

Kingdom of Morocco



Ministry of National Education
Preschool and Sports

English Spotlight 2

Student Book

Year 2 of Middle School

Part A: Welcome, Units 1-2



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Dear Student,

Welcome to **English Spotlight 2**, a textbook that hopes to give you an amazing adventure in the world of **English!** **English Spotlight 2** is the course book for the second year of middle school. It follows **English Spotlight 1**, used in the first year. This book will help you enjoy become great at listening, speaking, reading, and writing in English.



Learning Everything Together: We believe English is something you use in real life, not just in school. This English course will help you learn to speak, understand, read, and write in English all at once. It's like having a superpower!



Games That Make You Think: Games in this book are not just fun. They also help you get better at English. You'll solve puzzles and play games to practice new vocabulary and grammar, and improve your speaking and writing skills all at the same time.



Read and Relax: Imagine setting aside time to read stories and articles that are interesting and exciting. With DEAR - Drop Everything and Read - you'll enjoy reading and improve your English skills too. Be sure to try the DEAR follow-on activities, which help you connect stories to your real life!



Acting and Playing Roles: Get ready to have fun with acting and role-playing activities. You'll pretend to be different characters and learn how to speak confidently. It's like putting on a play!



Explore and Share: This book will guide you with questions and things to think about. You'll explore cool topics and share your thoughts with your classmates. Learning is all about your ideas, so get ready to share!



Create: At the end of each unit, you will choose a unit task to do. These tasks will help you use your English and 21st century skills – communication and social skills, teamwork and collaboration, information literacy, autonomous learning, and global citizenship and intercultural communication.



Help Stop Climate Change: Throughout the student book, you will get tips on how to help stop climate change. You will also have chances to learn about how teens around the world are taking action and discuss your ideas for solutions and taking action too!



Assess Your Progress: In every unit, you will have a chance to assess your progress and set goals to improve. Assessing your own learning will help you become an independent (autonomous) learner who can tackle any new challenge with ease and confidence.

We think learning should be full of happiness, and **English Spotlight 2** is here to make that happen. We want you to enjoy every page, every picture, every activity, and every challenge. This book is your path to becoming great at English.

We're excited to go on this journey with you.

Best wishes,

The Creators of English Spotlight 2

Contents

	Topics & Functions	Vocabulary	Grammar
Welcome Back! <i>Revision</i> page 6	Greetings & Meeting new and old friends Talking about the summer Classroom instructions and language Getting to know new people and reconnecting with friends	Greetings (Good morning., How's it going?, etc.) Meeting old and new friends (Nice to see you again/Nice to meet you.) Classroom instructions (stand up, sit down, etc.) Summer activities (have a barbeque, go surfing, etc.) Classroom items	Wh- questions and answers (What's happening? What did you do last summer?) Word order in Wh- and Yes/No sentences Simple past Prepositions of location

21st Century Skills – Communication and Social Skills: Greetings and asking questions to find things in common with friends.

Unit 1 <i>I want to be a graphic designer!</i> page 14	Jobs and job-related activities and skills Job advertisements Job interviews	Jobs (mechanic, nurse, etc.) Job activities/skills (do research, work with people, etc.) Places people work (office, salon, etc.) Personality traits (friendly, shy, etc.) Like/dislike/enjoy	Wh- and Yes/No questions about skills (Can you manage your time? What are you good at doing?) Like/dislike + (verb)ing Be good at/not good at+ (verb)ing
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21st Century Skills - Communication & social skills: Greetings, using eye contact during an interview, brainstorming ideas in a group setting. Understanding different jobs and their impact. **Information literacy:** Identifying and understanding online job advertisements, researching job-related vocabulary, and using multiple texts to find information. **Teamwork & collaboration:** Cooperative work (pair work, groupwork) and group projects.

Unit 2 <i>How about a snack?</i> page 41	Common foods and drinks Food and drink categories (dairy, grains, etc.) Recipes and shopping lists Table manners Ordering in a restaurant Asking for items in a local shop	Food and drinks (eggs, cheese, milkshake, snacks, fast food, etc.) Quantity words (a box of, a cup of, etc.)	Singular and plural forms of food and drink words Count/non-count food and drink words Some/any in statements and questions Forms for making offers and requests
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21st Century Skills: Communication & social skills: Be an active listener by using eye contact and expressions to show interest; use greetings and questions to develop new friendships.

Learning autonomy: Set a goal, track your progress with independent learning activities and do self-assessment tasks (lesson 8). **Information literacy:** Identify types of food drinks, use multiple texts to find information.

Speaking & Listening	Reading & Writing	Global Citizens
Asking and responding to get-to-know-you questions Ask and respond to questions about summer activities Give and follow classroom instructions	Write sentences about past summer activities Complete a student information form	Basic greetings and polite phrases when meeting new and returning classmates
Teamwork & Collaboration: Playing games in pairs or in groups. Intercultural communication: Meeting new people in school.		
Listen and take notes about different jobs Describe people's personalities Ask and respond to job-related questions Participate in a summer-job interview	Read job advertisements for main ideas and details (a website, a newspaper) Write sentences to describe a job Write an email to talk about your skills Write a profile that shows your skills and personality	Teen-created businesses that help protect the environment Use creative skills to brainstorm ideas Discuss ideas to help protect the environment
Global citizenship: Explain Moroccan table manners. Intercultural communication: Jobs and job activities in different cultures. Learning autonomy: Set a goal, track your progress with independent learning activities and do self-assessment tasks (lesson 8). Unit Task: Create a job profile, interview someone about their job, or create your own company.		
Listen for details in discussions about grocery shopping and food preferences Discuss food and drink preferences Order a meal in a restaurant Request items in a shop Keep a conversation flowing with questions and rejoinders (me too/ not me)	Read recipes and shopping lists for details Write a shopping list Write a short paragraph about what you eat for meals Write an email to give advice about a party Read a DEAR story and connect ideas to your own life	Table manners in different countries
Teamwork & Collaboration: cooperative work (pairwork, groupwork) and group tasks. Intercultural communication: Food and drink customs in different countries. Global citizenship: Explain Moroccan table manners; adopt healthy habits that are also good for the environment. Unit Task: Make a cooking show video, create a cookbook, or create a guide for good table manners.		

Lesson

1

Nice to see you again!



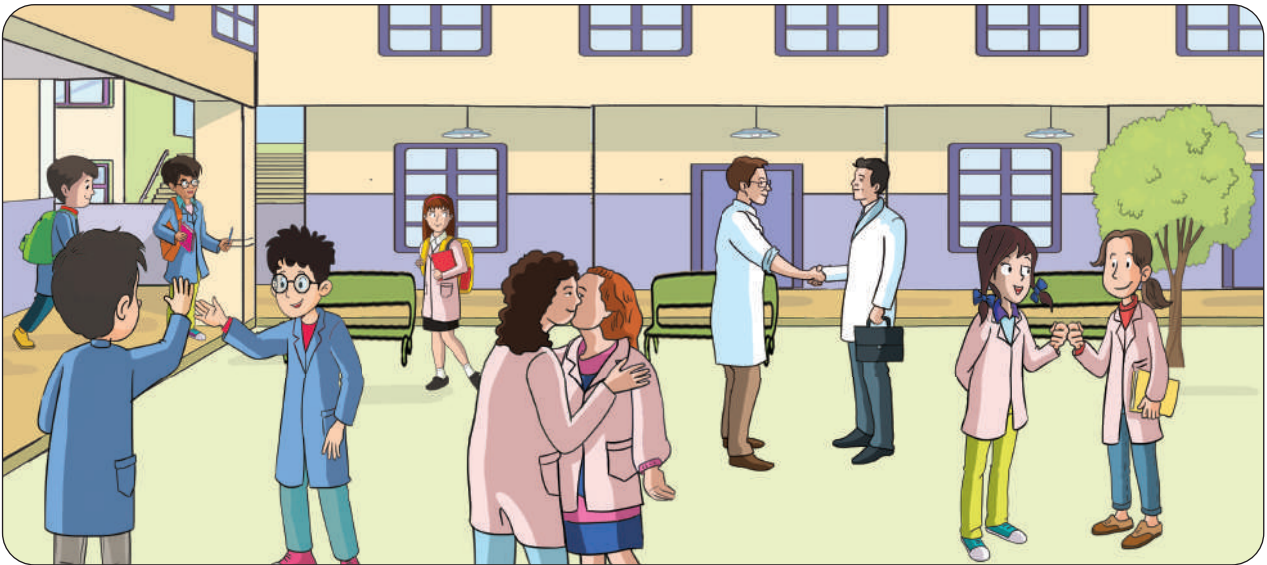
In this lesson, I will:

- Greet classmates and ask questions to learn more about them.
- Use English I learned last year in review activities.



A. Speak: Meet your Classmates

1. Look at the picture. What is happening? What do you think people are saying to each other?



2. Match the greetings to the times you use them. Write the letters.

- | | | | |
|--------------------|------------------|---------------|-----------------------|
| A. Good afternoon. | C. Hi! | E. Hello! | G. How are you doing? |
| B. How's it going? | D. Good evening. | F. What's up? | H. Good morning |

GREETINGS

noon/midday

midnight

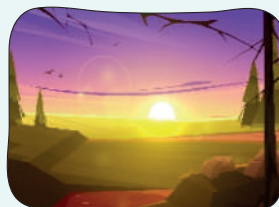
5:00 6:00 7:00 8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00 5:00 6:00 7:00 8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00

morning to noon

noon to 6 PM

6 PM onwards

all day long



3. Greet five classmates and introduce yourself in English. Follow the examples below. Use a different greeting each time.

Real World English

When you meet a person...
For the first time, say
You already know, say

Nice to meet you.
Good to see you.

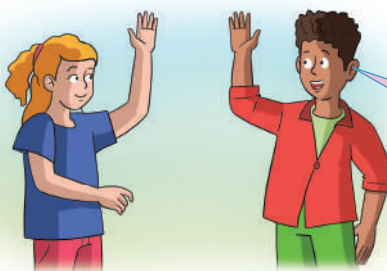
Hi! How's it going?
I'm _____.

Nice to meet you,
too!



Good morning! My
name's _____. Nice to
meet you.

Hello, Abdelilah.
How are you?



I'm great. It's good
to see you again,
Sara. How are you
doing?



B. Listen: Getting to Know You

Listen to the conversation. Write "R" for Reem and "Y" for Yanis.

