false statements.
- Ss compare their answers in pairs.
- Lead a whole class correction.

Key:

- 1- So, you want to dine out.
- 2- I love it.
- 3- Mr Parker orders couscous
Mrs Parker orders tagine

- Ss work in pairs or small groups to fill in the table with the required expressions.
- Whole class correction.

Key:

Agreeing	Disagreeing	Making an order	Taking an order
I like it too So do I	I don't either	I'll have... We'd like...	Are you ready to order? What would you like? Would you like...?

- Once the correction is over, elicit from Ss other ways of agreeing, disagreeing and ordering.

Agreeing:

Yes, OK. I'll do that.

Yes, you're right.

I do, too.

I think so, too.

Disagreeing:

I don't agree.

I don't think so.

That's not what I think.

Making an order:

Can I have.....

Could you bring me...

- Ss take roles to read the dialogue while the others listen and note any pronunciation mistakes.
- Help Ss correct their mistakes once their reading of the conversation is finished.
- Ss work in pairs to complete the dialogues on page 57, SB with the appropriate expressions they have just noted down.

①

To correct this task, choose two Ss to read out each dialogue and if one of them makes a mistake, the other Ss raise their hands without correcting verbally. Allow self-correction first; otherwise, resort to peer correction. In this way, all the Ss may feel concerned about the correction.

Key:

Dialogue A

1- Would you like...?

3- Let's have fish.

2- Chicken I think!

4- Yes, I think so, too.

I'll have chicken!

Perhaps chicken

Dialogue B

5- We'd like some...

7- Would you like...?

6- Would you like anything...?

8- We'll have...

Role play:

- Proceed as before with role play.
- Ss use the menu on page 63, SB to make and take food orders.
- Make Ss exchange roles so that they all have a chance to practise all the functions studied. Monitor Ss' work by going round the class.
- Note down all the mistakes to be corrected after the task.
- To finish, ask some pairs to act out their dialogue in front of the class.

Grammar

Present continuous: affirmative, negative and interrogative forms

Quantifiers

a few, a little, etc.

Articles

a, an, the, no article

This part of the unit reviews the present continuous tense, the quantifiers and articles.

- Set the scene for the dialogue. Check whether Ss understand the words:
recipe pound cherries ingredients
- Give Ss some time to label the items on the pictures.
- Ss read the dialogue in silence and, as they do, find if the statements are true or false.
- Ss compare their answers in pairs before whole class discussion.

Key:

1-False. They are preparing a cake.

2-False. She isn't doing anything.

3-False. A little cheese.

4-True. Half a dozen.

- Ss circle the verbs in the present continuous tense and complete the table on page 58, SB.
- Correct with the whole class.

Key:

Affirmative	Negative
I'm preparing	I'm not doing
He/She's preparing	He/She/It isn't doing
We/You/They're preparing	We/You/They aren't doing

Interrogative

Am I doing...?

Is he/she/it doing...?

Are we/you/they doing...?

- Ss work in closed pairs, and exchange roles to practise the present continuous tense using the pictures on page 59, SB so that they can all have a chance to ask and answer questions.
- Walk round the class to monitor their work and give help and advice if needed.
- Ss go back to the dialogue and again underline all the quantifiers. Check that they know the quantifiers suggested.
- Ss work in pairs or small groups to complete the table using crosses and ticks where appropriate. Check their answers.

Key:

	Countable	uncountable	affirmative	negative	interrogative
<i>a few</i>	✓	x	✓	x	x
<i>much</i>	x	✓	x	✓	✓
<i>a lot of</i>	✓	✓	✓	✓	x
<i>some</i>	✓	✓	✓	x	x
<i>any</i>	✓	✓	x	✓	✓
<i>plenty of</i>	✓	✓	✓	x	x
<i>many</i>	✓	x	✓	✓	✓
<i>a little</i>	x	✓	✓	x	x

- Ss circle the correct word individually first, then compare their answers in small groups or pairs.
- Whole class correction.

Key:

1. *a lot of* 3. *a few* 5. *a little* 7. *some*
2. *some* 4. *many* 6. *a lot* 8. *many*

Role play: Cooking time

- Tell Ss to work in pairs: one student plays the role of the guest chef and another takes the part of the TV presenter. They choose a simple Moroccan recipe and write down how they are going to present it to the class.
- Then, they proceed in open-pair work, with one student (chef) miming actions and the other student (TV presenter) reporting to the class how the chef is preparing the meal.

Example:

Now, the chef is putting some butter, some sugar, a little milk and two eggs in a bowl. He/she's mixing the butter etc...

Grammar extension

- Ask Ss to read the sentences (1-6) on page 60, SB and say what the coloured words are.
- Do not give any further explanation.
- Ss read the sentences again and tick the appropriate column.
- Ss work in small groups to justify the answers.
- Correct with the whole class.

Key:

	A/an	the	some	Ø
1-	✓	✓		✓
2-		✓	✓	✓
3-		✓	✓	✓

- Ss work individually to fill in the blanks with the right article, then compare their answers in a small group.

Key:

1- the 4- a - the 7- Ø - Ø
2- some - the 5- Ø - a - Ø - 8- an - some
3- a 6- The 9- The

Potato salad

- Ss match the ingredients with the pictures.

Vocabulary

Collocations

How do you like these?

How to make an omelette

This part of the unit introduces the vocabulary associated with food. The exercises practise word collocations.

Collocations

- Before dealing with this activity, go through the pictures with Ss. Make sure they know them.
- Do the first item with them: *a bar of chocolate*.
- Then, Ss do the rest in pairs or in small groups.
- Whole class correction.
- You may ask Ss to add more combinations of their own to make sure they distinguish between them.

Key:

1- a jar of jam 6- a tin of sardines
2- a teaspoon of sugar 7- a bar of chocolate
3- a bunch of bananas 8- a carton of milk
4- a loaf of bread 9- a packet of crisps
5- a head of cauliflower 10- a bag of flour

How do you like these?

①

Explain that we use different words to express how food is cooked. You may need to give examples in Arabic since Ss are not familiar with these modes of cooking. Explain also that some ingredients may be cooked in two or more different ways.

- Ss work in small groups to write instructions to make a potato salad.
- Some students can present their recipe to the class.
- Choose among the presentations a suitable one and write it on the BB for Ss to copy on their notebooks.
Ss read the joke and explain it.
- Invite Ss to tell jokes about food using quantifiers.

boiled: cooked in hot water

fried: cooked in hot oil

grilled: cooked on charcoal

baked: cooked in an oven

steamed: cooked in steam

roast: cooked in the oven with a lot of fat

mashed: ground to make a purée

- Ask Ss to do the exercise in pairs or small groups, then correct it as a class.

Key:

	boiled	fried	grilled	baked	steamed	roast	mashed
meat			✓		✓	✓	
potatoes	✓	✓		✓	✓		✓
eggs	✓	✓					
fish		✓	✓		✓		
rice	✓				✓		
chicken			✓	✓	✓	✓	
carrots	✓				✓		

How to make an omelette

①

Ss use the verbs to give instructions on how to make an omelette and do the exercise without prior explanations. They should be able to infer the meaning from the context.

- Ss work in pairs and fill in the blanks with the appropriate verb.
- Ss compare their answers in small groups.
- Correct with the whole class.

Key:

1- take 3- add 5- pour
2- break 4- mix 6- serve

- It is strongly advisable that Ss take notes of all the new vocabulary for later revision.

Skills

Skimming a text & inferring meaning
Listening for right answers.
Reciting a poem
Writing a recipe.

Reading Food for Thought

Through this short report, Ss are sensitised to the healthy way of consuming food by learning about the eating habits of some people in the world. The exercises suggested practise reading for the main idea and reading between the lines.

- Begin by asking Ss to survey the text by looking at the expressions in bold type.
- Ss read the four alternatives given and tick the one they think the text will be about.
- This activity should not last too long.
- Ss read the text to check whether their guesses are correct.
- Ss compare their answers in pairs.
- Proceed with whole class correction.

Listening Orders, please!

This part of the unit practises coherence and listening for specific information.

Activity 1

①

Explain that Ss are going to listen to a waiter asking some questions. For each question, they have two responses, but only one is correct. They have to listen carefully and circle the correct response.



- Play the tape/CD. Use the hold-down button (H) to allow Ss to circle.
- When the task is over, Ss compare their answers before whole class correction.

Key:

1- a 2- a 3- b 4- b 5- b 6- a

Listening script:

- 1- Can I get you some more coffee?
- 2- Is your steak all right?

Key:

2- The Japanese eat healthy food.

- Ss read the text again and, as they read, correct the statements on page 62, SB.
- Ss work individually first, then compare their answers in pairs.
- Whole class correction.

Key:

- 1- The food people eat in rich countries is too rich.
- 2- Diets in poor countries are rich in cereals.
- 3- Men die earlier than women in Japan.
- 4- The Japanese's diet is low in animal fat.
- 5- They eat double the quantity of vegetables.

Post-reading: discussion

- In pairs, Ss fill in the table on page 63, SB.
- They decide which food causes dangerous diseases, and which food helps people live longer.
- Allow Ss enough wait time to decide.
- They compare their ideas in small groups.
- Encourage Ss to discuss the notes openly.

3- Is everything all right?

4- How's your chicken?

5- How much sauce would you like?

6- Would you like anything to drink?

Activity 2

- Explain the task: Ss will listen to some people ordering meals in a restaurant. They have to
- listen carefully and tick the customers' choices on their menus.



- Play the tape/CD as often as needed.
- You can also deal with the task bit by bit.
- Ss listen to customer 1 and fill in the order.
- You can then correct with the Ss before moving to customer 2 and customer 3.

Key:

Customer 1	Customer 2	Customer 3
Chicken	Fish	Steak
Tomato salad	Chips	Potato salad
Orange juice	Lemonade	Water

Listening script*Customer 1:**Waiter: Shall I take your order, sir?**Customer: Yes. Chicken please.**Waiter: Would you like rice or a salad?**Customer: A tomato salad, please.**Waiter: Would you like some vegetables with your meal?**Customer: No, thanks.**Waiter: What would you like to drink, sir?**Customer: I want some orange juice, please.**Customer 2:**Waiter: What would you like to have, madam?**Customer: I'd like to have fish, please.**Waiter: OK. Fish. With rice?**Customer: No with chips, please.**Waiter: What would you like to drink, madam?**Customer: Can I have some lemonade?**Waiter: Of course, madam.**Customer 3:**Waiter: Would you like to order, sir?**Customer: Yes, please. I'd like to have some meat. I'll try the steak.**Waiter: Certainly, sir. A salad sir?**Customer: Yes. A potato salad, please.**Waiter: What about vegetables?**Customer: No, thanks.**Waiter: Anything to drink?**Customer: Some water, please.***Speaking****Poem**

This part of the unit introduces a light-hearted activity.

- Introduce the words: *copper, tin, iron.*
- Ask Ss to read the poem and write down what it is about.

- Ss work in small groups to compare notes and discuss the poem.
- Lead a class discussion.
- As the poem can be treated as a tongue twister, have Ss read it out as quickly as they can.

Writing**Moroccan dishes**

This part of the unit introduces Ss to describing a process. The exercises practise reading for coherence and using the language learnt throughout the unit.

- Ss read the text in silence and place the headings where they should be.
- Ss match the pictures with words from the recipe.

- Correct with whole class.
- Ss insert sentences/phrases in their proper places in the recipe, then check with peers.
- Ask Ss to use the text as a model to write a simple Moroccan recipe.
- Because some boys may not know how to cook, assign the task as homework.
- In class, make Ss do peer editing, so provide them with a checklist.
- Ss then rewrite the recipe.

Fun page**Game: Food Chain**

The purpose of this game is to make Ss link their prior knowledge learned in other science classes with what they are studying in this unit: interdisciplinarity.

①

The first task gives Ss input about some types of animal species and the food they eat; therefore, you may extend the Ss knowledge by generating a discussion about these facts.

- In small groups, Ss read the descriptions and match them with the pictures.
- As it is the case with the previous games, it is

more rewarding for them if they get points for the correct answers.

- Move round the class to help Ss with some comprehension or pronunciation problems.
- Draw their attention to the definition of the *food chain*.

Key:

A4 B1 C2 D3

①

Before doing task 2, explain to Ss that the pictures represent only a simple food chain because the real food chain is constituted of very complex relationships. It is not linear as we might think.

- In groups again, Ss discuss the order in which they can put the pictures according to a simple food chain.

- Do not give Ss any hints: let them find the solution themselves.
- Tell Ss to write the answer on a sheet of paper, collect the sheets and write the scores

Key:

The sun - The plant - The grass hopper - The frog - The snake - The owl

- Afterwards, Ss take the frog out of the food chain and suggest 5 possibilities about what will happen.
- Give 1 point for each logical possibility.
- Discuss with Ss the controversial possibilities and if they convince the class they deserve a point.
- Count the points and announce the winner in this game.

Mini-project

Food in Morocco

This part helps Ss to transfer information from geography lessons to English and learn how to transcode information: changing texts into graphs, tables, etc.

- Go through the pictures with Ss and explain what they are supposed to do in task 1.
- Ss draw an empty map of Morocco and place the logos on the map to indicate where each type of food is found.
- Ss write some sentences to describe what they observe on the map. You may guide them with some questions like: Where do we mostly see wheat on the map? etc.
- Next, Ss read the text entry about packaged

food to get input, then answer the questions.

- Ss read the text again and pick up the natural products mentioned in it, think of possible packaged products that can be made of these natural products and find brand names found in the market.

①

The packaged products and the brand names are not found in the text.

Example: milk is a natural product. (In the text)

cheese is a packaged product. (Not mentioned in the text)

Milky is a brand name. (Not mentioned in the text)

Milky is a French brand name; we avoided mentioning Moroccan brand names for advertising reasons. However, in the classroom, Ss can use Moroccan brand names.