- 1) Tunisia _____
- 2) Likes running _____
- 3) Morocco _____
- 4) Likes concerts _____
- 5) Plays a musical instrument _____



C. Unscramble the Questions

1. Work in pairs. Write the words in the correct order.

- a. brothers / many / you / do / and sisters / ? / how / have _____
- b. what / from / you / are / city / ? _____
- c. birthday / your / ? / when's _____
- d. you / ? / do / free time/ what / do / in / your _____
- e. favorite / what's / season / ? / your _____

2. Listen and check your answers.



D. Game: Pick a Question

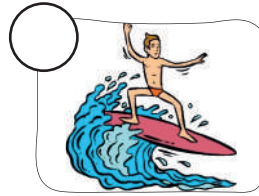
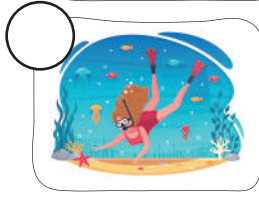
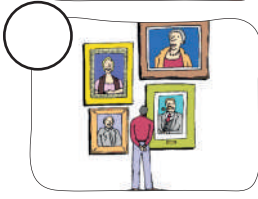
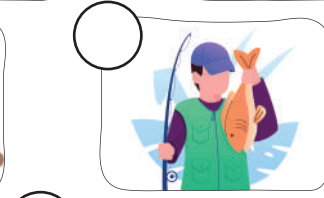
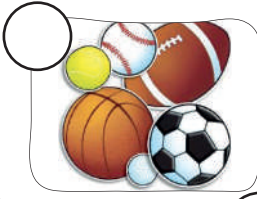
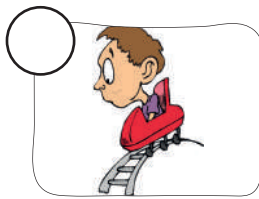
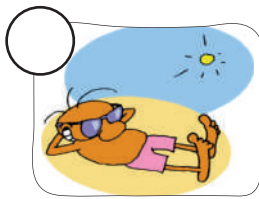
Work in a small group. Close your eyes and point to a box on the game board below. Ask the question with the matching letter in Exercise C.

a	b	Your Choice	c	d	e	a	Miss a Turn	b	c
d	e	a	Miss a Turn	b	c	d	e	Try Again	Your Choice



E. Write: Summer Activities

1. Match the activities with the pictures.



1. go hiking
2. play computer games
3. eat a lot of ice cream
4. sunbathe on the beach
5. take a lot of selfies
6. go fishing
7. sleep in a tent
8. have a barbecue
9. ride a roller coaster
10. swim in the sea
11. go shopping
12. visit a museum
13. travel by plane
14. read a funny story
15. play a lot of sports
16. go surfing

2. Work with a partner. Write the past form of the verbs.

- | | | | |
|---------------|-------------------|---------------|------------------|
| 1. go _____ | 4. sunbathe _____ | 7. have _____ | 10. visit _____ |
| 2. play _____ | 5. take _____ | 8. ride _____ | 11. travel _____ |
| 3. eat _____ | 6. sleep _____ | 9. swim _____ | 12. read _____ |

F. Speak

Work in a small group. Ask questions to find out what your classmates did this summer. Write five things that everyone in the group has in common.



5 Things Everyone in our Group did this Summer

1. _____
2. _____
3. _____
4. _____
5. _____



In this lesson, I will:

- Follow classroom instructions and describe the location of classroom objects.
- Use English I learned last year to communicate with classmates.



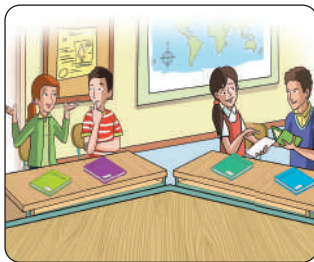
A. Vocabulary: Classroom Language

1. Look at the pictures. Complete the classroom language phrases. Use the word bank to help you.

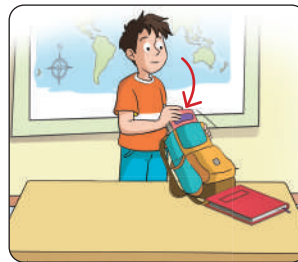
away hand raise clean book up board line turn pairs out work



1. Stand _____.



2. Work in _____.



3. Put _____ your book.



4. _____ to page 42.



5. Take _____ your book.



6. Go to the _____.



7. _____ up.



8. _____ in your paper.



9. _____ up your area.



10. _____ your hand.



11. Close your _____.



12. _____ in groups.

2. Listen to check your answers.



B. Teacher Says!

In small groups, play the game, “Teacher says!” Follow the steps below.

Rules – Teacher Says!

- One player is the teacher. The other players are students.
- Teacher: Tell students what to do. Say, “Teacher says ____.”
 - If the teacher says, “Teacher says, stand up,” then students must stand up.
 - But, if teacher says, “Stand up,” without first saying, “Teacher says,” students must not stand up.
- If a student makes a mistake, he or she must sit out of the game until the next round.
- The last student remaining is the winner.

At the end of a round, choose another teacher. Then play again.

Teacher says,
“Raise your hand.”



C. Who Says It?

Work individually or in pairs. Who says these classroom phrases? Write “T” for teacher, “S” for student, or “B” for both.

_____ Excuse me. I have a question.

_____ I need an eraser.

_____ Please take out a pencil.

_____ I’m sorry I’m late.

_____ What page are we on?

_____ I don’t understand.

_____ Can you repeat that?

_____ Please stop talking.

_____ How do you spell that?

_____ Can you speak more slowly?

_____ I forgot my homework.

_____ Write your name on the paper.

_____ Raise your hand please.

_____ Can I go to the restroom?

_____ Come to the board.



D. Write & Speak

1. Write 4 True/False sentences about the classroom. Use prepositions of location from the word bank.

above
behind

below/under
on

next to
in

in front of
between



1. _____
2. _____
3. _____
4. _____

2. Read your sentences to your partner. The partner closes his or her eyes and answers True or False. Take turns.

The teacher's desk is
in front of the board.

True!



E. English Review Game

Play the game in a small group of three to four students. Follow the rules below.

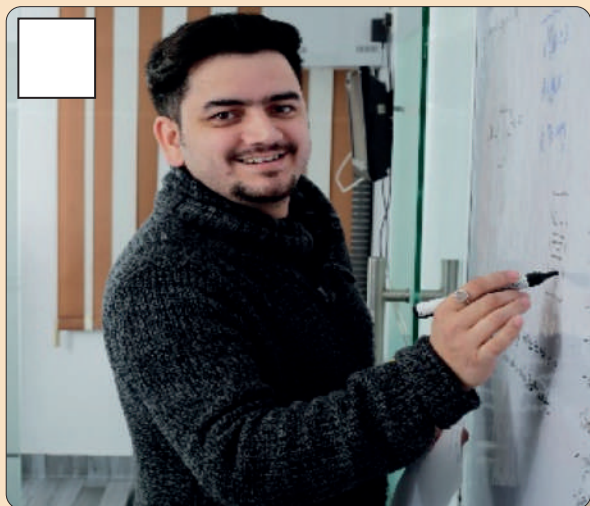
How to Play

- Player one, close your eyes. Drop an eraser or a coin on the board.
- Read and do the action. The other players will check your answer (it is ok to look in the book.).
- If you get the correct answer, you get the points.
- Take turns. The game ends when the teacher says, "Time is up!"
- The player with the most points is the winner.

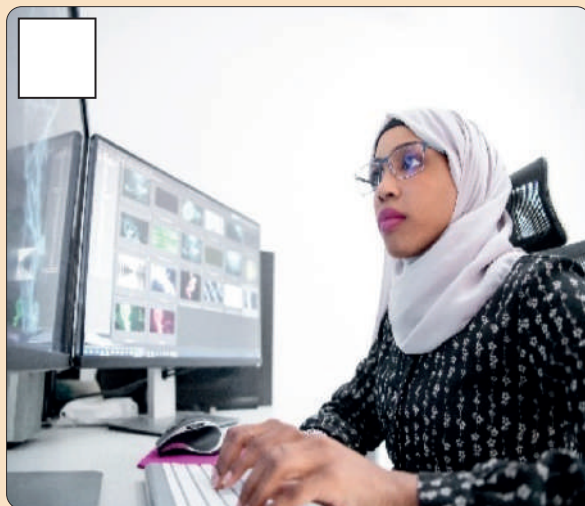
Say the alphabet in 30 seconds. 10 POINTS	Say 3 things you do after school and what time you do them. 30 POINTS	Spell the names of three people in the group. 20 POINTS
Say 3 things you do before school and what time you do them. 30 POINTS	Attack! The player on your right takes 10 points from you.	Say 5 places in your school and what you do in those places. 30 POINTS
Name the months of the year in order. 20 POINTS	Say 3 things you can see in your classroom and what color they are. 30 POINTS	Say the numbers 1-50 in 1 minute. 30 POINTS
Name the 4 seasons and one activity you can do in each season. 30 POINTS	Describe yesterday and today's weather. 20 POINTS	Say two things you can do to protect the environment. 10 POINTS
Say three things you did last summer. 30 POINTS	Say two sentences about your house or apartment. 20 POINTS	Say one thing you always do and one thing you almost never do. 10 POINTS



SPOTLIGHT: Look at the pictures. Listen. Number the pictures.



teacher



graphic designer



doctor



chef / cook

By the end of this unit, I will be able to:

1. Identify and describe different jobs.
2. Understand, write, and talk about job-related activities I like / don't like doing (e.g., I enjoy designing game apps. I don't like working outdoors.).
3. Understand, write, and talk about job-related abilities (e.g. I am good at speaking English / I write well.)
4. Participate in a summer-job interview and self-assess my interview skills.
5. Read a story for pleasure and respond to it.
6. Read independently at home and track my progress.
7. Use my creativity to think of business ideas that can help protect the environment.

Lesson

1

My dad is a mechanic.



In this lesson, I will:

- Identify jobs and talk about work activities I like and don't like.
- Read for details about different jobs.



A. Vocabulary: Jobs

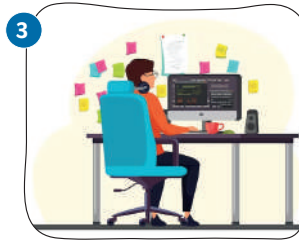
1. Listen and point to the jobs. Then listen again and repeat.



cashier



fashion designer



computer programmer



coach



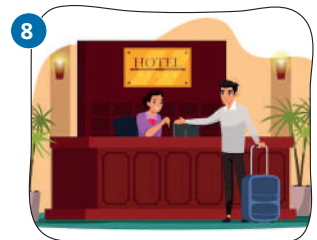
farmer



entrepreneur



hair stylist



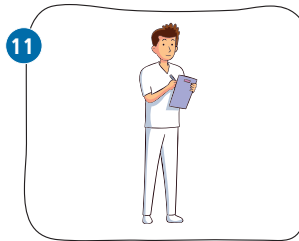
hotel receptionist



journalist



mechanic



nurse



police officer



taxi driver



salesperson



server



veterinarian

2. Which jobs would you like to have? Use jobs from the Spotlight Activity and Exercise A.

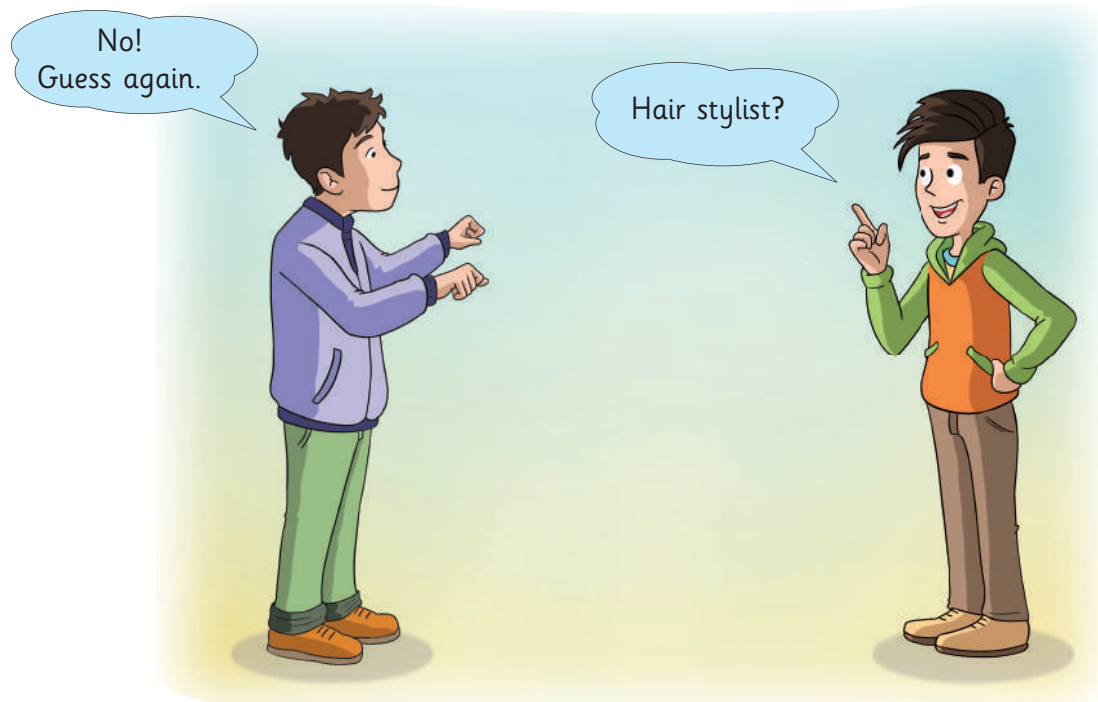
I want to be a **journalist** or a **graphic designer**.

I want to be a **veterinarian**.



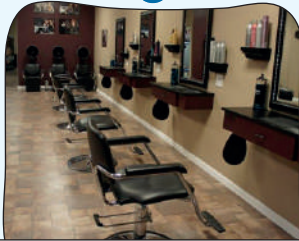
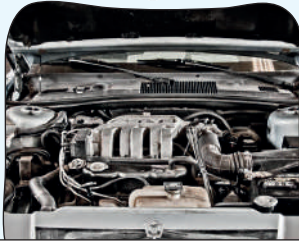
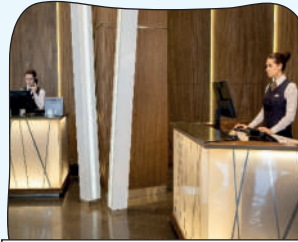
B. Game: Act and Guess

Work in pairs. Watch your partner act out a job from the Spotlight Activity or Exercise A. Guess the job. Take turns.



C. Look and Write

Who works in these places? Look at the picture and write the job.

1  A _____ works in a field.	2  A _____ works in a salon.	3  A _____ works in a restaurant kitchen.	4  A _____ works in a store.
5  A _____ works in a restaurant.	6  A _____ works in a car repair shop.	7  A _____ works in an office.	8  A _____ works in a hotel at the front desk.

D. Speak

What jobs do people in your family have? Tell a partner.

Real World English

veterinarian = vet

My uncle is a journalist.
He works in an office.

My sister is a vet. She
works at an animal
hospital.



E. Read

1. Skim the website. What is the purpose of the web page?

Helpful Language

1 person 2 people

What jobs interest you?

[Click to learn more!](#)

Journalist

Journalists research and write reports about people, places and things. They travel to different places and interview people. We read their reports in newspapers and magazines.

Professor

Professors are teachers at a university. They write lessons and teach students. They also do research and write reports about their field of study.

Graphic designer

Graphic designers use a computer to draw pictures. They draw things for websites, magazines, books, and advertisements.

Salesperson

Salespeople sell things to people. They travel to different places and talk to people about the products and explain how they work.

Nurse

Nurses take care of sick people. They work at doctors' offices or hospitals. They help doctors do their jobs, and they help people stay healthy.

Veterinarian

Vets are animal doctors. They give animals medicine and help them get healthy.

2. Read the web page. Tick the activities that are mentioned.

The box currently under Task 1 goes HERE

- | | | |
|-------------------------|------------------------|---|
| 1. ____ help animals | 4. ____ travel | 7. ____ interview people |
| 2. ____ give medicine | 5. ____ write reports | 8. ____ do research |
| 3. ____ create pictures | 6. ____ teach students | 9. ____ talk with people about products |

3. Use the information from the website and your own ideas to complete the chart. Follow the example.

Which jobs ...?	
1) help people?	journalists, professors, salespeople, nurses
2) teach people?	
3) take care of sick people or animals?	
4) use a computer?	
5) read or write information?	
6) travel to different places?	
7) sell something?	
8) do research?	

F. Speak

Interview your partner and complete the form. Decide what job your partner may like.

Interview about Job-related Activities			
Interviewer's name:			
Interviewee's name:			
Do you like to....?	Interviewee's answers		
	Yes	No	I'm not sure.
do research			
travel to different cities or countries			
work in an office			
You may like to be a/an _____ or a/an _____ because_____.			

Do you like to do research?

Yes, sometimes.

Lesson

2

I love cooking!



In this lesson, I will:

- Talk and write about job activities people like and dislike using like + (verb)ing.
- Listen for details about job activities people like.



A. Jobs Chant

Listen and clap. Then listen and repeat.



What do you do?
I'm a cook. How about you?
I'm a delivery boy and a student,
too.



What does she do?
She's a graphic designer.
She likes creating menus for the
Downtown Diner.



What does he do?
He teaches at a school.
He loves helping people.
Yeah, the students are cool!



B. Listen

1. Listen. Which job is best for each person? Write the number.



1. Imane



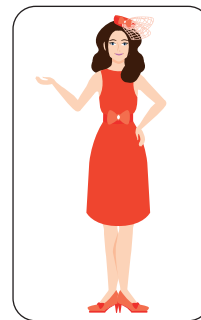
2. Stefanie



3. Reda



4. Abdelkader



5. Rena



6. Idir

☐ vet	☐ hair stylist	☐ journalist	☐ chef/cook	☐ farmer	☐ mechanic
------------------------------	---------------------------------------	-------------------------------------	------------------------------------	---------------------------------	-----------------------------------

2. Listen again. Who do the phrases describe? Write the person's name.

- _____ enjoys working outdoors.
- _____ loves making people feel happy.
- _____ likes making delicious desserts.
- _____ enjoys driving.
- _____ loves helping hurt animals.
- _____ likes meeting new people.



C. Grammar in Context

1. Read the phrases in Exercise B2. Then complete the grammar box.

Grammar like / enjoy / love + verb(ing)		
I You We They	like / enjoy / love don't like / don't enjoy / don't love	 (work) <u>working</u> with animals.
He She It	likes / enjoys / _____ doesn't like / _____ enjoy / doesn't love	 (make) _____ desserts.

2. Complete the sentences.

- I really enjoy _____ (work) with other people.
- Does he like _____ (do) research?
- They _____ (not enjoy) working individually.
- Zouhair _____ (love) traveling to other countries.
- What do you like _____ (do) in your free time?
- Hamid and Siham love _____ (help) their classmates use their computers.



D. Write

What about you? Write 3-5 sentences about yourself, your family, and friends. Use words from the box or your own ideas.

bake	garden	paint	travel
cook	help people	sell things	use a computer
draw	make art	take care of people	work outdoors
fix things	meet people	teach people	work with animals

Examples: I enjoy working with animals. My mother doesn't like traveling.

- _____
- _____
- _____
- _____
- _____

E. Speak

Work in pairs. Ask and tell your partner about what you and your family members enjoy doing. Use the box to help you.

Real World English

A: Do you like doing research?

A: Do you like writing?

B: Yes, I do. 😊

B: Yes, I love writing! 🤖

Do you enjoy cooking?

Yes, I love cooking.
How about you?



Do you have a sister?

Yes, I do.

What does she enjoy doing?

She likes fixing cars and looking at new cars on the internet.



DEAR: Drop Everything and Read



In this lesson, I will:

- Read for pleasure and respond.
- Set my at-home reading goal and plan when I will read each week.



A. Preview

1. Discuss the questions.
 - Do you like animals? What animals do you like?
 - Have you ever seen a wild animal? Where?
2. Look at the pictures from a story. What is the story about? What do you think will happen in the story?



B. Listen to the story.



C. Read the story while you listen.

Itri and the Lost Deer



One cold afternoon in January, Itri was walking home from school. He walked through the snowy Midelt mountains. He was tired and his feet were cold.



Suddenly, he saw something move in the snow. He looked carefully. It was a small deer. It was quiet and still.

Itri said, "Oh, no! Little deer, are you hurt? Are you dead?"



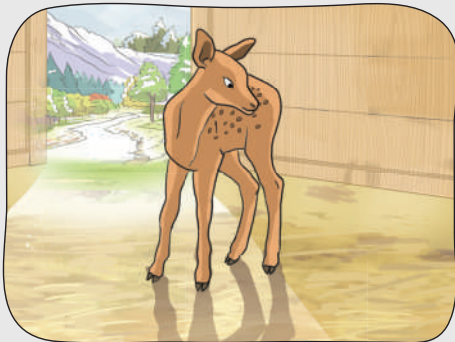
He moved slowly around the deer. She was alive but very weak. Itri wanted to help. He carefully picked the deer up. He carried her through the snow to his house.



When he got home, Itri's family came to see the deer. Itri was worried.

His mom said, "It's okay. She just needs some food and water."

Itri's mom mixed together bran, salt, and water. Then, she fed it to deer. It drank a lot.



Soon after, the deer opened her eyes. Itri said, "Look! She's feeling better!"

The family named the deer Massaouda. They put her in their warm stable. Massaouda slept peacefully. She was happy and warm.

The family was happy they helped their new wild friend.



After that night, Itri always looked for animals needing help. Over time, he helped many animals. When he grew up, he became a veterinarian!

The story is adapted by Ahmed Chaibi for pedagogical purposes from Madeleine Ley, *L'Enfant dans la forêt* (1931). Illustrations by Youssef Elhosni. CCBY 4.0.