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation - Engage in oral exchanges to provide and obtain information.	Communication Interpersonal Conversation - Start a conversation to give and/or ask for advice, then end it.	- Ask adequate questions to enquire about people's health and ask for advice. - Provide and ask for information to seek or give advice in formal and informal situations.
Interpretive Listening: - Interpret questions and evaluate responses as interviewee.	Interpretive Listening: - Identify detailed information.	- Choose the right response to the questions asked. - Recognise the correct information among different items.
Reading: - Use study strategies to comprehend text.	Reading: - Read and understand material containing text and illustrations.	- Look at the explanatory diagram and guess correctly what the text is about. - Read the first sentence of each paragraph to choose the right heading.
Presentational Speaking : - Develop and propose solutions to issues and problems.	Presentational Speaking : - Discuss different uses of medicine.	- Share information about the uses and the usefulness of different medicines. - Rehearse and recite the song with the correct pronunciation.
Writing: - Write an informal communication in an appropriate format.	Writing: - Write a letter of advice.	- Use the information provided in the letter as a springboard to write an advice letter.
Cultural - Develop patterns of appropriate behaviour.	Cultural - Value the importance of health care in our society and in other societies.	- Express and share concern and interest in one's health and other people's health.
Strategic - Make constructive contributions to maintain a safe life in the community.	Strategic - Be aware of health problems and adopt preventive behaviour to live in harmony with other people.	- Express ideas and feelings about how to anticipate health problems and take concrete measures to prevent them.
Methodological - Acquire and use new vocabulary.	Methodological - Manipulate words and expressions to communicate ideas.	- Fill in a word search puzzle with words related to health. - Identify words that go together to form fixed expressions.

Conversation

Asking about health

How are things going?

Asking for advice

Can I ... ? I'm so busy...

Giving advice

You should...

What's the problem?

This part of the unit introduces ways of asking about health, asking for and giving advice.

Setting the scene:

- Ask Ss to look at the two pictures on page 68, SB and try to answer these questions:
 1. Who are the people?
 2. Where are the people?
 3. What are they doing? Why?
- You may wish to introduce some unguessable vocabulary items.
- Once Ss give you their answers, ask them to write down what they think the conversation is going to be about.
- Write some of their guesses on the BB.
-  Play the tape/CD: Ss listen with their books shut, then check their guesses.
- Proceed to a whole class discussion to find out the right guesses.
-  Ss listen again while they follow on their books, then they answer the four questions in SB: they work individually first, then compare their answers in pairs.
- Correct with the whole class.

Key:

- 1- He has a bad cold.
- 2- To go and see Doctor Smith.
- 3- No, he must stay at home for a day or two.
- 4- Medicine to take three times a day.

- Ss read the conversation again and, in pairs, complete the table with the appropriate expressions.
- Proceed to a blackboard correction with Ss.

Key:

Asking about health	Asking for advice	Giving advice
How are things going?	I feel sick...	You should see...
What seems to be the problem?	Is it OK if I...?	You'd better....
What's the matter...?		Don't forget to

- Elicit from Ss other ways of expressing the above functions and add them to the list.
- Example:

How are you feeling?

Are you feeling better?

What's wrong with you?

I don't know what to do

I have a terrible (headache)

Why don't you...?

- Ask Ss to take roles and read the conversation.
- Correct the pronunciation mistakes once every group of Ss have finished reading.
- In pairs or small groups, Ss complete the dialogues in SB.
- Insist that they should vary the expressions they use.
- Go round the class to provide help if necessary.
- Proceed to a whole class correction: accept and encourage different alternatives.

Role play

- In pairs, Ss play the roles of doctor and patient, using the role cards provided: Role Card A is on page 69 and Role Card B is on page 127, SB.
- Make Ss swap roles so that they all have a chance to ask for and give advice.
- Ss work in closed pairs while you monitor their work.
- To end the activity, ask some pairs of Ss to act out their dialogues in front of the class while the other Ss listen and take down any remarks they think of use.
- Ask Ss to note down the list of functions and a sample dialogue in their notebooks for later revision.

Grammar

*Must, mustn't,
don't have to*
- Reflexive pronouns
myself, ...

This part of the unit enables Ss to express obligation and prohibition by using must, mustn't and not have to (no obligation).

- Set the scene for the dialogue: have Ss look at the cartoon and guess Mrs Plump's problem.
- Ss write their guesses down.
- They read the dialogue in silence to check whether their guesses are right.
- Discuss with the whole class.
- Explain that the dialogue contains expressions of obligation, no obligation and prohibition.
- Make Ss underline these expressions and, in pairs, put them in the adequate column.
- Once Ss finish, proceed to general class discussion.

Key:

Obligation	Prohibition	No obligation
must Must I ...?	You mustn't	You don't have to...

- Ss work individually to complete the dialogue, then compare their answers in pairs.
- Whole class correction.

Key:

1- must 3- must 5- must
2- must 4- mustn't wait 6- don't have to

- Ask Ss questions about the picture.
- Ss proceed to the following exercise: they rewrite the sentences using *must, mustn't, don't have to*.
- Again, Ss do the exercise individually then compare with their peers.
- Whole class correction.

Key:

1- You mustn't smoke in a hospital.
2- Mark must see a doctor.
3- Laura doesn't have to take...
4- People mustn't use their mobiles...

Health rules

- Ss work in small groups of four. Pair 1 writes a list of the things people must do to keep healthy while pair 2 completes the list of the things people mustn't do.
- Limit the number of items in each list to 5.
- Set a time limit so that Ss can be motivated to look quickly for the items.
- Both sets of pairs discuss each list separately to see if the points are relevant.
- When discussing with the whole class, take ideas from different groups to ensure class coverage.
- Write some suggestions on the BB for Ss to copy for reference.

Grammar extension

Take care of yourself

- Ss read the dialogue on page 70, SB again and complete the table with reflexive pronouns.
- Ss compare their answers in pairs or groups.
- Whole class correction.
- Elicit from Ss the differences: singular ending *-self* and plural ending *-selves*.
- Ss work individually and circle the correct word.
- They should be able to refer to the appropriate previous unit (subject pronouns, object pronouns, possessive adjectives, possessive pronouns) to check or self-correct.
- Ss compare their answers before whole class correction.

Key:

1- him 3- himself 5- ourselves
2- them 4- their 6- us

- Ask Ss to fill in the blanks with the correct reflexive pronoun, then have them compare their answers before blackboard correction.

Key:

1- herself 3- ourselves 5- myself
2- himself 4- themselves

- Ss complete the exchanges with *must/ mustn't/ don't have to* and the appropriate reflexive pronouns, then compare their answers before whole class correction.

Key:

1. must - myself
2. herself - mustn't - herself - mustn't
3. doesn't have to - himself

Vocabulary

Personal hygiene

Medical care

Prevention

Puzzles

This part of the unit introduces a number of lexical items associated with health.

Puzzles

Task 1:

- Ss work in small groups: pair 1 finds the words *across* and pair 2 looks for the words *down*.
- Both pairs compare their results to check if the answers are correct.
- You may allow Ss to use dictionaries to check word spelling.
- Deal with this activity as a game: give points to rows according to the answers found.

Key:

Across		Down	
1- hospital	10- nurse	2- prescription	9- treatment
4- medicine	12- tablets	3- diet	11- flu
7- syrup	14- ambulance	5- drops	13- cough
8- ill		6- weight	

Task 2

- Ss try to guess the names of the objects shown in the pictures, then match them with the words in the list.
- Then, Ss find the verb that goes with each noun to form collocations.
- Whole class correction.

Key:

1- instil drops 2- take pills 3- have/ inject (a) shot(s)

Task 3

- Make Ss construct the collocations in pairs, then compare their answers in small groups.
- Correct the task with Ss.

Key:

1- to be in good health 4- to take up exercise
2- to suffer from an illness 5- to go on a diet
3- to recover from an illness
(to feel better)

- Ss can solve this problem by suggesting appropriate solutions.
- Ask the Ss to use the words in the three tasks.

The problem:

Salim's head and back give him hard pains. Try to give him some pieces of advice and tell him about the things he mustn't do.

Skills

Reading for gist and for the writer's purpose.

Listening for correct responses.

Speaking about the uses of medicines.

Writing an advice letter.

Reading Health Problems: Asthma

This part of the unit informs Ss on the causes and treatment of asthma. The tasks practise reading for the main idea and purpose of the writer.

- Set the scene by asking Ss to look at the illustration and guess what the reading is going to be about.
- They write their guesses on a piece of paper.
- They read the text once to check their guesses.
- Whole class discussion.
- Ss read the text again and match the sub-titles with the paragraphs.

①

For the Ss to read effectively, ask them to read the first and the last sentences of each paragraph, then find the suitable sub-title.

- Ss work in pairs, then compare their answers in small groups.
- Whole class correction.

Key:

1- paragraphs 5 2- paragraph 2 3- paragraph 3

- Ss read the text again and choose the best answer: they can work individually or in pairs.
- Whole class correction.

Key:

1- c 2- b

Post-reading activity

- Ask Ss to extract from the text the things one should do and should not do in order to avoid asthma.
- They may come up with different suggestions.
- Lead an organised discussion to check their answers.

Listening

Unruly Patients

- This part of the unit helps Ss practise listening for coherence and for specific information.

Listening 1



- Ss are to listen to the statements one by one, and as they listen, circle the response they think correct.
- When the task is over, they compare their answers in pairs.
- Whole class correction.

Key:

1-a 2-b 3-b 4-a 5-a 6-a

Script:

- 1- My back is killing me!
- 2- My toothache is nearly gone! I feel much better now.
- 3- I'm going to see the doctor.
- 4- This toothache is so painful. It's awful.
- 5- My stomach is much better today.
- 6- Oh God. I think I'm going to have flu.

Listening 2

- Explain to Ss that they are going to listen to a doctor talking to three patients.



- They are to listen carefully and circle the piece of advice he gives to each one of them.
- Use the hold-down button (H) to allow them to circle. Once the task is over, Ss compare their answers in pairs.
- If need be, play the text again.
- Lead a whole class correction.

Speaking

Medicines

This part of the unit introduces Ss to how to read labels on medicines and enables them to negotiate different points of view.

- Explain the task to Ss.
- They are to work in small groups.
- Mention that they have to appoint a group leader, a person who would be in charge of reporting the group results to the rest of the class.
- Ss start by identifying each type of medicine:
From left: eye drops - asthma pills - ear drops -

Key:

*Patient one: Take medicine, get some rest.
Patient two: Take medicine, stay in bed.
Patient three: Exercise regularly, go on a diet.
Patient four: Drink milk, relax.*

Script:

To patient 1: Take a tablet with a glass of water every twelve hours. And please, don't go out in the cold for two or three days.

To patient 2: Take two tablets in the morning and two at night. Drink a lot of liquids, and stay in bed for two or three days

To patient 3: Take long walks, or better, go swimming everyday. And stop eating bread, cakes and fatty food.

To patient 4: Don't drink any coffee or tea in the evening. Drink a glass of warm milk instead. And stop worrying about work.

- As a follow up activity, you may want to ask Ss about what the four patients suffer from.
- Encourage them to use expressions of opinion and doubt. They should come up with sentences such as:

I think..., In my opinion..., I believe..., etc.

Patient 1 suffers from...

- In this way, you can help Ss learn other illnesses: *flu, colds, obesity, stress, depression, insomnia, etc...*

muscle cream - pills for flu - stomachache pills - cough and bronchial syrup.

- Ss find answers to the questions in list form.
- Ask Ss not to write very long sentences as these may hinder them when they want to use them in the discussion.
- Once Ss have finished, the group leaders present their results to the rest of the class.
- The other Ss listen and react to their peers' points of view.
- Ask Ss to gather more information about medicines at home.

Writing

This part of the unit practises writing pieces of advice. This is an opportunity for Ss to use the structures and vocabulary previously learnt in a personal context.

- Ss start off by analysing the two letters suggested on page 76, SB: they make lists of Yousra and Souleimane's problems.
- Ss work in pairs, then share the problems

identified with the rest of the class.

- Then, they work individually to write an answer to one of the letters.
- Devise a checklist for Ss to edit their pieces of writing in pairs or small groups.
- Monitor their work to make sure they are correcting their mistakes.
- Then, ask them to rewrite their letters either in class or at home.

Fun page

Song
Health Will Fade
by Tony Marshall

This song teaches Ss the importance of one's health, enables them to review the vocabulary related to health and practise the pronunciation.

Setting the scene:

- In small groups, Ss look at the title and try to guess what the song is about.
- Write some of their suggestions on the BB.
- Play the song.
- Have Ss write down any words they recognize.
- Walk around the class and notice how many words they are writing.
- Tell them to read the words and match them with their guesses.

- Play the song again with Ss following the lyrics.
- Lead a whole class discussion about their suggestions.

- Play the song: Ss reorder the lines by putting numbers on the margin.
- Use the hold-down button (||) to check with the whole class.

- Play the song: Ss circle the words they hear.
- Play the song part by part to check the answers.
- Ss in pairs answer the questions, then compare notes in small groups
- Lead a class discussion by asking Ss to justify their answers.
- Individually, Ss try to think of the possible lessons they can learn from the song. Be tolerant of Ss opinions because different Ss may see the song from different perspectives.

Checkpoint

Review of units 5 & 6

This part reviews the functions, grammar points and vocabulary learnt in units 5 & 6.

Key: exercise 1

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

Key: exercise 2

1a 2b 3b 4a 5b 6b 7b

Key: exercise 3

- 1- What are you doing in the bathroom now?
- 2- Kamal rarely goes shopping.

3- Mary is studying at the library today.

4- Do you cook couscous every Friday?

5- Japanese people don't eat fatty food.