D. Retell the Story

Work in pairs. Retell the story. Use the phrases in the box to help you.

Itri	saw a sick deer	worried
in the snow	carried the deer	fed the deer
Massaouda	slept peacefully	happy
stable	got well	vet

Helpful Language

One day....

Next,

Then,

After that, ...

In the end, ...



E. Discuss the Story

Work in pairs or small groups. Choose two questions to discuss together.

1

Itri is an Amazigh name that means "star" ☆ in English. Why did the author use this name for the main character?

2

Why do you think the family named the deer Massaouda?
What are other good names for the deer?

3

Imagine you are Massaouda.
What would you say to Itri and his family?

4

Tell about a time you helped an animal.
Say how it made you feel.



F. DEAR at Home

Reading at home can give you joy and help you become a GREAT English speaker. For success, set a goal, plan, and track your progress.

week PLAN

1. My Goal

I will read for _____ minutes a day
_____ times a week.



3. My Progress

- Make a "DEAR at Home" notebook.
- Keep a list of the days and dates, amount of time, and books you read.
- Show it to your teacher each week.



2. My Plan

Tick the days and write the time you plan to read (for example, 7:00-7:15 PM).

→ ☐ Monday _____

→ ☐ Friday _____

→ ☐ Tuesday _____

→ ☐ Saturday _____

→ ☐ Wednesday _____

→ ☐ Sunday _____

→ ☐ Thursday _____



Lesson

4

Are you good at working with people?

In this lesson, I will:

- Listen for details and take notes about different jobs.
- Talk and write about skills I'm good at/not good at yet.



A. Listen: Career Fair

Students are at a career fair. They are asking people about their jobs.

1. Listen to the conversations and complete the student's notes.



1



Job: Flight Attendant

Where they work: At the airport and on an (a) _____

What they do:

Help the (b) _____

Keep people (c) _____

Help with bags and serve (d) _____ and drinks

Skills:

Good at (e) _____ to people

Good at staying calm in emergencies

Enjoys:

(f) _____ and visiting new places

Doesn't like:

(g) _____ for a long time

2



Job: (a) _____ in Morocco

Where they work: An office in (b) _____

What they do:

Take people on (c) _____

Show famous places and explain the (d) _____

Skills:

Good at (e) _____ to people

Good at (f) _____ the history of the places

Likes:

(g) _____ people from around the world

(h) _____ people her favorite places

Doesn't like:

Working on the (i) _____

2. Check your answers with a partner. Then discuss: Which job interests you? Why?



B. Grammar in Context

- Look at the notes in Exercise A. Circle examples of what people are good at.
- Fill in the missing information in the grammar box.

Grammar good at + verb(ing)			
Statements			
I	am good at am not good at		_____ (explain) things to people.
You We They	are _____ are not good at		doing group work.
He She It	is good at is not good at		_____ (talk) to people.
Questions			
Am	I	good at	 _____? (draw)
Are	you we they		
Is	he she it		

- Write the correct form of the verb in the skills chart. Then match the jobs to the skills.

JOBS	SKILLS
1. A police officer is <u>F</u>	a. good at _____ (sell) things.
2. A computer programmer is _____	b. good at _____ (take) pictures.
3. A photographer is _____	c. good at _____ (fix) cars.
4. A mechanic is _____	d. good at _____ (ask) questions and _____ (write).
5. A salesperson is _____	e. good at _____ (use) a computer.
6. A journalist is _____	f. good at _____ (enforce) the law.

- Listen to check your answers.



C. Speak

- Think about things you like to do and things you are good at. Write down your dream job. Do not show anyone.

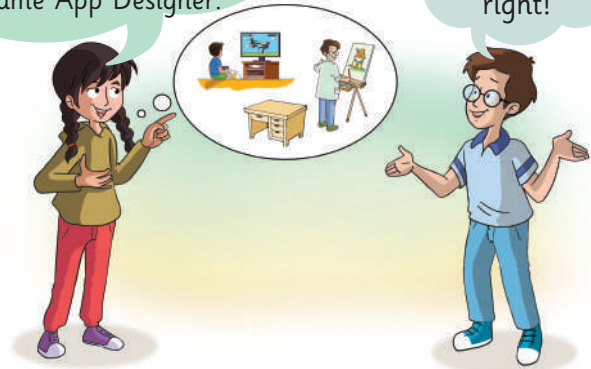
My dream is to be a _____.

2. Work in pairs. Ask questions. Then, guess your partner's dream job. Use the questions below and your own ideas.

- ❖ Where do you work?
- ❖ What skills do you have?
- ❖ Are you good at ____?
- ❖ What do you like about your job?
- ❖ What don't you like about your job?

You work in an office, you are good at using a computer, and you love drawing and playing games. I think your dream job is a Game App Designer.

You are right!



D. Write

You got an email from an online friend. Read the email. Then respond.

New message

← → ↻
☆ ☰

To _____

Subject _____

Hello friend!

How are you? I am great. I am taking a break from studying for an English test. I love studying English. I am good at writing and speaking. I am also good at learning new words. But I am not very good at listening. I will try to watch more videos to improve.

How about you? Do you like studying English? What English skills are you good at?

See you soon!
Your friend

▼ | 📎 🖼️ 😊 🔍
Reply

New message

← → ↻
☆ ☰

To _____

Subject _____

Hi friend,

Thank you for writing. It is great to hear from you! I hope you got a good mark on your English test.

I also study English. _____

Your friend,

▼ | 📎 🖼️ 😊 🔍
Send

In this lesson, I will:



- Use my creative ideas to protect the environment.
- Use English I learned in this unit to complete review activities.

Global Citizenship: Teen Businesses that Make the World a Better Place



A. Read

Read about the Teen Business Awards in Australia. What do the awards show about young people?



The Teen Business Awards is a special event in Australia. It is for kids who are ages 10-18. Every year, creative teenagers can win money and prizes for their great business ideas. The teens create businesses that make the world a better place. The awards show that kids are creative and good at business too!



B. Listen

1. Look at the teenagers' companies. What do you think they do?
Discuss with a partner.
2. Listen and complete the missing information. Check your answers with a partner.

Useful Vocabulary

companies = businesses

Olivia Lorenz and Myla Tucker 11 years old



1. Name of Company: Cinnamon Cove

Problem: (a) _____ in the ocean

Product: (b) _____

What is special about it?

They are made of (c) _____ from the ocean.

Luke Humphrys, 15 years old



"a landfill"



2. Name of Company: Rusty Recycle Art

Problem: a lot of (a) _____ in landfills

Product: (b) _____

What is special about it?

He takes metal from (c) _____ and makes art from it.



C. Creative Ideas to Prevent Climate Change

Work in a small group of two to four students. Complete the tasks.

1. Which company in Exercise B do you like best? Why?
Tell your group.

I like _____ best because....
How about you?

2. Both companies help stop climate change! Why is it important to help stop climate change?
Share your ideas with your group.
3. Below are some problems connected to climate change. Pick a problem your group wants to help solve. Your group can use one of the problems below, or choose your own idea.

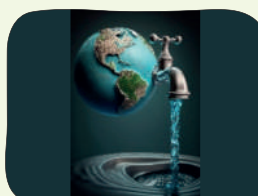
Too many plastic water bottles



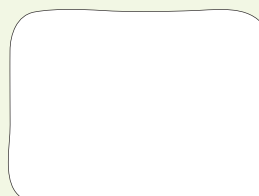
Metal and furniture in huge landfills



Not enough water



Your idea of a problem



3. Think of a new company and how it will help solve the problem. Use the "How to be Creative" tips.

How to be Creative

- Think of many ideas. Even crazy ideas are ok!
- Listen to the ideas of others.
- Believe in yourself!

Write or draw your group's ideas.

4. Share your ideas with other classmates.

The landfills are too big. We will get old furniture, fix it, paint it, and sell it online.

Fun Review



Game: Find Someone Who

1. Walk around the class. Ask your classmates questions. When a classmate says, "Yes," write his or her name. Write a different classmate's name for each item.



Find someone who...	Name
enjoys fixing things.	
likes doing research.	
has a cashier in the family.	
knows a farmer.	
is good at taking care of animals.	
has a family member who is a nurse.	
is good at building things.	
loves using a computer.	
knows someone with an eco-friendly job.	
Your idea:	

2. Tell the class about your classmates.

Lesson

6

I'm friendly and good at math.



In this lesson, I will:

- Read job advertisements for main ideas and details.
- Write a job profile that shows my personality and skills.



A. Vocabulary: Personality Traits

1. Listen and point to personality traits.

Then listen again and repeat.



friendly



talkative



serious



responsible



hard working



helpful



creative



shy



quiet

2. Circle two personality traits that describe you. Tell a partner.



B. Write

Complete the sentences with words from Exercise A.

1. A _____ person is someone you can trust. They usually finish chores and jobs on time.
2. A _____ person does not talk much.
3. A _____ person finds it hard to speak in front of others.
4. A _____ person is good at art. They have many new ideas.
5. A _____ person enjoys meeting new people and making new friends.
6. A _____ person enjoys talking to people and having conversations.
7. A _____ person thinks deeply and may not smile a lot.
8. A _____ person likes to work a lot.
9. A _____ person enjoys helping people.



C. Read

1. Read the summer job descriptions. Write the job to match each description.



Summer Art Teacher



Cashier



Dog Walker



Camp Counselor

A

Place: Camp Sunshine

Job: _____

Skills needed: good with children, likes sports

Do you like working with children? Do you like sports? Apply for a summer job at Camp Sunshine!

B

Place: Metro Foods

Job: _____

Skills needed: responsible, good at math, help customers, bag groceries, use the cash register, and handle money. Join our staff at Metro Foods!

C

Place: Ally's Art Studio

Job: _____

Skills needed: creative art skills, good at working with children

Looking for a creative person to help in the art studio. Help children learn to draw and paint. Apply today!

D

Place: Happy Hounds

Job: _____

Skills needed: good with animals, responsible, friendly with people and animals
Looking for someone to walk and feed multiple dogs at one time.

2. Read the profiles below. Write the letter of the job (from C1) that is best for each person.

1. Mari Lagos

☐

I'm friendly, creative, and talkative. I'm good at teaching and working with children. I enjoy doing lots of different outdoor activities.

2. Brahim Tazi

☐

I'm a serious, responsible student. I like doing math and using a computer. I also like meeting new people.

3. Manuela Rodriguez

☐

I'm a veterinary student at the university. I love working with animals and they love me! I'm hard-working and good at helping others.

4. Kazue Hito

☐

I'm creative and helpful. I'm good at drawing and painting. I like kids and helping people learn new things.

3. Work in pairs. Tell your partner about your choices. Take turns.

Camp counselor is a good job for Mari. She is friendly and she likes working with children.



Mari also likes outdoor activities, so I agree. Cashier is a good job for ...