Key: exercise 4

1- how many

2- much

3- a lot of

4- a few

5- any

6- plenty of

Key: exercise 5

1- My

2- my

3- They

4- himself

5- Her

6- Her

7- she

8- her

9- her

Key: exercise 6

1- must

2- don't have to

3- mustn't

4- mustn't

5- must

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation Engage in oral exchanges to provide and obtain information.	Communication Interpersonal Conversation Sustain a conversation while describing past events.	Use appropriate questions to elicit or give information to describe past events.
Interpretive Listening: Demonstrate active listening behaviours.	Interpretive Listening: Extract specific information.	- Use visual support to guess the topic and where the speakers are. - Listen effectively and write down correct notes.
Reading: Use strategies to comprehend text.	Reading: Distinguish between explicitly and implicitly stated information.	- Fill in a fact file about Pelé. - Recognise information not mentioned in the text.
Presentational Speaking: Use oral language to inform others.	Presentational Speaking: Talk about different sport activities.	Collect information, note it down in a chart and report the findings to the class.
Writing: Communicate ideas in an appropriate format and for a specific audience and purpose.	Writing: Write a multiple paragraph letter about a personal experience.	Organise the ideas into paragraphs and write a reply letter.
Cultural Demonstrate awareness of age-appropriate social practices.	Cultural Investigate and participate in recreational activities.	Show the advantages and drawbacks of different types of leisure activities.
Strategic Understand the importance of community events for personal development.	Strategic Practise recreational activities to keep a healthy body and a sound mind.	Express thoughts and feelings about different leisure time activities, sports, etc. practised in Morocco and abroad.
Methodological Demonstrate research skills using reference materials.	Methodological - Manage projects efficiently. - Organise learning effectively.	- Identify lexical items, look them up in a dictionary, write down information about the items, then use them correctly. - Prepare the mini-project and present it to the class using visual supports.

Conversation

Describing past actions

This part of the unit introduces talking about past events.

Setting the scene

- Ask Ss to look at the pictures on page 80 and try to guess what the teams are.
- Write some of the Ss' guesses on the BB.
- Ss listen to the conversation with the books shut to find out whether any of their guesses on the board are right.
- Whole class discussion.
- Ss listen again and follow on their books, then answer the comprehension check questions on page 81, SB.
- Ss work individually first, then compare their answers in pairs before discussing with the whole class.

Key:

- 1- In the stadium.
- 2- The Moroccan team and the Kenyan team.
- 3- Six.
- 4- Very good.

- Proceed as before: Ss underline all the exchanges which express past events.
- Check Ss' answers.
- Ss then work individually to complete the dialogue using the questions provided.
- Ss do peer correction before whole class correction.

Key:

- 1- How was your trip to the forest?
- 2- Were there many people there?
- 3- How long were you there?
- 4- Were you in a tent?

- In pairs, Ss ask and answer questions using the pictures on page 81, SB.
- Ask Ss to swap roles so that they all have a chance to ask and answer questions.
- To finish, ask some pairs of Ss to act out their dialogues in front of the class while the others listen and correct their peers' exchanges.

Grammar

The verb 'be' in the past simple, affirmative, negative and interrogative forms

Prepositions of place:
behind, between,...

This part of the unit practises all the forms of the verb to be in the past tense and the prepositions of place.

- Ask Ss to describe the pictures and guess what the dialogue is about.
- Ss read the dialogue to check their guesses and do the true false exercise.
- Ss work individually first, then compare their answers in pairs.

Key:

- 1- False. Frank was.
- 2- False. There weren't many people.
- 3- True.
- 4- False. It was fantastic.

- Ss underline the past forms of the verb be and complete the table.
- They work in pairs or small groups before whole class correction.
- The next exercise contrasts the present tense with the past: Ss work individually to circle the correct verb form.
- Then, they compare their answers in pairs.
- Whole class correction.

Key:

- | | | | |
|--------|--------|---------|-------------|
| 1- is | 4- was | 7- was | 10- were |
| 2- is | 5- was | 8- were | 11- was not |
| 3- was | 6- was | 9- was | 12- was |

- Ss fill in the blanks with the right form of the verb be in the past.
- They work in pairs and compare their answers in small groups.
- Monitor Ss while working, then correct with the whole class.

Key:

- | | | | |
|---------|-----------|---------|------------|
| 1- were | 3- were | 5- was | 7- were |
| 2- was | 4- wasn't | 6- were | 8- weren't |

- This is an information-gap activity: in pairs, student A reads the time-table on page 83, SB while student B reads the time-table on page 128.
- Each student asks questions to complete the time-table.
- Write on the BB these question words as prompts and demonstrate in open pairs.
Where...? What time...? Was...?
When...? Who...? Were...?
- Ss work in closed pairs, then some of them pass in front of the class to act out their roles.
- Select some questions and answers and write them on the BB for Ss to copy in their notebooks.

Grammar Extension

- Ss read the dialogue on page 82 again and circle the prepositions of place.
- Ask them to compare their answers before whole class correction.

Key:

in - at - next to - opposite

- Ss look at the pictures and the position of the balls and match them with the prepositions on the right.
- Ss compare their answers before whole class correction.

- Draw the Ss' attention to the difference between *near/next to*, *on/above*, and the relationship between:

- *on the right/on the left, behind/in front of*, etc. Ask Ss to include the prepositions in the list above.

This is an information-gap activity: explain that student A and student B shouldn't look at

- each other's map. Demonstrate in open pair work first, then Ss work in closed pairs.

- ① Student A asks student B about the places that are not identified on his/her map and locate them (see arrows). She/he can ask for more hints from partner B.

Example:

Is it near the.....?

Is it a tall building?, etc.

- Student B works on his/her map on page 128 and does the same. Encourage Ss to use the prepositions of place. After they finish, they get together, compare their maps and complete them in case they

Key:

1- target word 5- stress 9- uncountable
2- countable 6- word function 10- definition
3- first meaning 7- formality 11- example
4- pronunciation 8- word frequency

- In pairs, Ss write a dictionary entry of a word of their choice, then they compare their entries in small groups.
- Lead a class discussion.
- Ss work individually first, then compare their answers before you correct with the class.
- Ask Ss about the lessons they may learn from this task.

Possible answers:

Some words may have different meanings depending on the context.

Ss have to understand the sentence to be able to deduce the meaning.

Key:

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

Vocabulary

Dictionary skills

Sports

Hobbies

This part of the unit introduces Ss to dictionary skills. The exercises deal with making Ss aware of the symbols used in a dictionary entry and the different meanings a word may have depending on the context.

- Go through the labels with Ss.
- Explain the items they may not know without giving examples from the dictionary entry.
- Explain the task and have Ss work in small groups in order to join their efforts.
- Whole class correction.

①

Do not explain the words describing activities as Ss themselves are going to guess their meaning relying on their prior knowledge and proceeding by elimination.

- Ss are asked to match the names of sports/hobbies with the pictograms.
- Ss work either in pairs or small groups.
- Correct with the whole class.

Key: (from top left)

1- skiing	7- hunting	13- weight lifting
2- wrestling	8- soccer	14- roller-skating
3- gymnastics	9- judo	15- baseball
4- climbing	10- swimming	16- cycling
5- basketball	11- fishing	17- taekwondo
6- horse riding	12- handball	18- surfing

- Ss decide which hobby/sport goes with which verb.
- They do the activity as a guessing game first.
- Ss work in pairs or small groups, then present the answers to the whole class.

Key:

Play	Do	Go
handball	weight lifting	roller skating
Taekwondo	gymnastics	climbing
basketball	wrestling	surfing
Judo	Taekwondo	cycling
baseball		fishing
soccer		hunting
		swimming
		horse riding
		skiing

Skills

Reading for relevant details and implied meaning.

Listening and note taking.

Speaking: talking about sports.

Writing a composition.

Reading The King of Soccer

This part of the unit provides information about the legendary player Pelé. The tasks target scanning and inferring meaning.

- Ss complete the fact file on page 86, SB. They work individually first, then compare their answers in pairs.
- Correct with the whole class.

Key:

Name:	Pelé
Nationality:	Brazilian
Team:	Santos/Cosmos (New York)
Number of goals:	About 1,280.
Awards:	World Champion: 1958. 1962, 1970. FIFA award for Best Soccer Player of the Twentieth Century

①

Not all Ss may know this information, but you can prompt them and ask for more details to activate their prior knowledge.

- Ask Ss to write down on a piece of paper the information they think the text will provide.
- They read the text once to check if their guesses are relevant.
- Lead a whole class discussion.
- Ss read the text again and look for the questions that are not answered.
- You may want them to work either individually or in pairs, before whole class correction.

Key:

2 and 5

①

Tell Ss that the information they should look for is not explicitly stated in the text. Ss read the statements first, then go to the paragraph where they can find the information and identify it.

- Ss work individually, then compare their answers in pairs.
- Ask Ss for justification when correcting the task; they should be convinced that their answers are right or wrong.

Key:

- A fractured leg stopped his career.
- The ability to shoot powerfully.
- His model was his own father.
- He is working for children's causes through the UNICEF.

Post-reading activity

What do we need to have a strong national football team?

- Ss work in small groups to answer the question.
- They have to prepare a short talk and present their suggestions to the rest of the class.
- You can help through a brainstorming activity:

What kind of strategy is needed?
Football schools?
More competitions?
School clubs?
Neighbourhood clubs?
More money from associations?
More sponsoring? etc...

Listening

This part of the unit helps Ss identify the setting of an event and listening for specific information.

- Set the scene for the listening activity: tell Ss that they are going to listen to some people speaking.
- They are to guess what the conversations are going to be about, using the two cartoons on page 87, SB.



- Play the tape/CD. Ss listen to the two dialogues and check their guesses.
- Whole class discussion.



- Ss listen to the first dialogue and as they listen, fill in the table on page 87, SB.
- They then compare their answers in pairs.
- Correct the task with the whole class.

Key:

	Event	Place	Time
Conversation 1	Circus	Centre Park	17:00
Conversation 2	Football Match	National Stadium	18:00

- Make Ss go through the sentences on page 87, SB.



- Then they listen to the two conversations again and complete the sentences.
- Have Ss do peer correction.
- Correct with the whole class.

Key:

Conversation 1:

- 1- Dave wants Anita to go with him to the circus.
- 2- The circus is at the Centre Park.
- 3- Dave lives near the Centre Park.

Conversation 2:

- 1- Allan wants to watch the football match.
- 2- Real Madrid and Echabab.
- 3- Ali, John and Mary.
- 4- He thinks football is too noisy.

Scripts

Conversation 1

Dave Are you free tomorrow evening, Anita?

Anita Yes, I think so Dave, why?

Dave Well, we are all going to the Russian Circus tomorrow and we want you and the children to come too.

Anita That's a great idea! What time does the show start?

Dave 7:00. Is that OK for you?

Anita Yeah. That's OK. Where's it?

Dave In the Centre Park, near our house.

Anita OK. Dave. See you there tomorrow.

Conversation 2

Allan Are you coming to the football match with us, Farid?

Farid The match? Which match?

Allan Oh, Real Madrid is playing against Echabab in the National Stadium at six o'clock this evening!

Farid Well, that's a surprise! Who's going with you?

Allan Ali, John and Mary. We're all going. What about you?

Farid Sorry, Allan. I don't like football matches. They're too noisy!

Speaking

Dangerous Sports

This part of the unit practises using the language of surveys.

①

The task needs to be prepared carefully so that Ss make the best out of it in order and discipline.

- Ss work in groups of four.
- Each student writes down the names of three of his/her peers to be interviewed. Check that all Ss will have the chance to ask and answer the questions.

You may want to tell Ss to stand up and move

freely round the class to ask whoever they want. This creates a friendly and relaxed atmosphere among Ss.

- Insist on calm and order.
- When Ss gather the information needed, they write their report using the prompts page 88, SB.
- Finally, Ss present their reports in front of their peers.
- Provide feedback on mistakes related to problems in communicating ideas and irrelevant information.
- Write on the BB sample sentences for Ss to copy in their notebooks.

Writing

This part of the unit introduces analysing the content of a text in letter form. The task practises organising a personal letter.

- Make Ss read Alison's letter and decide which part corresponds to the titles provided.
- This task is better done in pairs or small groups.
- Correct with the whole class.

Key:

- Part 1: Introducing the hobby.
 Part 2: Different uses of the game.
 Part 3: Feelings about the hobby.

- Ask Ss to write an answer to Alison's letter and talk about their own favourite hobby.
- Draw their attention to the letter layout. While they are drafting, write a checklist on the BB for them to edit their letters.
- Ss exchange their letters for peer correction.
- Monitor their work to check that they use the checklist and actually correct the writing.

①

Allow the use of dictionaries and peer consultation as these strategies are part and parcel of the writing process.

Ss then act on their peers' feedback and rewrite the letter to give you for further feedback.

Fun page

Game: Starmania

This game aims at helping Ss classify the best movie(s) and film actors/actresses in order to cultivate the hobby of being film critics.

①

Explain to Ss that they are members of a jury to rank films and film actors/actresses and they should work in a small group.

- In small groups, Ss read the opinions and give stars from 1 to 5 to the film *Rush Hour 2*.
- You may want Ss to give stars to the actors, too.

- Draw a table on the BB and tabulate the stars according to the rows in the classroom.
- Count the number of stars for each opinion and see who gives more stars to the film: John, Pat or Zineb.
- Do the same for the actors.
- On separate pieces of paper, Ss write the names of 3 film stars, 3 known sportmen/women and 3 famous singers and give stars to each one of them (see table, page 89, SB).
- Ss calculate the number of stars for each person and discuss who is the winner and why he/she wins.
- Write on the BB some of the winning people according to rows and discuss the results with Ss.

Mini-project

Recreational Activities

The purpose of this mini-project is to enable Ss to use what they have acquired in the different components of this unit and talk about the recreational activities in their regions.

- Brainstorm Ss about Australia and elicit as much information as possible from them about the country and its National Park.
- In groups, Ss go through the pictures and match them with the activities: there are more activities than there are pictures, so they have to discard the names of some activities.
- Have Ss look at the poster and discuss how it is made: titles, pictures, colours, etc.
- Ask Ss about the type of information the poster provides.
- Ask Ss to work in groups and create their own posters about the activities in the area where they live.
- Encourage them to take real photos or draw pictures of those activities and write a few notes about them.
- Ss may complete the mini-project at home.
- Some volunteers from different groups present briefly the mini-project to the class and answer questions other groups might ask about the project.
- By doing so, they will take part in attracting foreign visitors and, therefore, promote tourism in their region.