D. Write

1. Tick the personality traits and skills you have.



Personality Traits

- | | |
|-----------------------------------|---------------------------------------|
| ☐ friendly | ☐ serious |
| ☐ helpful | ☐ hard working |
| ☐ creative | ☐ responsible |

Other: _____



Skills

- | | | |
|--|---|---|
| ☐ using computers | ☐ working in groups | |
| ☐ working with children | ☐ helping elderly people | |
| ☐ math | ☐ making things | ☐ working with animals |
| ☐ sports | ☐ gardening | ☐ managing time |

Other: _____

2. Write a job profile about yourself, like the ones in Exercise C2. Use ideas from Exercise D1 and your own ideas.

My Job Profile

3. Share your profile with your classmates. Your classmates will suggest jobs that suit your profile.

Lesson

7

Why do you want to work here?



In this lesson, I will:

- Answer questions about my skills and personality in a job interview.
- Assess my interview skills.



A. Job Skill Survey

1. Work in pairs. Interview your partner. What is he or she good at? Circle your partner's answers.

Yes = I can do it well. I'm good at it!

A little = I can do it a little. I'm learning!

No = I can't do it well (yet).

Can you...	Answer		
1) build or make things with your hands?	Yes	A little	No
2) do research on the internet?	Yes	A little	No
3) draw using a computer?	Yes	A little	No
4) write in Arabic?	Yes	A little	No
5) speak English?	Yes	A little	No
6) talk to people easily?	Yes	A little	No
7) manage your time?	Yes	A little	No
8) work on a team?	Yes	A little	No

Abdullah, can you speak English well?

I can speak English a little. I'm learning.

Me too!

2. Tell the class one or two things you and your partner are both good at.



B. Read and Listen

1. Read and listen to the job interview. What are some good things about Omar?

Ms. Koulibaly: Hello. My name is Ms. Koulibaly. I'm the hotel manager.

Omar: Nice to meet you. I'm Omar Lazar.

Ms. Koulibaly: Please sit down, Omar. I want to ask you some questions.

Omar: OK. Thank you.

Ms. Koulibaly: So, why do you want to be a server at our hotel restaurant?

Omar: Well... I enjoy food and meeting people.

Ms. Koulibaly: Ok. Do you enjoy talking to people?

Omar: Yes, I'm very friendly and outgoing.

Ms. Koulibaly: That's good. Can you speak French?

Omar: Yes, I can speak French and English well. And I can use a little sign language.

Ms. Koulibaly: Excellent. I see you are a student. Are you good at managing your time?

Omar: Yes, I plan my schedule well, so I always do things on time.

Ms. Koulibaly: Can you work on weekends?

Omar: Yes, I can work on weekends at any time. And I can work on Wednesday evenings.

Ms. Koulibaly: OK. Thank you. We will call you soon.

Omar: Thank you!



2. Work in pairs. Discuss the questions.

- What does Ms. Koulibaly do at the hotel?
- What job does Omar want to do? Why?
- What are Omar's personality traits?
- What are his skills?
- Do you think Omar will get the job?

Helpful Language

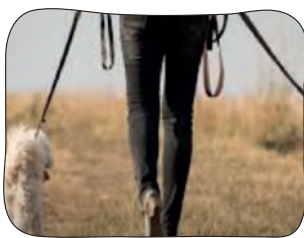
He is good at planning. = He plans well.

He plans ~~good~~ ^{well}.

3. Practice the conversation with your partner. Then switch roles and practice again.



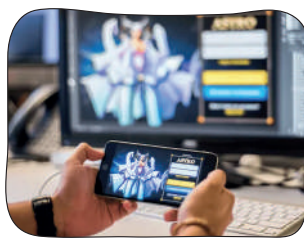
C. Speak: Summer-job Interview



dog walker



baker



game app developer



soccer coach

1. Work in pairs. Write a job interview role play. Follow these steps:

- Choose a job from above or choose your own.
- Think of interview questions for the job.
- Write a job interview conversation.

Sample Job Interview Questions

- Are you responsible / outgoing / hardworking ...?
- Can you speak English / use sign language / work on weekends / use a computer to ...?
- Do you enjoy working with animals / teaching people?
- Are you good at teaching / playing sports?

Greetings

Why this job?

Skills

When can you work?

Saying goodbye

2. Practice your role play. Use “Tips for a Good Interview” below to help you.



Tips for a Good Interview

Smile ☘ Speak confidently ☘ Use eye contact
Say why you want the job
Say what you are good at – give examples!

3. Assess yourself using the checklist.

Good Interview Skills		Did I do it? Circle one answer.		
1.	Smile	Yes	A little	No
2.	Use eye contact	Yes	A little	No
3.	Speak confidently	Yes	A little	No
4.	Say why you want the job	Yes	A little	No
5.	Say what you are good at	Yes	A little	No
6.	Give examples	Yes	A little	No

4. Setting goals for next time you do an interview can help you improve your English! Next time you do an interview, what do you want to do better? Write 2-3 goals below.

My Goals for Next Time I do an Interview

01

02

03

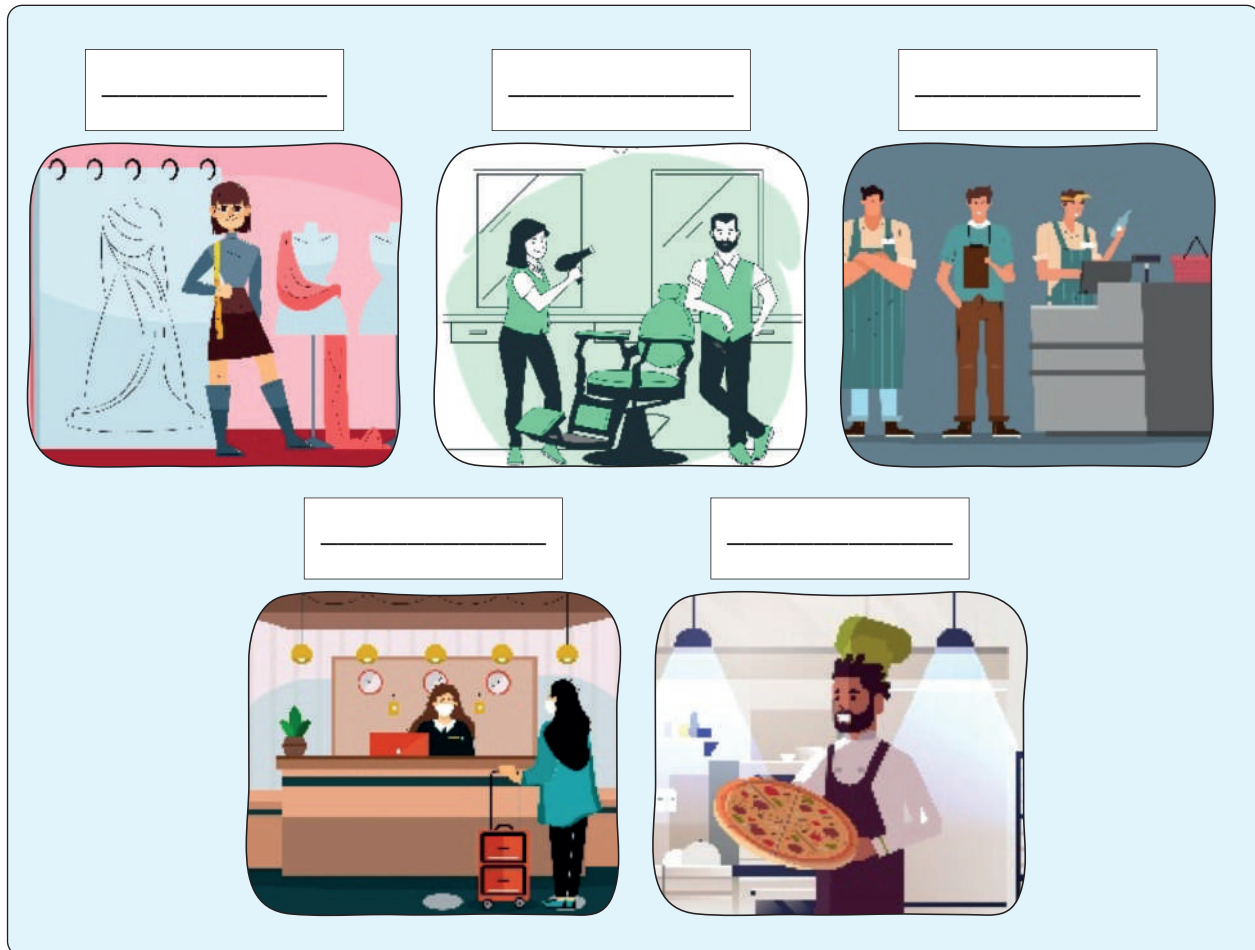


Unit 1 Test



LISTENING

Listen to the conversations. Number the pictures that match the jobs you hear about.



GRAMMAR & VOCABULARY

A. Complete the sentences.

Fiona enjoys (6) _____ (cook). She likes (7) _____ (make) dinner for her family.

Samuel (8) _____ (not like) working with other people. He loves (9) _____ (do) research in his office.

Computer programmers (10) _____ (be) good at (11) _____ (use) computers.

(12) _____ (be) he good at (13) _____ (sell) things?

B. Circle ONE word to complete the sentences.

14. A [shy / helpful / talkative] person enjoys talking with other people and having conversations.

15. A [serious / creative / responsible] person is good at art and has many ideas.



READING

A. Read and complete the text with words from the box.

journalist nurse graphic designer mechanic veterinarian farmer

My name is Fatima Tazi. I'm from Morocco and I'm in the second year of middle school. We are studying about different jobs in our English class this week. My friends and I are thinking about our personality, skills and the things we enjoy doing. I enjoy playing with animals. I also like to take care of them when they are sick or hurt. I want to be a (16) _____. Ahmed enjoys playing video games and using the computer. He's also creative. He wants to be a (17) _____. Joy loves to read. She's good at asking questions and writing. She wants to be a (18) _____. Maya is very good at fixing cars. She wants to be a (19) _____. Said loves helping sick people. He is very friendly and responsible. He wants to be a (20) _____.

Circle the best answer.

21. Fatima is studying about _____ in her English class.

- A. people
- B. jobs
- C. personalities

22. Fatima and her friends are _____.

- A. interested in their future jobs
- B. good English speakers
- C. responsible citizens

My Score: _____ / 22 = _____ %

Unit 1 Task - Choose One!

Option 1: Create a Job Profile

Follow these steps:

- Include your name, photo or drawing of yourself, and contact information.
- Make a list of jobs you want in the future.
- List:
 - Your personality traits
 - Activities you enjoy
 - Skills you are good at
 - Skills you want to learn to get the job you want in the future
- Share your Job Profile with your classmates.



Job Profile

Imane El Baz

Career goals: computer programmer, video game designer

Personality: creative, outgoing, responsible

Activities: I enjoy playing video games and drawing.

Skills: I am good at using computers and working with people.

Option 2: Interview Someone about their Job

Follow these steps:

- Think of a friend or family member who has an interesting job.
- Write questions to learn about what they do. For example:
 - What do you do?
 - What do you enjoy about your job? What don't you like about it?
- What personality traits do you need for your job? (Do you need to be friendly, creative, hardworking?)
- What do you have to do in your job? Do you have to work outdoors /use a computer / get up early/work with people...?
- Make a poster, an audio recording, or a video about the job and present it to your classmates.

Firefighter



Firefighters go to homes or buildings when there is a fire. They put out fires and save peoples' lives.

Firefighters need to be brave, calm, and strong.



Option 3: Create Your Own Company

Follow these steps:

- Think of an idea for a company.
- What does your company do or sell?
- Think of a company name and logo.
- Make a list of what makes your company or product good.
- Create an advertisement for your company. It can be a flyer (a poster), a radio announcement, or a TV commercial (a video).
- Present your advertisement to your classmates.

Power Bottles & Brain Soda



Drink Brain Power! Easy re-fills!



We make re-useable bottles and fill them with Brain Power Soda.



Never worry about bad plastic bottles.

Fill your bottle with Brain Soda all over town!

Protect the environment!

Be the best student in the class!

Unit 1 Self Assessment

Think about your English. What can you do well? What do you need to practice more? Complete the chart.

Unit 1: What can I do well?	 I'm great at this.	 I want to practice more.
I can identify and describe different jobs. She is a hair stylist. A hair stylist works in a hair salon.		
I can understand, write and talk about job-related activities. I like helping the poor. He loves meeting new people. She doesn't enjoy working individually.		
I can understand, write and talk about job-related skills. I am good at drawing. She isn't good at selling things. They are good at talking to people.		
I can understand, write and talk about personality traits. I am talkative. She is helpful. They are creative.		
I use English when I work in a pair or a small group.		
Drop Everything and Read (DEAR) I can set a goal. I can make a plan. I can read a book on my own. I can track my progress in my notebook.		
I can use my creativity to think of business ideas that help prevent climate change.		



SPOTLIGHT: Listen to students talk about what they eat for breakfast. Draw a line from each picture to the country.

BREAKFAST AROUND THE WORLD

1



granola with fruit



Australia

2



bread with olive oil



Brazil

3



fish, rice and soup



Morocco

4



toast with avocado and egg



South Korea

By the end of this unit, I will be able to:

1. Identify, talk, and write about common food and drinks.
2. Understand, write, and talk about the food and drinks I and others like and dislike.
3. Use and understand **some**, **any**, and **quantity words** to describe amounts of food and drinks.
4. Write the **singular** and **plural** forms of food and drink words.
5. Make and respond to polite requests and offers in restaurants and shops. (Would you like to order?
Yes, I would like a slice of pizza, please.)
6. Read a story for pleasure and respond to it.
7. Read and talk about good table manners in different countries.
8. Read independently at home and track my progress.

Lesson

1

What do you like to eat for breakfast?

In this lesson, I will:



- Listen and identify the food and drinks that people like and dislike.
- Talk and write about the food and drinks that I like and dislike.



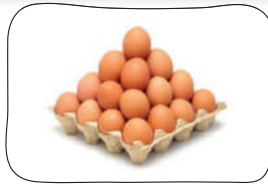
A. Vocabulary: Food and Drinks

1. Listen and point to the food and drinks. Then listen again and repeat.

Food



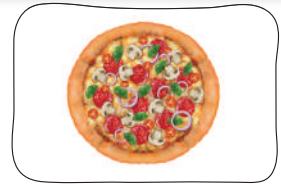
yogurt



eggs



sandwich



pizza



burger



salad



fruit



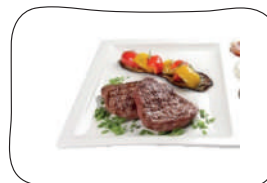
vegetables



seafood



chicken



beef



pasta



cheese



bread



couscous



soup

Drinks



tea



coffee



juice



milk



water



soda



milkshake



hot chocolate

2. Write "D" next to food and drinks you had for dinner last night.

B. Speak

Talk in pairs. Tell your partner about what you ate and drank for dinner last night. Use the information in Exercise A.

What did you have for dinner last night?

I had seafood, pasta, and soup. I also drank a milkshake. How about you?



C. Listen

1. Listen to the conversation. Circle  for the food that Nour and Ahmed like. Circle  for the food that Nour and Ahmed dislike.

Food	 Nour	 Ahmed
1) yogurt	 	 
2) bread	 	 
3) burgers	 	 
4) chicken sandwiches	 	 
5) seafood	 	 
6) vegetables	 	 

2. Check your answers with a partner.
3. Complete the chart with the things you like to eat and drink for each meal.

	Breakfast	Lunch	Dinner
 Like			
 Don't like			

D. Speak

1. Work in pairs or groups of three.
Tell your partners what you like to eat and drink at each meal. Use the chart in Exercise C3 to help you.

Reminder: Active Communication

To keep a conversation going, say if you are the same or different.

Same: I do too! / Me too. / Same here. / Me neither.

Different: Not me. / I do! / I don't.

I really like to drink hot chocolate for breakfast. And I like to eat eggs and yogurt.

Not me! I don't like eggs. I like to eat bread and cheese for breakfast.

Oh, I do too. And I love to drink milk with my breakfast. What do you like to have for lunch?



2. Tell the class about the likes and dislikes your group has in common.

E. Write

Write a message on the Global Friends Board about food and drinks that you like and dislike.

Your ideas wanted!

Lunch around the World



Hi teens! Where are you from? What grade are you in? What do you like to have for lunch on school days? How about on weekends? What don't you like to eat and drink? Tell us all about it!



Global Friends Board: Lunch around the World

Picture of a food you like	



Lesson

2

Let's make a vegetable pizza!



In this lesson, I will:

- Read and listen to a shopping list for details.
- Write a shopping list with the correct singular and plural spelling of food and drink words.
- Talk about food and drinks that I will make.



A. Vocabulary: Food Items

1. Listen and point to the food items. Then listen again and repeat.



apples



oranges



grapes



strawberries



carrots



onions



potatoes



tomatoes



pumpkin



cheese



milk



butter



beef



fish



rice



flour



lemons



beans



chicken



couscous

2. Write a "T" next to the food items you will eat later today. Tell a partner.



B. Categorize

Look at the map of the supermarket. List the different kinds of food from Exercise A in the supermarket sections.

Dairy

Milk _____

Meat

Vegetables



Drinks

Grains

Fruit



C. Read

1. Read the shopping lists. Then draw a line to the food or drink each person will make.



cherry pie



fruit smoothie



seafood pasta



Italian vegetable soup

1

Pedro's Shopping List

- 2 apples
- 1 bunch of grapes
- 2 peaches
- 500 grams of blueberries
- 500 grams of strawberries

2

Hanane's Shopping List

- 1 kg of beans
- 5 red peppers
- 3 potatoes
- 6 carrots
- 3 tomatoes

3

Amir's Shopping List

- Bag of flour
- Packet of butter
- 2 cartons of cherries
- 2 lemons
- Bag of sugar

2. Check your answers with a partner.

3. Tell your partner which food or drink you would like to try.



D. Grammar in Context

Read the shopping lists in Exercise C again. Circle the plural form of food and drinks. Write the words in the box.

Grammar: Plural nouns		
Add -s for most nouns	Add -es to ch, sh, ss, x, and o	Drop y and add -ies
egg - eggs	sandwich - sandwich es	cherry - cherri es
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



E. Listen

1. Listen to the conversations and write the missing words.

A

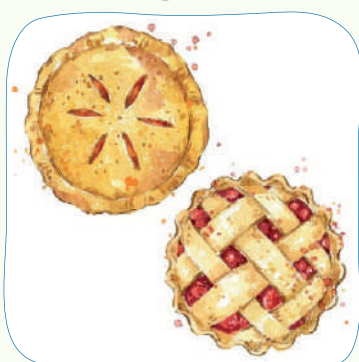


Salesperson: Welcome to the (1) _____ market. How can I help you?

Customer: May I please get 1 kg of tomatoes, 3 kg of (2) _____, and 1 kg carrots? Oh, I also need 2 kg of (3) _____.

Salesperson: Here you are. Have fun cooking today!

B



Oumaima: Let's make a (1) _____ pie today!

Anas: Ok, that will be fun. What do we need?

Oumaima: Hmm...let me see. We need (2) _____, flour, sugar, and (3) _____.

Anas: Is that all?

Oumaima: Oh, and we also need some butter and (4) _____.

2. Check your answers with a partner. Did you spell the words correctly?

3. Practice the conversations together.



F. Write and Speak

Work in pairs. Choose one activity to complete together.

Choice A

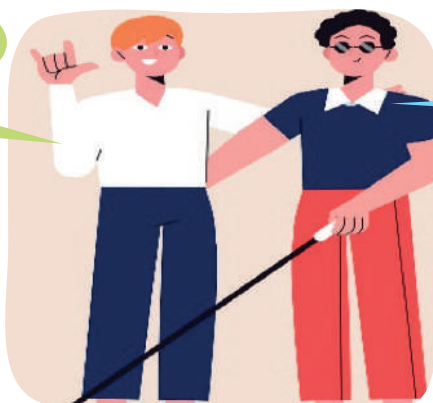
1. You are having a class party. First, decide what food or drink you will make. Next, write a shopping list. Remember to check your spelling!

2. Present your plan to your classmates. Say what food or drink you will make and what you will buy at the shop.

Shopping List for Our Class Party

_____	_____
_____	_____
_____	_____
_____	_____

Hello everyone! We will make vegetable pizza for our party.



We will buy flour and oil to make the pizza bread. We will also buy tomatoes, olives, onions, and cheese to put on the pizza.

Choice B

1. Write a conversation like the ones in Exercise E. Remember to check your spelling.
2. Perform your conversation for the class.



Conversation

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

DEAR: Drop Everything and Read

In this lesson, I will:



- Read for pleasure and respond.
- Connect to the story by talking about a job I want in the future.



A. Preview

Work in pairs. Look at the pictures in the story below. Discuss:

- What do you think the story is about?
- What do you think will happen?



B. Read and Listen

Read the story while you listen.

Evelyn's Bakery



Evelyn was an American woman who loved to bake. When she was a little girl, she often baked with her grandma in their cozy kitchen. They made many treats together and Evelyn gave them to her family and friends. Making people happy made Evelyn happy.



After university, Evelyn became a nurse, but she didn't like it. Then she became an English teacher, but she didn't like teaching either. Evelyn tried many jobs, but she was unhappy in all of them.



Evelyn wanted to do a job that made her happy. Day and night, she thought about what to do. Evelyn remembered baking with her grandmother and got an idea! She would become a baker!