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation - Obtain and/or provide information to take action.	Communication Interpersonal Conversation - Ask for permission and respond pertinently.	- Use adequate questions to ask for permission and provide responses to grant or decline other people's request for permission.
Interpretive Listening: - Listen and evaluate information.	Interpretive Listening: - Identify relevant and irrelevant details. - Recognise and reproduce English sounds.	- Guess what the conversation is about by reading introductory notes. - Listen effectively to distinguish true and false statements. - Distinguish between the sounds /t/, /d/ and /id/ to mark the past of regular verbs.
Reading: - Use strategies to comprehend text.	Reading: - Locate specific information. - Infer word meaning through context.	- Use questions in the text to identify the main points. - Find the context clues and explain the target lexical items.
Presentational Speaking: - Convey a message effectively through verbal and nonverbal communication.	Presentational Speaking: - Talk about how to keep the environment clean.	- Ask questions to fill in a questionnaire, then use the collected information to give a short presentation.
Writing: - Present ideas coherently.	Writing: - Organise text coherently and cohesively.	- Sort out the ideas to form two logical paragraphs about an environmental problem.
Cultural - Demonstrate awareness of appropriate social practices.	Cultural - Participate in campaigns organised locally to sensitise others about how to keep one's environment clean.	- Talk about environment issues faced in everyday life in the neighborhood, city/town/village, region or country.
Strategic - Demonstrate awareness of how changes in environment standards influence our country.	Strategic - Explain the impact of people's neglect of the environment on Morocco's geography and weather.	- Identify and express thoughts about keeping everything natural in our environment to contribute to the development of the country.
Methodological - Demonstrate research skills.	Methodological - Use survey instruments to collect information.	- Put words according to their semantic field for easy reference and retrieval. - Use a questionnaire to collect data to give a presentation.

Conversation

Asking for permission

Can I...?

Responding positively and/or negatively

Sure, you can.

The Clean Air Campaign

This part of the unit concentrates on asking for permission and responding either positively and/or negatively.

Setting the scene:

- In groups of four, have Ss look at the three posters at the top of page 92, SB and write notes beginning like this:
These posters show...
- Allow some time for Ss to agree on what they want to say and write it down.
- Each group presents its results to the class.
- Give Ss the possibility to discuss their peers' suggestions.

- Make Ss predict what the dialogue is going to be about by looking at the picture in the middle of the page.



- Ss then listen to the dialogue between Yasmine and Sam and find out whether their predictions are correct.

- Lead a whole class discussion.



- Ss listen again and follow on their books. Then they find if the statements are true or false. They work individually first, then compare their answers in pairs.

- Check with the whole class.

Key:

- 1- False. He wants to help in a clean air campaign.
- 2- False. He is going to use his bike.
- 3- True. To expose the problem.
- 4- False. One might frighten the children.

- Ss read again and extract from the dialogue the expressions of permission to fill in the table.
- They work individually first, then compare their answers in pairs before whole class correction.

Key:

Asking for permission	Responding positively	Responding negatively
I'd like to...	Sure, go ahead	No, please
OK if I...	That goes without saying!	don't.
I wonder if I could...		I'd rather
Is it all right to...		you didn't.

- Elicit from Ss other exponents. Help them to come up with:

Can I...?

Of course you can.

No, I'm sorry, you can't.

May I...?

Oh, please do.

- Ask Ss to take roles and read the conversation.
- Correct the pronunciation mistakes once every pair of Ss have finished reading.
- In pairs, Ss work to complete the dialogues.
- Whole class correction.
- Accept any appropriate expression.

Key:

Dialogue 1:

Please, do/ Sure, Go ahead

Is it OK if.../ I wonder if I could.../ Is it all right to...?

No, please don't/ I'd rather you didn't.

Dialogue 2

Is it OK if.../ I wonder if I could.../ Is it all right to...?

That goes without saying/ Yes, please do.

Dialogue 3:

Can I...?/ May I...? etc.

No, please don't.

Role play:

- Explain how Ss can approach this task.
- Make Ss work in pairs to read the role card and the sample dialogue.
- Student A uses Role Card A on page 93 while student B uses Role Card B on page 127, SB to construct dialogues.
- Monitor their work to make sure they use a variety of exponents.
- When Ss finish, ask some pairs to act out their dialogues while the others listen in order to react.

Grammar

Past simple of regular verbs, affirmative, negative and interrogative forms
Question-tags

This part of the unit introduces the past tense of regular verbs, all forms and question-tags.

- Introduce the vocabulary that you think might hinder comprehension:
Example: *a bin litter wild plants*
- Begin by asking Ss to read the dialogue and fill in the table on the top of page 94.
- Ss work individually first, then compare their answers in pairs.
- Correct with the whole class.

Key:

Event	Place	Activities
A campaign to protect the environment	A school	Collect litter from the playground. Remove the wild plants.

- Ss read the dialogue again and circle all the verbs in the past tense.
- They compare their answers in pairs, then, still in pairs, complete the table on page 94, SB.
- Elicit from Ss that *did* and *didn't* are used with all subject pronouns and let them compare these forms with the present simple tense *do/does* and *don't/doesn't*.
- Discuss with the whole class.
- Ss read the dialogue again and write complete sentences to answer the questions. Peer correction, then whole class correction.

Key:

1. To protect the environment.
2. They started at 9.00 am.
3. Yes, he did.
4. From 9.00 to 3.00 (six hours).

- Make Ss contrast the use of the past simple of regular verb forms and the verb 'be' in the past through completing the dialogue provided.
- This task is better dealt with in pairs or small groups.
- Ask for clarification and justification when correcting with the whole class.

Key:

1- did 3- did 5- were 7- did 9- were
2- didn't 4- was 6- was 8- didn't 10- weren't

- Ss look at the picture on page 95, SB and make sentences using the verbs between brackets to describe what happened.
- You can extend the exercise by asking supplementary questions such as:
Where did it happen? When? Why? How?
- In this way, Ss use regular verbs as well as the verb be in the past.
- You may write some sentences on the BB for Ss to copy down for future reference.

Grammar Extension

- Refer Ss back to the dialogue on page 94 and ask them to underline the question-tags.
- Tell Ss to look at the coloured parts in the sentences on page 96 and ask them to say what they notice.
- Give them some time to work in pairs or in small groups.
- Discuss their suggestions.
- Ss write the question-tags and the expected answers.
- Ss compare their answers in small groups.

Key:

..., don't they?	Yes, they do.	..., does she?	No, she doesn't.
..., isn't it?	Yes, it is.	..., should we?	No, we shouldn't.
..., aren't they?	Yes, they are.	..., aren't we?	Yes, we are.
..., didn't you?	Yes, I did.	..., weren't they?	Yes, they were.

- Ss work individually to complete the dialogue with question-tags, then compare their answers in pairs.
- Pass round the classroom to draw Ss attention to the context clues that can help them write the expected answers.
- Correct with the whole class.

Key:

..., wasn't it - Yes, it was. - ..., did you?
No, we didn't. - ..., didn't they? -
Yes, they did.... - were you? - No, I wasn't.

- Individually, each student prepares a series of question-tags to ask a person responsible for the protection of the forest.
- Ss ask and answer each other's questions.
- Choose some pairs to go in front of the class to interview each other.

Vocabulary

Clean environment
Endangered species
Collocations

This part of the unit introduces the vocabulary related to different kinds of environment damage. Ss practise word collocations.

- Ask Ss to read the words in the box and identify the ones they do not understand.
- Encourage the use of dictionaries.
- Go through the words in the box with Ss and explain very briefly the words they do not know.
- Explain that the words in the box go together in pairs.
- Have Ss construct the collocations: they work in pairs or small groups.
- During the correction, accept any appropriate collocations.

Key:

Do's	Don'ts
1- recycle paper	6- pollute the air
2- save energy	7- throw rubbish
3- recycle plastic	8- waste paper/energy
4- protect the planet	9- destroy trees
	10- kill plants/animals

- Once Ss find the collocations, they place them in the Do's and Don'ts columns.
- Correct with the whole class.
- Ss use some of the words from the table to complete the sentences: they work individually first, then compare their answers in pairs before whole class correction.

Key:

1- hunt 2- destroy 3- protect 4- use 5- rubbish

- Ss work in small groups to produce catch phrases.
- Provide an example for them if you feel they are not sure of what they have to produce.
- Different groups read their phrases to the rest of the class: *Save energy, Water is life, etc.*
- Ask for reactions.

Skills

Skimming a text
Listening for relevant information.
Pronunciation: /t/, /d/, /id/
Speaking about clean environment.
Writing coherent paragraphs.

Reading *Feeling the Heat*

This part of the unit sensitises Ss to the dangers facing the planet because of global warming. The tasks help Ss predict the content of a text, scan and infer word meaning through context clues.

- Set the scene for the reading by asking Ss whether they know anything about the Kyoto Protocol.
- Help those who know something to tell the class and give extra explanations. (See the extract below about the Kyoto Protocol)
- Ss do the pre-reading activity. They read the questions provided, and tick what they think

the text is going to be about, then they read to check whether their predictions are right.

①

The Kyoto Protocol is an amendment to the United Nations Framework Convention on Climate Change (UNFCCC), an international treaty on global warming. Countries which ratify this protocol commit to reduce their emissions of carbon dioxide and five other greenhouse gases, or engage in emissions trading if they maintain or increase emissions of these gases. A total of 141 countries have ratified the agreement. Notable exceptions include the United States and Australia.

The formal name of the agreement is the Kyoto Protocol to the United Nations Framework Convention on Climate Change. It was negotiated in Kyoto, Japan in December 1997, opened for signature on March 16, 1998, and closed on March 15, 1999. The agreement came into force on February 16, 2005 following ratification by Russia on November 18, 2004.

- Ss do the pre-reading activity: they read the questions provided, and tick what they think the text is going to be about.

- They read the text to check their predictions.
- Lead a whole class discussion.

Key:

b The earth is facing a big warming problem.

- Ss read the text again and do the true false task: they work individually first, then compare their answers in pairs.
- Ask for justification when correcting with Ss.

Key:

1. Don't know.
2. False. ... wants them to reduce greenhouse gases.
3. True. The temperature of the earth's surface increases because of industrialization.
4. True. Gases ... change the climate.
5. False. Animals are weak and lose their habitat.

- Individually, Ss try to find in the text words that have the same meaning as the suggested explanations.

Listening

Tsunami

This part of the unit enables Ss to distinguish between relevant and irrelevant information.

- Set the scene for the listening through eliciting from Ss what they know about Tsunamis.
- Ss read the exchange provided then tick what they think the interview is going to be about.



- Play the whole interview while Ss listen to find out whether their guesses are correct. Discuss Ss' guesses with the whole class.

Key:

c He talks about the victims of Asia Tsunami.



- Ss read the four statements on page 99, SB first, listen to the whole interview and decide whether they are true or false.
- Ss compare their answers with their peers before whole class correction.

Key:

- 1- True. Far too many.
- 2- False. There are no official numbers.
- 3- True. Plenty of them were out on the beach.
- 4- False. Only some families want to adopt children.

- Ss compare their answers in small groups.
- While checking the Ss' answers with the class, ask for context clues.

Key:

1- increase 2- weak 3- survive 4- expand

Post-reading activity

- Ss reconstitute the Earth Summit Convention in note form.
- Write these prompts on the BB:
 - Date and place.
 - Reasons for the summit
 - N° of countries that participated
 - List the measures the countries agreed about
- Ss work in small groups, then report to the rest of the class.
- Discuss with the whole class.
- Ss can complete this task as homework so that they can have time to do more research.



- Write these statements on the BB, play the tape/CD and ask Ss to complete them:

- 1- Tsunamis are forces of...
- 2- Dr Farouk compares the Tsunami to ...
- 3- The ... was very, very high.
- 4- The journalist wants to know how ...
- 5- Dr Farouk thinks the best thing is to ...
- 6- Some people want to ...

Listening script

Journalist What exactly is a Tsunami?

Dr Farouk It's a huge sea wave usually triggered by an earthquake. Tsunamis can also be caused by undersea volcanoes, coastal landslides or other natural events.

Journalist How big was the wave?

Dr Farouk Tsunamis are huge forces of nature. The Asian Tsunami was about as fast as an airplane and the waves covered almost 3,000 miles of ocean, from Sumatra, Indonesia to the coast of Africa. The wave was as high as 50 feet.

Journalist How many children died?

Dr Farouk Far too many. There are no official numbers, but children make up about 40% of the population in the countries hit by the Tsunami and plenty of them were out on the beaches or living along the coastlines. ... Some reports say that at least one-third of the victims were children.

Journalist What can we do to help all the orphans and other needy children of the Tsunami?

Dr Farouk Money is still the answer. Some people want to adopt orphans. At the moment, local officials are still trying to connect children with their extended families. It's going to be difficult to determine which children could be adopted outside their home countries in the future. It's up to individual countries to decide how they want to proceed in the coming

months.

Journalist Thank you very much for your excellent answers, Dr Farouk. And thank you for joining our programme.

Pronunciation

This activity aims at helping Ss differentiate between pronunciation and spelling of the past ending -ed used with regular verbs.



- Ss listen and repeat, then listen and tick the sound they hear.
- Draw Ss attention to the pronunciation of -ed.
- Encourage self-correction.

Key:

/ɪd/ /d/ /ɪd/

hoped answered deposited

smoked

- Have Ss work in small groups to find 3 past regular verbs in each category.
- Check with the whole class.
- Encourage self-correction.

Speaking High Quality Environment

This part encourages Ss to talk and evaluate the quality of the natural environment in the area where they live.

- Ss sit in groups of four.
- Ss take turns to ask each other the questions in the questionnaire and tick the appropriate answers.
- Ss compare notes and discuss the reasons behind the improvement, stagnation or

deterioration of the natural environment.