With her dad's help, Evelyn opened a small bakery near her house. She made many delicious things like cookies, cake, pies, and bread. She put love into every treat she made.

Soon the bakery became famous. Every time she saw a customer eat a delicious treat and smile, Evelyn smiled too.

Evelyn had to work very hard, but her job gave her joy every day. She created a new motto for herself: "Study and learn as much as you can, but always do what makes you happy."



C. Think about the story. Complete the tasks.

- How did you like the story? Color the stars to rate it. ☆☆☆☆☆
- Circle how the story made you feel: hopeful sad inspired angry Other: _____
- Put the events of the story in order.

☐ Evelyn put love into everything she baked.

☐ After university, Evelyn tried many jobs but she didn't like any of them.

☐ She opened a bakery.

☒ 1 Evelyn baked with her grandmother.

☐ Evelyn thought about what job would make her happy.

- Tick (✓) the lessons you got from the story.

- ☐ Think about things you like to do before you choose your job.
- ☐ A hard job will make you unhappy.
- ☐ When you are happy in your job, you can also make other people happy.
- ☐ Other: _____

- Evelyn did not feel happy in many jobs. In Japan, people say you must follow four rules to find a job that will make you happy. Read the rules. Then color the chart about Evelyn's jobs.

Rules: A Job to Make you Happy

- Do what you love.
- Do what you are good at.
- Do what pays you money.
- Do what the world needs.

Choosing the Right Job				
Tips	Evelyn's Jobs			The Job I Want
	Nurse	Teacher	Baker	

Lesson

4

We need juice for the party.

In this lesson, I will:

- Write an email about food and drinks I will serve at a party, using the correct countable and uncountable forms of words.

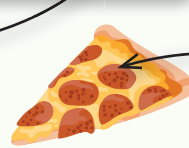
A. Vocabulary: Fast Food, Snacks and Desserts

1. Write the category of food in the pictures: **Desserts** **Fast food** **Snacks**
2. In each category, match the words to the pictures. Write the letter.

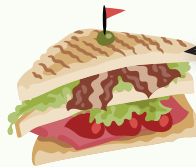
A.

1. d

6. _____

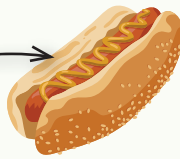


2. _____



3. _____

5. _____



4. _____

a) chicken wings b) hot dog c) french fries d) burger e) pizza f) sandwich

B.

1. _____

7. _____



2. _____

6. _____



3. _____

4. _____

5. _____

a) smoothie b) cookies c) donut d) cupcake e) fruit salad f) ice cream g) cake

C. _____

1. _____

2. _____

8. _____

7. _____

6. _____

5. _____

3. _____

4. _____

a) popcorn b) chocolate c) pretzel sticks d) chips e) nuts f) crackers g) fruit h) candy

3. Listen to check your answers.

4. Draw a heart (♥) next to foods that you like. Draw a frowny face (☹) next to foods that you don't like.

B. Speak

Talk in pairs. What food from Exercise A do you like? Which food don't you like?

I like chocolate, but I don't like donuts. How about you?

I like fruit but I don't like pretzel sticks.



C. Read

Read the text. What food and drinks do Khlidja and Ziri already have? What do they need to prepare?

Ziri: Hi Khlidja! Is everything ready for the party?

Khlidja: Hi Ziri! I think so.

Ziri: What food do we have?

Khlidja: Well, we have burgers, cheese, dates, nuts, chocolate, and two big cakes.

Ziri: Great! What about drinks?

Khlidja: There is juice, soda, and, of course, water.

Ziri: So, what else do we need to prepare?

Khlidja: A fruit salad. We need an apple, an orange, two bananas, some strawberries, and a pineapple.

Ziri: Ok. I'll go to the grocery store to get them.

Khlidja: Thanks, Ziri. Please be quick!





D. Grammar in Context

1. Circle the plural food and drink words in Exercise C. Then complete the chart.

Nouns with "s" or a/an _____	Nouns without "s" or a/an _____
burgers	cheese

2. Read the grammar box. Fill in the missing words.

Countable Nouns	Uncountable Nouns
- We can count them. - We add -s to make them plural  one _____  two _____ A is used before a singular noun that starts with a consonant sound (b, c, d...). An is used before a singular noun that begins with a vowel sound (a, e, i, o, u).  _____ orange  _____ tomato	- We cannot count them. - They do not take the plural -s. - A and An do not come before them I put _____  on my bread. I ate a lot of _____  for lunch.

3. Label the table columns in Exercise 1 with **Countable** and **Uncountable**.



E. Practice

Read the sentences. Circle the correct word or phrase.

- We need to buy [drink / drinks] for the party.
- We had [sandwich / sandwiches] for lunch.
- My favorite snack is [a fruit / fruit].
- The restaurant near my house sells [burger / burgers] and soda.
- Could I please have milk and [cookie / cookies]?
- I ate [a / an] piece of cake and some ice cream at the party.





F. Write

Read the email and respond.

New message

← → ↻

☆ ☰

Hi there!

How are you? I need your help! I am planning a party for my English club. I want it to be amazing. What food and drinks should I have at the party? Please give me some good ideas!

Your bestie,

▼ | 📎 🖼️ 😊 🔍

Reply

New message

← → ↻

☆ ☰

To _____

Subject _____

Hello _____,

Your friend,

▼ | 📎 🖼️ 😊 🔍

Send

In this lesson, I will:



- Identify and talk about good table manners in different countries.
- Use language from previous lessons to complete review activities.

Global Citizenship: Table Manners around the World



A. Preview

1. You are going to learn about table manners in different countries. First, think about Morocco. Are these examples of polite or impolite table manners? Circle your response.

1 Talking on a cell phone at the table	5 Finishing everything on your plate
2 Eating with your left hand	6 Leaving a "tip" (money) for the restaurant server
3 Serving someone else before you serve yourself	7 Putting your elbows on the table
4 Passing dishes with both hands	8 Speaking with food in your mouth

2. Share your answers with a partner. Do you agree on polite and impolite table manners?



B. Listen

1. Guess which table manners belong to each country.

- a. Hold the fork in your left hand.
- b. Wait for the oldest person to start eating before you start.
- c. Pass a dish with both hands.
- d. Put your left hand on a shared bowl or plate.
- e. Put your elbows on the table.
- f. Leave a 10% tip.
- g. Serve yourself before you serve others.
- h. Eat too quickly.

Denmark



DO

 Make sure other guests can see both of your hands.

 _____

DON'T

 _____

 Take the last item from a shared plate.

 Speak with food in your mouth.

Kenya



DO

 _____

 Clean your plate.

 Hold your fork or spoon in your right hand.

DON'T

 Pour your own drink.

 _____

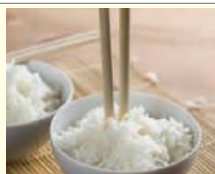
China



DO

 _____

 Leave a little food on your plate.



DON'T

 _____

 Stand your chopsticks in your rice.

India



DO

 Use only your right hand.

 _____

DON'T

 _____

 Sit down at the table before the host sits.

2. Listen to check your answers.



C. Choose a Task

Work with a partner. Read Tasks A and B. Choose one to do together.

Task A. Discuss these questions in a small group.

- Which table manners are the same as Morocco? Which ones are different?
- Which manners are most surprising or interesting to you?
- What are other examples of table manners you know from other countries?

Task B. Create a “Moroccan Table Manners Guide.”

Write at least two “Do’s” and two “Don’ts” for eating at someone’s home and eating in a restaurant.

Table Manners in Morocco		
Place	✓ Do	✗ Don't
At someone's home	 _____	 _____
	 _____	 _____
	 _____	 _____
At a restaurant	 _____	 _____
	 _____	 _____
	 _____	 _____

Fun Review

Rules:

Work in a group of 3-4 students. Put a marker (a pen, eraser, coin, etc.) on the Start Star.

Player 1 begins.

Flip a coin: Heads = 3 spaces Tails = 5 spaces

Move your marker along the game board. Answer the question.

Other players, listen to the answer. Say, “Yes” if it is correct. If it is wrong, say “No,” and give the correct answer.

If Player 1 is correct, he/she stays. If he/she is not correct, he/she moves back one space.

Take turns.

To win: Finish first!



What do you like to eat when you are at the cinema?

MOVE 2 SPACES AHEAD

What's your favorite snack?

What did you have for breakfast today?



This is ____.

Name 4 vegetables

Flip AGAIN



Two cans of ____.

MOVE 2 SPACES BACK



This is a ____ and a ____.



This is ____.

What do we put ketchup on?



Three bags of ____.



A bag of ____.

Flip AGAIN



A bowl of ____.

What is your favorite fruit?



This is ____.



This is ____.

MOVE 3 SPACES BACK



What's this?



What's this?

What is your favorite fast food?

MOVE 2 SPACES AHEAD

What did you have for lunch yesterday?



This is ____.

Name 5 drinks

What's your favorite kind of pizza?

LOSE A TURN



What's this?

When did you last eat couscous?

ROLL AGAIN



What's this?

What did you have for dinner yesterday?



What's this?

What is your favorite ice cream flavor?



These are ____.

What do you like to eat on your birthday?

Name a healthy snack.

What kind of jam do you like?

What's your favorite juice?

Finish!

MOVE 4 SPACES BACK

What fruit do you like in a smoothie?

Can you cook?

MOVE 4 SPACES AHEAD

Lesson

6

Do we have any fruit?

In this lesson, I will:



- Read a short recipe for details.
- Ask and answer questions with **some** and **any** when preparing a shopping list.



A. Listen and Read

1. Listen while you read the conversation. What food and drinks were there at the party?

Imrane: Hi mom! I'm back from Lina's party.

Nadia: How was it?

Imrane: It was fun! We ate a ton!

Nadia: What did you eat?

Imrane: Lina's mom prepared some hamburgers.

There was some pizza too. And we had some chips.

Nadia: Were there any vegetables?

Imrane: No, there weren't any vegetables, but there was some fruit.

Nadia: Were there any drinks?

Imrane: We had some juice, water and soda.

Nadia: Was there any cake?

Imrane: No, there wasn't a cake but there were some raisin cookies.



B. Grammar in Context

1. Read the conversation in Exercise A again. Underline **some** and circle **any**.
2. Fill in the grammar chart with **some** and **any**.

Some / Any	
Use _____ with plural countable and uncountable nouns o We ate _____ chips. o We ate _____ ice cream. In affirmative (+) sentences o There is _____ fruit on the table.	Use _____ with plural countable and uncountable nouns o We didn't eat _____ chips. o We didn't eat _____ ice cream. In negative (–) sentences and questions (?) o There isn't _____ milk. o Do you have _____ eggs?

3. Circle the correct word.

1. I need [some / any] butter.
2. Do we have [some / any] apples?
3. I want to eat [some / any] chocolate for a snack.
4. Do we have [some / any] water in the refrigerator?
5. We don't have [some / any] soda.
6. I always eat [some / any] raisins in my cereal.
7. Is there any [some / any] cheese on your sandwich?