- Divide the class into 3 big groups:
Group 1: answers question 1 and gives reasons.
Group 2: answers question 2 and gives reasons.
Group 3: answers question 3 and gives reasons.
- When each group finishes talking, the other Ss in the other groups can ask more questions or provide more clarification.
- Try to ensure class coverage to enable a great number of Ss to take part in the discussion.

Writing:

The aim of this activity is to train Ss to write coherent paragraphs.

- Ss first read the two paragraphs as they are.
- Then, in pairs or small groups, Ss put the sentences in the correct order to form a two-paragraph letter.
- Elicit from Ss why they choose a specific order.
- Draw their attention to the uses of: *and*, *but*, *also*, *so*, *so that*.

- You may also wish to exploit the idea of cause and effect through questions.

Why is Cairo a crowded city?

Why is the air polluted?

Why do many children suffer from asthma?

Why are there many accidents? Etc.

- Ss use the letter as a model to write a letter to the school magazine about an environment problem in the area where they live.
- While they are writing, devise a checklist for

them to edit their letters.

- Ss proceed to peer correction or group correction.

Here is Hamza's letter:

I live in Cairo. It's a beautiful city, with lots of monuments and interesting places. But it's a very crowded city. Many people come to work during the day, and go back home in the evening. There are too many cars and buses; the air is really polluted. There is also a lot of noise and dust. Many children suffer from asthma or other allergies. Because the streets are crowded, there are many car accidents. So, many people get killed or injured.

So, what's the solution? The best solution is to limit the number of cars and buses. I think we also need stricter laws so that the cars are cleaner and do not pollute the environment. The authorities spend too much money on buildings, and not enough on parks and gardens. Parks and gardens help a city become clean. So, we need to create more parks and gardens, and limit the amount of poisonous gases.

Fun page

Song: Fake Plastic Trees

This song enables Ss to be aware of how beneficial natural things are, to practise pronunciation and to analyse the language used.

- Explain very briefly the meaning of 'fake'.
- Have Ss discuss in small groups the title.
- Lead a short whole class discussion.
- ♫
- Play the song: Ss reorder the verses.
- ♫
- Play the song again: Ss check in small groups.
- Correct with the class.

Key:

D1 B2 C3 A4

♫

- Play the song: Ss listen and follow, then write the words corresponding to the phonetic transcription.
- Ask Ss to pronounce each word, then spell it.

Key:

1. wanted 2. Polystyrene 3. wears 4. Fake 5. ceiling 6. Rubber

- Monitor their work to check that they are using the checklist and actually correcting.
- Ss rewrite the letter for you to correct.

- Use the hold-down button to play line by line so that Ss can make sure they hear the target words.

♫

- Play the song: Ss listen and complete the missing words. You may play the song more than once if need be.
- Have Ss compare the words in small groups.

Key:

1. who 2. time 3. lives 4. surgery 5. always 6. wears 7. like 8. through 9. watering 10. rubber

- Ss listen to the song and circle the words or phrases that describe unnatural things.
- Discuss Ss' answers and listen to their reasons for choosing those particular words.
- Have Ss work in groups to discuss the main theme of the song.
- Tell them to justify their choice.
- As an extension to the tasks above, allow Ss some time to discuss the drawbacks of the increasing use of artificial gadgets that can harm environment.
- Lead a discussion with the whole class.
- Turn the volume down and ask Ss to sing as whole class provided they do not disturb neighbouring classes.

Checkpoint

Review of Units 7 and 8

This part reviews the functions, grammar points and vocabulary learnt in units 7 and 8.

Exercise 1

Key:

- | | |
|-----------------------------|--------------------------|
| 1. Frequency | 5. Giving advice |
| 2. Giving information | 6. Asking for permission |
| 3. Asking about health | 7. Agreeing |
| 4. Talking about past event | 8. Disagreeing |

Exercise 2

Key:

- | | |
|---------|---------|
| talked | was |
| was | learned |
| was | studied |
| started | moved |

Exercise 3

Key:

1. How often does Samir go to the dentist?
2. Were you tired yesterday?
3. What do you usually drink for breakfast?
4. How did Amina travel?
5. Why did Sarah stop dancing?
6. What do they hope to become?
7. Do you drive?
8. Does Dina work on Saturdays?
9. How long does it take to get to Marrakech?
10. How many letters did you receive from the bank?

Exercise 4

Key:

- | | |
|---------------|-----------------|
| 1. were you? | 4. didn't they? |
| 2. isn't it? | 5. did you? |
| 3. isn't she? | |

Exercise 5

Key:

- | | |
|-----------------|-------------------|
| 1. surfing | 5. swimming |
| 2. horse riding | 6. wrestling |
| 3. cycling | 7. boxing |
| 4. fishing | 8. roller skating |

Exercise 6

Key:

1. greenhouse gases
2. sign a document
3. average temperature
4. deforestation
5. global warming
6. face difficulties

Standards

Competencies

Communication**Interpersonal
Conversation**

- Engage in oral exchanges to provide and obtain information.

**Interpretive
Listening:**

- Understand and interpret spoken language effectively.

Reading:

- Identify and apply knowledge of elements of a text.
- Acquire and use new vocabulary.

**Presentational
Speaking:**

- Prepare and defend ideas.

Writing:

- Present a personal experience in writing.

Cultural

- Understand how modern influences from other cultures and societies shape one's views of the world.

Strategic

- Compare objects and symbols belonging to one's country with those found in other countries.

Methodological

- Use reference tools adequately.

Communication**Interpersonal
Conversation**

- Express ideas about one's abilities.

**Interpretive
Listening:**

- Extract specific information.
- Recognise and reproduce English sounds.

Reading:

- Identify general information.
- Derive meaning through context.

**Presentational
Speaking:**

- Take part in debates about topics related to the world of money.

Writing:

- Write a story.

Cultural

- Discuss how successful business positively affect the cultural and social life.

Strategic

- Compare currencies, money institutions and businesses in other countries and in Morocco.

Methodological

- Use a dictionary effectively and efficiently.

- Use adequate questions to ask about ability and provide appropriate responses.

- Choose the relevant options.
- Distinguish between the sounds /e/ and /ei/.

- Match the labels with the paragraphs correctly.
- Pick out from the text the right statements
- Find the right context clues and explain the target lexical items.

- Choose suitable views to defend or oppose ideas about whether or not to build a hypermarket in an empty area.

- Link ideas coherently and cohesively to produce a story about a successful person.

- Discuss and express opinions about instilling the concepts of honest and successful business in the Moroccan society.

- State ideas pertaining to how money institutions work, how to take care of business and to follow the example of successful businessmen.

- Look up words in a dictionary and fill in the gaps with the correct lexical items.
- Draw diagrams of how money travels to present the ideas visually.

Conversation

Asking about ability

Can you...?

Expressing ability/inability

I can/can't

Job Interview

This part of the unit introduces expressing ability and responding either positively or negatively.

Setting the scene:

- Set the scene by asking Ss to sit in small groups and discuss this idea:
Which is better: working for the government or working for a private company? Why?

- Ss talk about the advantages and the disadvantages of each.
- Set a time limit for the task.
- Ss report to their peers.
- Introduce the unguessable vocabulary.
- Have Ss look at the picture and the title and write down what they think the two people are talking about.



- Play the tape/CD.
- Ss listen to check whether their guesses are correct. Discuss with the whole class.



- Ss listen again, follow on their books, then they do the true/false task on page 104, SB.
- They work individually first, then compare their answers in pairs.
- Check with the whole class.

Key:

- 1- False. A computer programmer.
- 2- False. He likes the company computer programmes.
- 3- True. I learnt at the Information Technology Institute.
- 4- I don't know.

- In pairs, Ss read the dialogue again and extract the expressions of ability.

Can you work on a PC and a Mac?

- Ss use the expressions to complete the table on page 105, SB.

- Monitor their work to make sure they are actually on task.
- During whole class correction, help Ss add any other exponents they know which express ability.
- The table may look like this:

Asking about ability	Responding	
	positively	negatively
Can you work...?	Yes, I can	No, I can't
Are you able to...?	I'm pretty	I'm not able
How good are you at...?	good at	to do
Do you think you can...?	I'm able to	

- Ask some pairs to read out the conversation.
- Make the rest of the class note down the pronunciation mistakes their peers may make.
- Note down yours, then discuss them with the class, but only when Ss have finished reading out the conversation.
- Ss work in pairs to complete the dialogues with the appropriate expressions of ability.
- Have Ss take roles to read the dialogues out.
- Ss complete the three exchanges on page 105, SB.
- They work individually first, then compare in pairs or small groups.
- Monitor Ss' work before whole class correction.
- Accept any appropriate expression and encourage alternative answers.
- With the help of Ss add other expressions to the table above.

Play the game

- Explain the task to Ss: they are to look at the list of tasks, and with their peer, construct a dialogue following the model provided.
- Monitor their work to make sure they are actually working and also to note down any mistakes to be corrected later.
- To end the activity, ask some pairs to act out their dialogues in front of the class.
- Write a sample dialogue constructed by Ss on the BB for the rest of the class to copy in their notebooks.

Grammar

Past simple of irregular verbs,
affirmative, negative and interrogative forms
Superlatives
the strongest,
the most serious

This part of the unit introduces the past simple of irregular verbs in all forms, recycles the comparatives and introduces superlatives.

- Set the scene for the dialogue: Ss look at the pictures accompanying the dialogue and write down what they think the dialogue will be about.
- They read the dialogue in silence in order to check their predictions.
- Check with the whole class.
- Ss read the dialogue again and find if the statements are true or false.
- Allow Ss to work individually first, then compare their answers in pairs.
- Correct with the whole class.

Key:

- 1- True. In 1929.
- 2- False. Many people lost their jobs.
- 3- True. Some farmers left their farms and went to cities.
- 4- True. Because the US had trade relations with many other countries.

- Ask Ss to circle all the verbs in the past tense in the dialogue.
- Write all the irregular verbs on the board in their past form and check whether Ss know their infinitives.

began	saw	lost	left	had
went	spread	became	took	

- Give the infinitive of those Ss do not know.
- Go through the list of irregular verbs on page 107. Explain to Ss that they are to refer to the list as often as they need until they become familiar with the verb forms.
- Ss then put the verbs between brackets in the correct form.
- They work individually first, then compare their answers in pairs or small groups before whole class discussion.

Key:

- 1- kept
- 2- did you have
- 3- was
- 4- did you find
- 5- took

- 6- got and had
- 7- went
- 8- bought
- 9- did you have
- 10- ate

①

You are strongly advised to supplement their lesson with more practice, and recycle the structure as often as you can to help Ss assimilate the forms of irregular past verbs.

①

This is an information-gap exercise: student A reads the Wh-question words in the text on page 107, SB and asks student B questions to complete James Kenwood's biography. Student B reads the text and question words on page 128, SB and asks questions to complete the missing parts in the biography. Tell Ss not to look at each others' texts.

Key: (Text on page 107, SB)

When was Kenwood born?	In 1970.
Where did he grow up?	In London.
How many sisters did he have?	Three sisters.
When did his father buy him a computer?	On his 7 th birthday.
When did he go to Harvard?	In 1986.
Why did he go to Harvard university?	To study IT and business.
What did he get in 1990?	A degree in business.
How long did he spend with IBM?	Two years.
When did they get married?	In 1993.
Where did they fly?	To London.

Key: (Text on page 128, SB)

Where was Kenwood born?	In Oxford.
How many brothers did he have?	Three brothers.
What did his father buy him?	A computer.
Where did he receive his early education?	In London.
Where did he go?	To Harvard University.
When did he get his degree?	In 1990.
What did he win?	The first prize.
Who did he meet?	Laura Burger.
When did they fly to London?	Three months after their marriage.

Grammar Extension

- Refer Ss to page 106, SB to pick up comparative and superlative adjectives to fill in the table on page 108, SB.
- Let Ss work in pairs, then compare their tables in small groups.
- Correct with the whole class and ask for justifications.
- You may wish to refer Ss to the Grammar Summary on page 133, SB for further explanations.
- Next, Ss write the correct form of the adjectives individually, then discuss answers in pairs.

Key:

strong	stronger	the strongest
important	more important	the most important
serious	more serious	the most serious
high	higher	the highest

The superlative quiz

- Ss answer the questions in the superlative quiz individually, then compare their answers in small groups.

Vocabulary

Economy
Money
Dictionary skills
Antonyms

This part of the unit introduces Ss to the high frequency words that are usually used with the concept of money. The tasks help Ss practise dictionary skills and identify antonyms.

- Elicit from Ss that the economy of a country consists of three sectors: agriculture, industry and trade.
- Go through the words with Ss: explain those they do not know.
- Then, Ss work in pairs to put the words in the correct column, then compare in small groups.
- Lead a whole class discussion.

Key:

Agriculture	Industry	Trade
farm harvest plough etc.	factory workers products etc.	import export currency etc.

- Draw a scoreboard with the number of rows in the classroom and give points according to correct answers given by Ss in those rows.
- Then, count the number of points for each row.

Key:

1. China	4. Toulked
2. General Motors	5. Agadir/1960
3. Bill Gates	

- This activity is an extension of the previous one, but the Ss themselves generate their exercises.
- Ss work in groups of four and devise a superlative quiz to ask other groups.
- Allow them enough time to prepare the quiz.
- Monitor their work in case they need some information.
- Deal with this activity as a game, but do not worry if some Ss are more resistant when they give a nearly missed correct answer.
- Give one point for each correct answer.

- Ss study the dictionary entries individually.
- Refer Ss back to page 85, SB to review the components of a dictionary entry.
- Go round the class to help if necessary.
- Once Ss have understood all the words in the dictionary entry, they find the opposite of each one from the list provided.
- Check with the whole class.

Key:

1- benefit $\neq$ loss	4- employ $\neq$ dismiss
2- consume $\neq$ produce	5- import $\neq$ export
3- earn $\neq$ spend	6- increase $\neq$ decrease

- You may want to ask Ss to write sentences containing the words in the dictionary entry and sentences containing their opposites.
- Different groups could take the responsibility to write one or two sentences.
- Then, Ss read out their sentences to their peers.
- Encourage peer correction.
- Students will need a dictionary to carry out this task.

- Have Ss work in groups so that those who do not have dictionaries share with those who have.
- They try to find the meaning of the words suggested.
- Check that they are able to find the appropriate meaning.
- Ask them to tell you about the meaning of the words when checking with the whole class.
- Ss fill in the blanks with the appropriate words.
- They work individually first, then compare

their answers in pairs or small groups before whole class correction.

Key:

1- earns 4- save
2- inherit 5- win
3- save 6- invest
waste

- In class or at home, Ss choose five words from the list and write true sentences about themselves.

Skills

Reading for the main ideas

Listening for details

Pronunciation /e/, /ei/

Guessing word meaning

Debate

Writing a story

Reading What's a Bank?

This part of the unit introduces Ss to the world of banks and money. The tasks help Ss practise reading for the main ideas and infer the meaning of words from the context.

- Set the scene for the reading activity: Ss sit in groups to discuss the title: What's a bank?
- They write down two or three sentences on the subject and report their findings in front of the class.
- Proceed to whole class discussion.
- Ss read the text to find out whether their guesses are true.
- Then, Ss read the text again and write the number of the paragraph next to its main idea.
- Encourage Ss to read the first and the last sentences of each paragraph, then find the idea.
- They compare their answers in pairs or small groups before whole class correction.

Key:

a- § 3 b- § 2 c- § 4 d- § 1

- Ss read the text again and, individually, pick out the adequate expressions.
- Ss compare their answers in pairs or small groups.
- Elicit from Ss the context clues that lead them to the expressions chosen.

Key:

1- ... having it under a mattress.
2- ... click the pay button on the bank's Website.
3- ... send kids to college.
4- The bank is lending that money and more to other people.

- Draw this table on the BB.

Explanation	Context clues	Words/expressions
use our hands to write	write/check/click/button	write

- Before Ss find in the text words/expressions that mean the same as the ones suggested, tell them to look for the context clues first.
- Ss work individually, then compare their answers in small groups.
- Insist on the context clues when correcting with the whole class.

Key:

1- write 3- make withdrawals
2- credited 4- hard to grasp

Post-reading activity

- You may want to ask Ss to extract from the text all the words and expressions related to banks.
- Ss work in small groups, then share their results with the whole class.

Listening *Where would he like to work?*

This part of the unit enables Ss to practise listening for specific information.

- Set the scene for the listening activity: tell Ss to read the title and answer these questions:

What's Paul's nationality?

Where would he like to work?



- Play the tape/CD: Ss listen to the whole interview and answer the pre-listening questions.

- Discuss Ss' answers.



- Play the tape/CD again part by part: Ss listen, then answer the questions on page 111, SB.

- Proceed in the same way for the other parts of the listening.

- Ss compare their answers in pairs before whole class correction.

Key:

1- a 2- c 3- b 4- c

Post-listening activity

- Elicit from Ss what their dream job is.
- Help Ss to give you reasons for their choice.
- Then, ask how long they have to study for, what kind of degree they should study for, etc.
- Ss may prepare a short presentation about their dream job.
- Tell Ss to be ready to give the presentation in front of the class.

Pronunciation

- This pronunciation exercise helps Ss distinguish between the /e/ and /ei/ sounds.



- Play the tape/CD: Ss listen first, then they listen and repeat.



- Play the tape/CD: Ss listen and tick the sound they hear.

Key:

/e/	ever	metal	belt
/ei/	take	lady	

- In small groups, Ss may use their dictionaries to look for words that contain the sounds /e/ and /ei/.
- Draw a table on the BB to present the phonetic transcription of both sounds and tabulate Ss suggestions.
- Tell Ss to read out the words when you finish the correction.

Listening script:

Part 1

Interviewer *OK. Paul, what's your dream job, if you could have any job in the world?*

Paul *My dream job is to become a diplomat representing my country, preferably in Japan. That's why I came to see Japan to learn Japanese and hopefully obtain a Master's degree in International Relations. After getting my master's degree in International Relations, I would like to go home and enter the diplomat school for the Ministry of Foreign Affairs, which is a three year program, and then, after that hopefully come back to Japan and work for the Norwegian Embassy in Tokyo.*

Part 2

Interviewer *How about when you were a child, what was your dream job? Did you want to be a diplomat when you were say, 10?*

Paul *No, when I was ten I probably didn't know what I wanted to do. I was just too busy playing in the street, you know, having fun with my friends and those things. When I was that young I really didn't have a real dream job. I wanted to be a baseball player, and I am still dreaming.*

Speaking

This part of the unit introduces the concept of convincing. The activities encourage Ss to practise preparing a talk and presenting strong arguments.

- Explain that a supermarket is about to be built near where these people live.
 - Some are for the project, others are against it. Ss work in groups of four: different groups take the role of different people mentioned on page 112, SB.
- Example:*

*Group A: plays the role of the biology teacher.
Group B: takes the role of the housewife.
Group C: adopts the part of the adolescent.
Group D: defends the position of the policewoman.*

- Each small group prepares arguments.
- Allow Ss enough time to take notes.
- While the debate is in progress, take notes on common errors made by Ss.

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At the end of the debate, take time for a short focus on common mistakes. This is important as students should not be too involved emotionally and, therefore, will be quite capable of recognizing language problems.

Writing

This part trains Ss to write coherent paragraphs.

- Make Ss read the two paragraphs on page 112, SB and say what they are about.
- Ss read the paragraphs again and discuss in pairs or small groups which one is well-written and give the reasons for their choice.
- Possible Ss' answers:
Paragraph 2:
*No repetitions
There are appropriate punctuation marks.
The linking words are used: so, but, and, etc.
etc.*
- Ss go on working in small groups or pairs to rewrite the paragraph suggested.
- Proceed to a whole class discussion.
- Here is the correct version of the two paragraphs:

The Story of McDonalds

Once upon a time, a businessman named Ray Kroc discovered a restaurant owned by two brothers. The restaurant served just four things: hamburgers, French fries, milk shakes and coca cola. But it was clean and cheap, and the service was quick. Mr Kroc liked it so much that he paid the brothers so that he could use their idea and their name: McDonald's.

Beef, big business and fast service were the ingredients when Mr Kroc opened his first McDonald in 1955. Four years later, there were 100 of them. Kroc knew Americans liked success. So he put signs saying how many millions of McDonald's hamburgers people had bought. In just four years, the number was one hundred million. Now, there are more than 13,000 McDonald's restaurants from Dallas to Paris and from Moscow to Beijing.

Ss write about how someone they know has become successful.

Fun page

Song: Taking Care of Business
by Bachman Turner Overdrive

This song aims at enabling Ss to take some pieces of advice about keeping a business going, to learn how to reformulate part of a song into a story and to express their points of view about the ideas in the lyrics.

- In small groups, Ss read the title of the song and write down ideas about how a person can take care of business.
- Write some Ss' suggestions on the BB.
- Play the song and have Ss check their guesses.
- Without listening to the song, Ss try to fill in the blanks first.
- Play the song: Ss listen and check their answers individually, then compare them in small groups.
- Use the hold-down button (II) to correct with Ss.

Key:

- | | | | |
|------------|-----------|---------|--------|
| 1. morning | 3. people | 5. work | 7. get |
| 2. city | 4. look | 6. job | 8. day |

- Play the song: Ss listen and put the lines in paragraph three in the correct order.
- Let Ss check in small groups.
- Check with Ss line by line using the hold down button (||).

Key:

- i. *If it were easy as fishin'*
- b. *You could be a musician*
- l. *If you could make sounds loud or mellow*
- m. *Get a second-hand guitar*
- d. *Chances are you'll go far*
- e. *If you get in with the right bunch of fellows*
- f. *People see you having fun*
- g. *Just a-lying in the sun*
- h. *Tell them that you like it this way*
- c. *It's the work that we avoid*
- a. *And we're all self-employed*
- k. *We love to work at nothing all day*
- j. *And we be*

- Play the song: Ss listen, follow and sing.
- Then, Ss read paragraph one of the song and reformulate it into continuous prose.
- Ss work individually by following the example on page 113, SB.
- Ss exchange their notebooks and edit their peers' paragraphs.
- Ask Ss to write the reformulation on the BB line by line.
- Have Ss report the paragraph without looking at the BB nor at their notebooks.
- Individually, Ss answer the questions about the song.
- Get Ss in small groups to discuss their ideas.
- Ask a student to pass to the BB to direct a general discussion of the questions on page 113, SB.
- You may play the song for Ss to sing.
- At home, Ss can extend the ideas in the song by preparing some notes on how a person can succeed in his/her business.
- In class, with the help of Ss draw a profile of a successful businessman/woman.

Mini-project

How Money Travels

This activity enables Ss to get an insight into how money travels among different banking institutions and transcode text into diagrams.

- Get Ss into small groups and ask them to look at the diagram and circle the key words that describe different operations related to the movement of checks among different institutions.

Key:

deposit	}	a check
encode		
endorse		
send		
deduct	}	money
send		
deposit		

- Allow enough time for Ss to discuss each step in detail.
- Whole class discussion.
- Have ss read the situation on page 114, SB.
- First, Ss need to put all the operation money takes in the correct order.
- Then, they write one or two sentences to describe each step.
- Afterwards, Ss look for or stick pictures/photos/drawings to illustrate each step.
- Ss finally draw their diagram and insert the elements above.
- Draw the Ss' attention to the importance of having a pleasant presentation of a mini-project.
- When in class, Ss share their mini-projects for peer feedback.
- You may guide Ss by devising a checklist so that Ss can use it for self or peer editing.

Standards	Competencies	Performance indicators
Communication Interpersonal Conversation - Obtain and/or provide information.	Communication Interpersonal Conversation - Communicate ideas about one's possibilities.	- Use the right functions to express possibility in formal and informal situations.
Interpretive Listening: - Understand and interpret spoken language effectively.	Interpretive Listening: - Listen for details. - Infer content from verbal communication.	- Choose the relevant options. - Listen to choose the correct inferred meaning from the options suggested.
Reading: - Use strategies to comprehend text.	Reading: - Recognise specific information. - Distinguish between explicitly and implicitly stated information.	- Make guesses about what the text is about through the title. - Choose the correct details. - Read between the lines for the right options.
Presentational Speaking: - Give and defend arguments.	Presentational Speaking: - Participate in informal debates about topics related to technology.	- List ideas for or against the use of the internet and be able to defend them.
Writing: - Present ideas clearly and coherently.	Writing: - Write related paragraphs on the same topic.	- Make an outline of the advantages of mobile phones, then use the ideas to write two paragraphs.
Cultural - Demonstrate awareness of the usefulness of modern technology.	Cultural - Manipulate technological tools efficiently to contribute to the development of the country.	- Discuss different points of view about introducing new technology in the Moroccan society and assess the impact it may have on our lifestyles.
Strategic - Demonstrate awareness of the usefulness of modern technology.	Strategic - Manipulate technological tools efficiently to contribute to the development of the country.	- Show readiness to use skillfully and pertinently new technology such as the internet, mobile phones, etc. - Discuss how to respect other people's intellectual property.
Methodological - Use technology tools to enhance learning, to increase productivity and creativity.	Methodological - Show evidence of organising learning efficiently using modern technology.	- Be familiar with computer terminology to use a computer to prepare mini-projects and other assignments. - View critically all the ideas put forward about the use of new technology.

Conversation

Expressing possibility
I could ...

Birthday Card Maker

This part of the unit introduces expressing possibility. It also aims at raising the Ss' awareness to the concept of copyright.

Setting the scene:

- Set the scene by asking Ss to sit down in small groups and discuss this idea:

What can you do with a computer?

- Set a time limit for the task.
- Then, Ss report to their peers.
- Discuss with the whole class.
- Introduce the unguessable vocabulary Ss may not know:

software, download, licensing agreement, copyright.

- Have Ss look at the picture and the title, then write down what they think the two people are doing.

- Play the tape/CD: Ss listen to check whether their guesses are correct.
- Check with the class.

- Play the tape/CD: Ss listen and follow on their books, then they answer the comprehension check questions on page 116.
- They work individually first, then compare their answers in pairs before the whole class correction.

Key:

- to make a birthday card.
- He can use a computer program/ special software.
- He can buy it.
- because it's illegal.

You could download a virus

- In pairs, Ss go through the conversation again and extract ways to express possibility to complete the table on page 117, SB.
- Monitor Ss' work to make sure they are actually on task.
- During whole class correction, help Ss add any other exponents that express ability.

Key:

Expressing possibility:

I guess well...	I could...
I may...	Couldn't I ...?
Maybe well...	We can...
You could...	

- Make Ss take roles to read the conversation on page 116, SB.
- Ask the rest of the class to note down the pronunciation mistakes their peers may make.
- Note down yours, then discuss them with the class, but only when Ss have finished reading.
- Make Ss work in pairs and explain that they are to play a guessing game using the expressions they have just learnt.
- Ask some Ss to act out the example in front of the class, then ask the rest of the class to use the clues to start the dialogues.
- Monitor their work and note down any mistakes they make to be corrected at the end of the task.
- Once the task is over, ask some Ss to act out in front of the class.
- In small groups, Ss read the advertisement and discuss the tasks the robot can perform.
- You may want Ss to add other tasks they think appropriate.
- Lead a class discussion: make sure Ss use expressions of possibility in the affirmative, negative and interrogative forms.
- Select a sample dialogue and write it on the BB for Ss to copy in their notebooks.

Grammar

The present perfect simple with:
ever, never, already, yet
 affirmative, negative and interrogative forms
 Future simple
will...

This part of the unit introduces the present perfect tense and the future simple.

- Set the scene for the dialogue and pre-teach some words that you think Ss will not guess from the context.
- Ss read the dialogue and find if the statements are true or false.
- Ss work individually first, then compare their answers in small groups.
- Correct with the class: ask Ss to justify their answers.

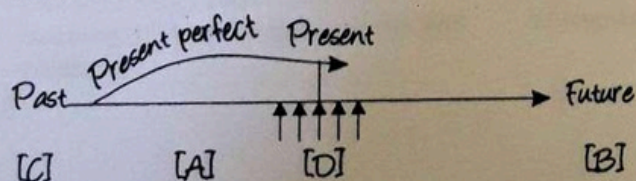
Key:

1- False 2- True 3- False

- To begin with, draw a table on the BB and ask Ss to do the same on their notebooks.
- Ss are to fill the table with sentences containing completed actions and sentences with actions to be done.

Completed actions	Actions to be done
Sam has bought a printer. Brian has seen the brand. Sam has printed a small booklet. Sam's brother has tried the fax.	Brian hasn't used the printer yet. Sam hasn't tried the fax. Brian hasn't been to the small market.

- Once the table is filled in, ask Ss to underline the verb forms, then label them: *the present perfect simple, the future simple.*
- Then, Ss work in small groups to fill in the tables on pages 118 and 119, SB with the different forms of the present perfect.
- Correct with the whole class.
- For the next exercise, Ss read the sentences and place the letter [A,B,C,D] on the time line.



- For the next activity, you are to introduce the difference between *ever, never, already, yet* through contexts and elicit from Ss their meaning.
- Then, Ss read the sentences on page 119, SB, and circle the correct word.
- They work individually first, then compare their answers in pairs.
- Discuss with Ss the meaning and the form of the present perfect simple according to the context in the sentences suggested.

Key:

1. yet 2. already 3. already 4. never 5. ever

- Next, go through the phrases on page 119, SB with Ss and check that they understand all the vocabulary words.
- Explain that whatever is ticked has already been done.
- Ss write down what Jamal has/hasn't done yet.
 Example:
Jamal has already talked about the latest inventions.
Jamal hasn't conducted a workshop yet.
- Ss work individually first, then compare their answers in pairs or small groups.
- Correct with the class.
- You may ask Ss to close their books and notebooks and ask each other questions about Jamal's activities:
Has Jamal phoned his family?
- In this way, Ss experiment with all the forms of the present perfect simple.
- Select some of the Ss questions and answers, then write them on the BB for the rest of the class to copy in their notebooks.
- Use colour chalk to underline the form of the present perfect simple and to circle: *ever, never, already, yet.*

Grammar Extension

- Ss go back to the dialogue on page 118, SB and underline the verbs in the future simple.
- Check with the class, then in pairs Ss complete the table on page 120, SB.
- Refer Ss to the grammar summary on page 133, SB to self-check the answers on their

table.

- When correcting with Ss draw their attention to the form of the future simple:
will + infinitive without to

①

The next exercise is challenging for Ss in that they have to read the exchanges, choose the appropriate verb, then put it the correct form; therefore, you need to give Ss enough time to complete this exercise effectively.

Draw the Ss' attention to looking for the context clues to facilitate the task for them to find the right verbs.

- Ss work in pairs and compare their answers in small groups when they finish.
- During the correction phase, ask for clarifications and justification to enable Ss to understand better the uses of the target tenses and verb forms.

Key:

- | | |
|-------------------|-------------------|
| 1. will develop | 6. will supervise |
| 2. will invade | 7. won't control |
| 3. will change | 8. will e-mail |
| 4. won't commute | 9. won't have |
| 5. will they work | 10. will be |

- Ss read the tasks a robot will be able to do, then pairs ask each other questions following the example on page 120, SB.
- Ss swap roles so that they can ask and answer questions.
- Have Ss pass in front of the class to be interviewed by their peers.
- You may extend this activity by asking Ss to think of other changes in their future life_ not necessarily linked to robots.
- Choose sample questions and answers and write them on the BB for Ss to copy down in their notebooks.

Vocabulary

Computer vocabulary
Computer uses

This part of the unit helps Ss acquire the necessary jargon associated with computers and their uses. The tasks enable Ss to practise word collocation and word association.

Computer vocabulary

- Make Ss work in small groups to write down the names of the devices provided.
- Some Ss may already know the words. The others are to write down the ones they know and wait for the correction.
- Check the answers with Ss.

Key:

- | | |
|-------------------|------------------|
| 1- a monitor | 7- a keyboard |
| 2- a camera | 8- a mouse |
| 3- a central unit | 9- a headset |
| 4- a printer | 10- a joystick |
| 5- a speaker | 11- a flash disk |
| 6- a scanner | |

- Accept any appropriate answer from Ss because some devices can have multiple uses.

Computer uses

- Go with Ss through the different collocations in order to make sure that they understand them all.
- Then, ask Ss to work in small groups to put the collocations into the appropriate columns: explain that some of the collocations can go in more than one column.
- Discuss the different possibilities with Ss.

Key:

At home	At school	In a bank
send messages communicate with people. play music calculate budget share information type texts download programs	store information prepare lists make worksheets make record sheets make time-tables share information type texts	send messages store information do statistics collect information make record sheets pay clients share information

- Make Ss work individually to write sentences about the different uses of the computer following the model provided on page 121, SB.
- Monitor class work to keep Ss on task.
- Ss compare and discuss their paragraphs.

Skills

Making inferences

Listening for inferred meaning

Presenting arguments for/ against

Writing a composition.

Reading *Big Changes in Technology*

This part of the unit introduces Ss to some of the possible technological changes of the future. The tasks train Ss to read between the lines or make inferences.

- Ss sit in groups, then look at the title and the picture and write down some changes they are expecting from technology.
- Different group leaders report to the rest of the class.
- Ss read the text and check their guesses.
- Lead a whole class discussion.
- Ss read the text again and pick out from paragraph 1 all the communication devices.
- They work individually first, then compare their answers in pairs.

Key:

- 1- cell phones
- 2- videophones
- 3- computers
- 4- the Internet and email

- Ask ss to read the first sentence of each paragraph and isolate phrases that can be used as headings:

Listening *Girls & Computers*

This part of the unit raises the Ss' awareness to the importance of computer skills to both boys and girls. It also enables Ss to practise inferring meaning from a conversation.

- Set the scene for the listening: ask Ss whether there is a difference between girls and boys as far as using technology is concerned.
- Ss give their opinion, then write down what they think the conversation will be about.



- Play the tape/ CD for Ss to check their guesses.
- Discuss with the whole class.



- Ss listen again to the whole dialogue without

Read the first sentence of each paragraph and pick up the phrases you can use as sub-titles.

Example:

paragraph 1: Changes in communication

- Individually, Ss read the text and choose the best answer. Tell them to indicate in the text the corresponding justification.
- Have Ss compare their answers in small groups.
- Discuss the answers with the whole class.

Key:

- 1- c 2- b 3- b 4- a

Post-reading activity

- Ss sit in small groups to discuss the following question:

What do you think the most important/ useful/ interesting changes in technology will be?

- Ask Ss to prepare short notes in small groups.
- Then, each group leader gives a short presentation in front of the class.
- The other Ss listen, take notes, then react once their friend has completed his/her presentation.
- Try to call Ss with different abilities to give their presentation.
- Ss comment on the caricature and talk about the problems related to working in cybercafés.

interruption and choose the correct answer from the choices given.

- Allow Ss some time to compare their answers in pairs, before checking with the whole class.

Key:

- 1- d 2- b 3- c 4- d

Post- listening activity

- In small groups, make Ss discuss this question:
Are girls less comfortable with computers than boys? Why?
- Ss take notes as they discuss, then present their findings to the class for discussion.

Listening script

Ian Morrow:

I see that boys and girls in this class can both use the school computers. Studies show that in high school, girls use computers less than boys. Is that normal?

Teacher:

Girls tend to be less comfortable than boys with the computer. They use it more for word processing rather than for problem solving...

Ian Morrow:

The studies show that girls make up only a small part of students in computer science classes. Is that true?

Teacher:

Girls usually say they do not have as much computer ability as boys do. They are not

comfortable using computers. They use computers less often than boys outside the classroom.

Ian Morrow:

Why is that, in your opinion?

Teacher:

Boys are not so afraid of the computer... girls are afraid they might break it somehow. And you know, the software company Purple Moon found girls use computers less than boys do. They found the number one reason girls don't like computer games is because the games are so boring. Girls want games with people like them and stories about what is happening in their own lives.

The sponsor of the study says this difference between boys and girls must stop. If not, women will not have the same chance in the job market in the 21st century.

Speaking Are you for or against the Internet?

This part of the unit aims at sensitising Ss to the usefulness of the Internet. The task trains Ss on how to find strong arguments and defend their points of view.

- Brainstorm Ss about the Internet first by asking questions such as:

What are the advantages of the Internet?

What are the disadvantages of the Internet?

- Then, divide the class into small groups.
- Explain to Ss that some of the groups will be FOR the Internet and that some will be AGAINST it.
- Let Ss who are for get together and those who are against get together and ask them to prepare their arguments and to be ready to defend them.
- Move round the class to help Ss overcome problems related to vocabulary.
- Write some of these expressions on the BB to help Ss use them to put forward their arguments.

Opinions, preferences:

I think...,

In my opinion...,

I'd like to...,

I'd rather...,

I'd prefer...,

As far as I'm concerned...,

I suppose...,

I'm pretty sure that...,

Without a doubt...,

Disagreeing:

Don't you think it would be better...,

I'm afraid I don't agree...,

But what about...,

Frankly, I doubt if...,

The problem with your point of view is that...

Giving reasons and offering explanations:

To start with,

The reason why...,

- To organise this debate, have a student from group 1, for example, put an idea forward, then another student from group 2 gives a counter-argument and vice-versa.
- Try to ensure class coverage in order to deter highly active Ss from grabbing turns all the time.
- Encourage Ss and play the role of a mediator if you feel that one group overpowers the other group or that of an instigator once you see that Ss lack arguments.

Writing

This part of the unit introduces gathering ideas for a writing task and using them to write a composition.

- First, Ss work individually to read the short notes and the paragraph, then in small groups discuss how the notes have been developed into a coherent paragraph.
- Write the question on the BB:

How is the paragraph different from the notes?

- Once Ss finish discussion, share their suggestions in a whole class discussion.
- Afterwards, Ss use the notes provided to write a paragraph.

- You may want them to do the writing either individually or in pairs.
- Ss exchange their paragraphs for peer feedback.
- Move round the class and write down major problems Ss face, then devote some time to draw Ss' attention to these mistakes.
- Ss, then, individually write notes about the advantages of mobile phones.
- In class or at home, they write the second paragraph about the advantages of mobile phones.
- Remind them of the list of 'useful words' at the bottom of page 124, SB.
- Provide Ss with a checklist focussing on the major problems encountered while monitoring Ss' work.

Fun page

Game: Wacky Words

This game allows Ss to use what they have learned in this unit in a light-hearted way. Besides, they analyse critically caricatures about the use of the Internet.

①

To make these games more motivating, you may give Ss or groups points. At the end of the lesson, count the points and announce the winner(s).

Game 1:

- This is an information-gap game because neither student A nor student B has an idea about what the story is about.
- First, Ss work individually: Ss A and B have to fill in all the spaces provided with words related to technology.
- Then, Ss work in pairs: Student A reads Student B table and writes a story using the

words provided by Student B. Student B does the same with Student A words.

- The stories Ss produce can be sometimes awkward, funny and illogical, hence comes the title "Wacky Words".
- Ss exchange their stories and read the result of the words they have chosen.
- Allow some Ss to pass in front of the class to read out their stories.

Game 2

- Ss look at the cartoons on page 125, SB, read the bubbles and identify unknown words.
- Explain very briefly the unguessable words, then ask Ss to work in pairs to:
 1. find the topic of both cartoons.
 2. explain what is the comic side in each cartoon.
- Then, Ss belonging to different groups expose their ideas to the whole class.
- Have Ss work in small groups again to imagine a short story for each cartoon: to ensure task economy, allow some groups to write a story about cartoon A and the other groups to do the same for cartoon B.

Checkpoint

Review of units 9 & 10

This part reviews the functions, grammar points and vocabulary learnt in units 9 and 10.

Exercise 1

Key:

- | | |
|-----------------------------|-------------------------|
| 1. Saying goodbye | 6. Giving advice |
| 2. Possibility | 7. Taking an order |
| 3. Ability | 8. Expressing dislike |
| 4. Asking for permission | 9. Asking for opinion |
| 5. Talking about past event | 10. Expressing interest |

Exercise 2

Accept and encourage any appropriate alternatives.

Exercise 3

am writing	took	have already taken
am spending	was	will visit
is	went	will buy
is	visited	will have
arrived	are	are enjoying

Exercise 4

satellite receiver	internet	DVD player
mobile phone	printer	scanner
satellite	mouse	videophone

Sample Global Tests

- ✍ There are two sample global (end of term) tests: test one is designed to follow units 1 to 5 (semester one) and test two units 6 to 10 (semester two).
- ✍ The tests consist of four components:
Conversation, Grammar, Vocabulary and Skills: Listening, Speaking, Reading and Writing.
- ✍ Conversation, Grammar, Vocabulary, Reading and Writing tests should take about 60 minutes. These tests are marked out of 20.
- ✍ The listening tests are supposed to take about 15 minutes. You can mark these tests out of 10.
- ✍ Students need to know what is expected from them in each listening test and make sure they understand the instructions very clearly.
- ✍ Tell students how many times they are going to hear the cassette. Normally twice is enough.
- ✍ The speaking tests, which can take about 10 minutes, are better carried out as pair work activities where pairs of Ss work together to complete a task. Ensure that both Ss ask and answer questions. The two elements being tested are:
 - *fluency*: how students can speak without too much hesitation and be able to communicate and interact with a partner.
 - *accuracy*: how students can speak without making too many mistakes in grammar, vocabulary and pronunciation.
- ✍ The speaking tests are marked out of 10: 5 points for fluency and 5 points for accuracy.
- ✍ While testing students in speaking, make sure that you can hear them clearly. You can test pairs of students while the rest of the class is doing another activity. You do not need to test all the students in one session, but organise the administration of these tests along a period of time (two weeks would be reasonable, given the large number of students in each class.)

Test 1

School: _____
 Name: _____
 Class: _____
 Time: _____

I. Conversation:

A. Match the two halves of the exchanges.

- | | |
|--------------------------------------|----------------------------------|
| 1. How do you like these shoes? | a. OK. I'm free. |
| 2. Ahmed, this is John. | b. He can't bear them. |
| 3. Does your brother like cartoons? | c. A bit expensive. |
| 4. Can I take your order, please? | d. Sure. Fish and chips, please. |
| 5. Would you like to dine out today? | e. Pleased to meet you. |

B. Complete the dialogues with the appropriate exchanges in the box.

- | | |
|---------------------------------|--|
| a. I prefer the green one. | 1. Shop assistant Would you like to try this shirt on? |
| b. How's everything? | Nancy _____? |
| c. Surely not, it's boring. | Shop assistant Only £15. |
| d. Yes, of course here you are. | Nancy _____ |
| e. How much is it? | 2. Mike I think the <i>Harry Potter</i> movie is fantastic. |
| f. Nice to see you, Nancy. | Lina _____ |
| | Mike That's not my opinion anyway. |

II. Grammar

A. Match the questions with the answers.

- | | |
|---------------------------------|---|
| 1. Where does your sister work? | a. At nine. |
| 2. What are you doing? | b. No, I'm not. I'm having dinner. |
| 3. Do you get up early? | c. At a primary school near here. |
| 4. Are they listening to music? | d. To the library. She has an essay to write. |
| 5. Does Amina work at night? | e. No, I don't. |
| 6. When does Julia start work? | f. I'm writing an e-mail. |
| 7. Where is Halima going? | g. No, she doesn't. |
| 8. Are you watching TV? | h. No, they are watching TV. |

B. Fill in the blanks with the right word form the list.

- | | | |
|----------|-----------------|---|
| many | Mother | How <u>1</u> milk is there in the bottle? |
| much | Daughter | Only <u>2</u> . |
| a little | Mother | How about bananas, are there <u>3</u> ? |
| any | Daughter | Yes, but just <u>4</u> . How <u>5</u> do we need? |
| a few | Mother | Three. |

C. Complete the questions with the right question word.

- | | |
|---|---|
| 1. Driss _____ books are they?
Mary They're hers. | 4. Tom _____ does your mother
go shopping?
Ali Once a week. |
| 2. Nabil _____ is John?
Jack Our school principal. | 5. Father _____ you go to work?
Son By bus. |
| 3. Fatima _____ is the film?
Laura Two hours. | |

III. Vocabulary

A. Where can you buy these items? Match the items with the right shop.

- | | | |
|----------------|--------------------------|-------|
| a. dictionary | 1. At the baker's. | _____ |
| b. beef | 2. At the shoe shop. | _____ |
| c. bread | 3. At the greengrocer's. | _____ |
| d. boots | 4. At the book shop. | _____ |
| e. cauliflower | 5. At the butcher's. | _____ |

B. Complete the sentences with the appropriate words from the box.

compose - book - serve - perform - keep

- The acrobats in the Chinese Circus _____ well.
- This young musician can _____ complex music.
- Hurry up! We need to _____ our tickets before 7:00.
- Please help me _____ dinner to the guests.
- To review words easily, you need to _____ a word list in your notebook.

IV. Reading

Base your answers on the text.

HIP-HOP Rocks the Nation

Hip-hop is everywhere. Disney's latest album is called "Rappin' Mickey" and a McDonald's advertisement shows two lovely babies dressed in baggy trousers, rapping their way to a happy meal.

Hip-hop is the product of the streets of the South Bronx, New York. It is now a dominant force in American pop culture. The hip-hop sound, style and language is no longer restricted to New York ghettos.

"Children in Beverly Hills know what gangs are like. Kids in Arkansas know what it's like to be poor in New York," says Russet Simon, manager of a rap music shop. Yet, many adults feel frightened by this culture. No other music since 50s rock'n'roll has caused such trouble.

What people fear most is the violence that appears to be in young people who perform this art. This shocking violence keeps adults away. "For the young," says John Katz a television critic, "hip-hop is a great form of revolt because it scares so many adults. Some people think they are not rappers, 'The more offensive, the better.'" This is how rappers think!

A. Choose the right idea for each paragraph.

Paragraph 1

- Walt Disney's next hero is called Hip-Hop.
- Hip-Hop is everywhere, even on products for young people.
- McDonald's restaurants are going to sell Disney's Hip-Hop.

Paragraph 3

Thanks to Hip-Hop:

- some kids from Beverly Hills know Arkansas.
- people from very different backgrounds know each other.
- Russet Simon has thousands of CDs of Rap music.

Paragraph 2

- Hip-Hop is going to disappear very soon.
- We can find Hip-Hop in the ghettos of New ork.
- Hip-Hop is everywhere in the US.

Paragraph 4

Many adults:

- don't understand this new musical tendency.
- try to organize rap parties.
- become crazy when they hear rap music

B. Correct these false statements.

- Rosset Simon is a singer.
- Adults like Hip-Hop music.
- Little children don't know what Hip-Hop is.

V. Writing

Write an e-mail to your friend about your favourite TV programme.

Listening

Listen and write where each conversation takes place.

- | | |
|----------------|--------------|
| a. Post office | d. Bookshop |
| b. Newsagent | e. Shoe shop |
| c. Supermarket | |

- Conversation 1: _____
- Conversation 2: _____
- Conversation 3: _____
- Conversation 3: _____
- Conversation 4: _____

Script

(For the teacher only)

- A Have you got an English workbook?
B Yes, I have.
- A Where's the milk, please?
B It's in the dairy aisle.
- A I'd like to send this letter, please.
B Normal or express.
- A Can I try these trainers on, please?
B What size are you?
A 38.
- A I'm looking for an American magazine.
B Sorry. I've got French ones.

Speaking

Use the prompts to interview your partner.

- | | |
|--|------------------------------------|
| 1. What / favourite school subject? | 5. What time/ have dinner? |
| 2. How many / English classes/ a week? | 6. How often/ practise sport? |
| 3. Class/ Saturday afternoon? | 7. What type/ TV programmes/ like? |
| 4. How/ come/ school? | |

Test 2

School: _____
 Name: _____
 Class: _____
 Time: _____

I. Conversation:

A. Choose the correct phrases to complete the exchanges.

- 1 Nurse Hello. Mr Zinani.
 Mr Ziani _____ see the doctor?
 a. Would you b. May I c. Would
- 2 John _____ repair my fridge?
 Technician Yes, of course.
 a. Can I b. Please c. Can you
- 3 Sara Will you travel abroad this summer?
 Lamia _____ I'm not sure.
 a. Sure b. Maybe c. I will
- 4 Sami _____ things going?
 Paul I'm OK.
 a. Why are b. What are c. How are

B. Put this conversation in the correct order. Write numbers.

- _____ Sam, have you ever been to England?
 _____ OK. Well, thanks for the advice.
 _____ Definitely. And may be some cash for taxis, buses and...
 _____ It seems that credit cards are better.
 _____ Well, I need your advice. I'll spend two weeks on holiday there, but I don't know if I can take Moroccan bank notes.
- _____ Yeah, once. I went on a school trip.
 _____ I've never used them. But I think you pay a commission to buy them.
 _____ What about traveller's cheques?
 _____ That's OK. Have a nice trip.
 _____ I took my credit card last time_ you can use it everywhere, and you don't need to carry cash around.

II. Grammar

A. Write the appropriate question tags and the expected answers.

1. Steve didn't lose his job, _____?
 2. The actors were excellent, _____?
 3. Her father doesn't work in a bank, _____?
 4. Surgeons will use robots in operations, _____?
 5. You have bought a new videophone, _____?

B. Put the verbs between brackets in the correct tense.

- Jamal Do you like travelling?
 Jerry Oh, yes. I love it.
 Jamal What countries (you, visit) 1?
 Jerry Well, I (be) 2 to Turkey, Greece, and Cyprus among others.
 Jamal I (be, never) 3 to any of those countries. When (you, be) 4 in Turkey?
 Jerry I (go) 5 there last year.
 It (be) 6 marvellous. I (meet) 7 a friend of mine there and we (take) 8 a tour of the country together.

C. Rewrite these sentences. Begin with the words given.

Example: Exercise A is easier than exercise B.

No, it isn't. It's _____. **Answer:** No, it isn't. It's *more difficult*.

1. Flying is the cheapest means of transport.
No, it isn't. It's _____.
2. My grades are better than yours.
No, they aren't. They are _____.
3. Khalid is the oldest player in the team.
No, he isn't. He is _____.
4. Casablanca is the smallest city in Morocco.
No, it isn't. It's _____.
5. Bicycles are faster than motorcycles
No, they aren't. They're _____.

III. Vocabulary

A. Complete the conversation with the appropriate words in the box.

- | | | |
|------------|-----------|------------|
| a. public | d. share | g. air |
| b. save | e. reduce | h. recycle |
| c. produce | f. alert | i. launch |

Carla Our city is getting dirtier and dirtier. What can we do to _____ less rubbish?

Laura Well. First of all, we mustn't buy things we don't need and we should _____ some of the rubbish we throw everyday.

Carla How about _____ pollution? How can we _____ that to the minimum?

Laura We should walk or use bikes instead of cars and motorbikes. We can _____ cars with other people or use _____ transport. By so doing, you not only _____ the environment but also money.

Carla You're right, Laura. We need to set up an environmental association to protect our city. We should start and _____ campaigns to _____ people to take action before it's too late.

B. Choose the right words to form collocations with the underlined ones.

1. When you write a check to someone, the bank _____ the amount from your account.
a. reduces
b. deducts
2. Businessmen usually don't _____ cash on them, they use credit cards.
a. carry
b. hold
3. Peter got his first salary and opened _____ in the bank near his house.
a. an amount
b. an account
4. We need to _____ a program to make changes to my photos.
a. downplay
b. download
5. The Moroccan team managed to _____ a medal in the previous competition.
a. win
b. succeed

IV. Reading

Base your answers on the text.

These days, "What do you want to do when you grow up?" is the wrong question to ask children in the USA. The question should be: "What job are you doing now?" American companies are employing more and more young people as consultants to evaluate products for child consumers.

The 12-to-19 age group spends more than a \$100 billion a year in the USA. Specialist agencies have been created to help manufacturers ask kids about all the latest trends in clothes, food and other markets. One firm, Teenage Research Unlimited, has panels of teenagers who give their verdict on products like jeans.

Another company, Doyle Research Associated, holds two-hour sessions in a room called the "imaginarium". Children are encouraged to play games to get into a creative mood. They have to write down any ideas which come into their heads.

Some manufacturers prefer to do their own market research. The software company Microsoft runs a weekly "Kid's Council" at its headquarters in Seattle, where a panel of schoolchildren give their verdict on the latest products and suggest new ones. One 11-year-old, Andrew Cooledge, told them they should make more computer games which appeal equally to boys and girls.

Payments for the work are increasingly attractive. Andrew Cooledge was paid \$250 and given some software. However, even if their ideas are valuable, the children will never make a fortune. They cannot have the copyright to their ideas.

These are unstable jobs, too. By their mid-teens, kids can be told that they are too old.

A. Choose the best answer.

1. A suitable title to the text can be:
 - a. American companies
 - b. Young consultants
 - c. Children caretakers
2. What is the "imaginarium"?
 - a. a place where children can sleep and their dreams are analysed.
 - b. a place where children can become actors.
 - c. a place where children play with toys and try to find new ideas.
3. How are consultants paid for their job?
 - a. They get money.
 - b. They get money and presents.
 - c. They are not paid.
4. Who is Andrew Cooledge?
 - a. A member of Microsoft.
 - b. The manager of "Kid's Council".
 - c. A young consultant.

B. Find in the text words that mean the same as:

- | | |
|-----------------------|--------------|
| 1. providing work for | 3. manages |
| 2. judgment | 4. temporary |

V. Writing

Write a letter to your pen-friend to tell him/her about the job you would like to have in the future and give reasons.

Listening

A. Listen and tick the places where Salim and Tim were.

	Salim	Tim
1. theatre		
2. cinema		
3. café		
4. restaurant		
5. cybercafé.		
6. home		
7. office		

B. Listen to the conversation.

Are these statements true (✓) or false (×).

1. Tim saw a film.
2. Tim liked the film.
3. Tim's wife found the film excellent.
4. Tim and his wife went to a café.
5. Tim phoned Salim
6. Salim cooked meat.
7. Salim and Brahim enjoyed the dinner.
8. Salim and Brahim spent the evening at home.

Script

(For the teacher only)

Salim Hi, Tim. How was your weekend?

Tim Well, I worked on Saturday morning, but I had a wonderful time after that.

Salim What did you do?

Tim I went jogging and in the afternoon I saw a film.

Salim What film did you see?

Tim *40° in the Shade*. It was brilliant. My wife didn't think so. She thought it was awful. Anyway... We went to a Moroccan restaurant afterwards.

Salim I tried to phone you, but you weren't in. My friend Brahim came round for dinner.

Tim How did it go?

Salim A catastrophe. I fried sardines, but I left them in the pan too long. The kitchen was full of smoke and burnt fish.

Tim Oh.

Salim We had to dine out...

Speaking

Student A:

Someone is coming to visit your town/city/village on business. He/she needs some information. Think of the questions he/she could ask you and prepare possible answers. Use these ideas:

the population
languages
the currency
the weather
the food

tipping
environment
technology
transport facilities
office hours

Student B:

You want to run a business in a town/city/village. So, You need some information. Ask your partner who lives there questions about the ideas in the box.

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Internet Resources

Corpus Concordance Sampler:

<http://www.collins.co.uk/Corpus/CorpusSearch.aspx>

Games and Activities for English as a Second Language Classroom:

<http://iteslj.org/games/>

Songs 4 teachers:

<http://www.songs4teachers.com/>

Teaching and learning for life:

<http://www.gigglepotz.com/online.htm>

Documents

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