C. Read

1. Look at the pictures. What does Sofia want to make?



Strawberry Crepes

Ingredients

- 3 tablespoons butter
- 2 cups milk
- 2 cups flour
- 2 eggs
- 1 teaspoon lemon juice
- 3 cups strawberries

Steps

Mix all of the ingredients.
Fry with butter. Serve hot.



2. Read the recipe. Answer the True / False questions.

- | | | |
|--|------|-------|
| 1) She needs to buy some butter. | True | False |
| 2) She doesn't need to buy any milk. | True | False |
| 3) She needs to buy some flour. | True | False |
| 4) She doesn't need any eggs. | True | False |
| 5) She needs to buy a lemon. | True | False |
| 6) She doesn't need to buy any strawberries. | True | False |
| 7) She needs to buy some ice cream. | True | False |
| 8) She needs some sugar. | True | False |
| 9) She doesn't need any salt. | True | False |

D. Speak: What's in the fridge?

1. Work in pairs. Look at the picture of the fridge. Then, ask and answer questions.



Example:

A: Is there any bread?

B: Yes, there is some bread.

A: Are there any pineapples?

B: No, there aren't any pineapples.

Reminder!

Singular/Uncountable: **Is** there any _____?

Plural: **Are** there any _____?

Student A: Ask about...

- ☐ mayonnaise
- ☐ eggs
- ☐ cheese
- ☐ (your idea) _____

Student B: Ask about...

- ☐ carrots
- ☐ lemons
- ☐ ketchup
- ☐ (your idea) _____

2. Play a guessing game in pairs.

- Draw 5 items from the list below in your fridge.

soda cheese
pizza cake
carrots lemons
eggs mayonnaise
butter oranges
apples chicken wings

- Ask your partner questions to guess what he or she drew in the fridge.
- Take turns.
- The first person to guess all five items is the winner.



Lesson

7

Could I have a glass of milk, please?



In this lesson, I will:

- Offer and request food and drinks, using the correct quantity words.



Help Prevent Climate Change!
Try not to use plastic bottles. Try a re-useable bottle instead!



A. Vocabulary: Quantity Words

1. Listen and point. Then listen again and repeat.



bottle of water



glass of juice



cup of tea



bag of chips



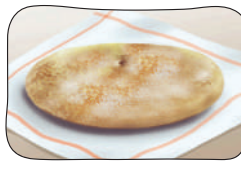
bowl of soup



pack of cookies



slice of watermelon



loaf of bread



box of cereal



bar of chocolate



bunch of grapes



carton of milk



can of soda



jar of jam



head of cabbage

2. Label the pictures below using the quantity words in the box.

a bowl of
a bunch of

a slice of
a bag of

a head of
a carton of

a box of
a jar of



1. _____ flour



2. _____ fruit salad



3. _____ of eggs



4. _____ of cauliflower



5. _____ of honey



6. _____ of bananas



7. _____ of salt



8. _____ of pie



B. Read

1. Read the conversations while you listen. Circle the correct picture for each conversation.

1. At a Restaurant

Server: Are you ready to order?

Customer: Yes. May I have a bowl of chicken soup and rice with vegetables?

Server: Sure. Anything to drink?

Customer: Can I have a cup of tea, please?

Server: Do you prefer hot tea or cold tea?

Customer: Hot tea with lemon, please. And do you have any desserts?

Server: Yes, we have chocolate cake with lemon.

Customer: I would like a piece of cake, please.

A



B



2. At a Local Shop

Staff: Good evening. Can I help you?

Customer: Could I have two packs of cookies please?

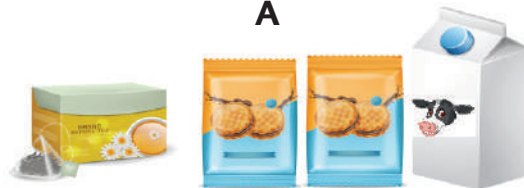
Staff: Sure. Anything else?

Customer: Yes, a box of tea and a carton of milk.

Staff: Ok, here you go.

Customer: Thank you. How much is that?

A



B



2. Practice the two conversations with a partner.

3. Read the chart. Then, in Exercise 1, underline the offers and circle the polite requests.

Offers	Responses
Can I help you?	Yes, please.
Would you like....?	No, thank you.
Do you prefer ____ or ____?	
Polite Requests	Responses
I would like....	Sure.
Can I have.... please?	Ok.
Could I have... please?	Here you go.
May I have... please?	



C. Listen

Listen to the conversations. Write O for offer or R for request.

1) _____

2) _____

3) _____

4) _____



D. Write

Write the words in the correct order.

1. like / eat / to / would / something / you / ?

2. we / please / have / two / may / slices of pie / ?

3. like / would / couscous / Moroccan / I / .

4. chicken sandwiches / I / please / have / a bag / two / can / and / of chips / ?



E. Speak

1. Choose a place.



A Restaurant



A Local Shop

2. Prepare the role play. Use language from today's lesson and other language you know.

3. Practice your roleplay. Be dramatic!

4. Show your role play to the class.

Unit 2 Test



LISTENING

1. Listen to the conversation. Circle the main topic.

- A. Favorite food for breakfast and lunch
- B. Making plans to eat together
- C. Healthy eating habits

2-17. Listen to the conversation again. Tick the food and drinks you hear in the conversation. There are 16 items.

Food

A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Drinks

A



B



C



D



E



F



G



H



GRAMMAR & VOCABULARY



A. Look at the pictures. Write the singular and plural forms of the words.



(18) one _____



(19) two _____



(20) one _____



(21) two _____



(22) one _____



(23) two _____

B. Next to each word, write "C" for countable and "UC" for uncountable.

- | | | | |
|------------------|-------------------|------------------|-----------------|
| 24. apple _____ | 27. chicken _____ | 30. rice _____ | 33. onion _____ |
| 25. cheese _____ | 28. lemon _____ | 31. beef _____ | 34. bean _____ |
| 26. grape _____ | 29. butter _____ | 32. orange _____ | 35. flour _____ |

C. Circle the correct word or phrase to complete the sentences.

36. I need [some / any] flour to make the cake.

37. Do you have [some / any] pineapple for the fruit salad?

38. We don't have [some / any] water.

39. I like to drink a [jar of / cup of] tea for breakfast.

40. I need a [head / bunch] of bananas for the fruit salad.



READING

Read the conversation and complete the blanks with phrases from the box.

Do you prefer No, thank you Would you like Can I have Anything to drink



Server: Are you ready to order?

Customer: Yes. (41) _____ a bowl of vegetable soup?

Server: Sure. (42) _____?

Customer: Yes, a cup of tea please.

Server: (43) _____ hot tea or cold tea?

Customer: Hot tea, please.

Server: (44) _____ anything for dessert?

Customer: (45) _____.

My Score: _____ / 45 = _____ %

Unit 2 Task – Choose one.

Option 1: Cooking Show Video

Follow these steps:

- Choose a recipe you like. It can be a family recipe or something new.
- Write a 2- to 3-minute video script to say why you like the recipe and show how to make it.
- Gather the food (or pictures of the food) for the recipe.
- Create a video of you making the recipe. (YouTube/ Instagram style).
- Share your video with the class.



Option 2: A Global Cookbook (Group or Whole Class Activity)

Follow these steps:

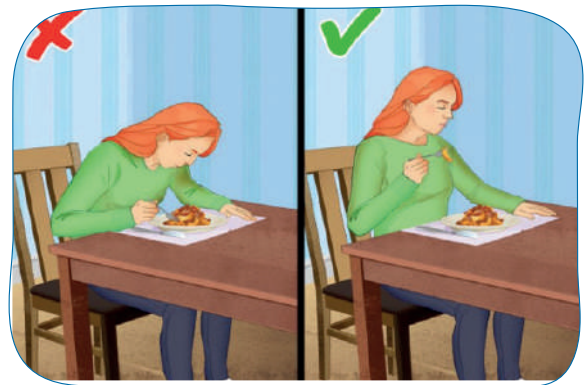
- Individual students or pairs find a recipe from another country.
- Write the recipe in English with the correct measurements.
- Draw a picture of the food in the recipe or find a picture of it.
- Write a few sentences about the recipe. What kind of food is it? Where is the recipe from? When do people usually eat this food?
- Together, decide on a design for the cover of the cookbook.
- Gather all the recipes and put them in a book. Print/Send the cookbook to families/teachers at the school.



Option 3: Good Table Manners (Etiquette)

Follow these steps:

- Think about a place in Morocco or a country you hope to visit.
- Research good table manners (etiquette) in the country or place in Morocco. Make a list of 6-10 things you should and should not do.
- Create a poster with pictures or a video to explain table manners dos and don'ts.
- Present your poster or video to your classmates.



Unit 2 Self Assessment

Think about your English. What can you do well? What do you need to practice more?
Complete the chart.

Unit 2: What can I do well?	 I'm great at this.	 I want to practice more.
I can identify, talk, and write about common food and drinks. I had pasta and soup last night. I drank milk for breakfast.		
I can understand, write, and talk about the food and drinks others and I like and dislike. I like to drink hot chocolate for breakfast. She likes to eat a sandwich for lunch. I don't like eggs. He doesn't like soda.		
I can use and understand some, any, and quantity words to describe amounts of food and drinks. We ate some chips for lunch. She didn't have any ice cream. Is there any bread? Are there any lemons? They ate a slice of watermelon.		
I can write the singular and plural forms of food and drink words. egg-eggs sandwich-sandwiches cherry-cherries		

I can make and respond to polite requests and offers in restaurants and shops. Can I help you? Would you like some tea? May I have a bowl of chicken soup, please? Can I have a cup of tea, please? Yes, please. / No, thank you.		
I use English when I work in a pair or a small group.		
Drop Everything and Read (DEAR) I can set a goal. I can make a plan. I can read a book on my own. I can track my progress in my notebook.		
I can talk about good table manners in different countries.		

ENGLISH SPOTLIGHT 2:

USEFUL GRAMMAR

Expressing Likes and Dislikes (with Gerunds)

like / enjoy / love + verb-ing			
STATEMENTS			
I You We They	like / enjoy / love don't like / don't enjoy / don't love		singing.
He She It	likes / enjoys / loves doesn't like / doesn't enjoy / doesn't love		cooking.
YES/NO QUESTIONS			
Do	I you we they	like / enjoy / love	singing.
Does	he she it	like / enjoy / love	cooking.
ANSWERS			
✓ Yes, I / you / we / they do. × No, I / you / we / they don't. ✓ Yes, he / she / it does. × No, he / she / it doesn't.			

Expressing Ability (with Gerunds)

good at + verb-ing			
STATEMENTS			
I	am good at am not good at		drawing.
You We They	are good at are not good at		doing group work.
He She It	is good at is not good at		talking to people.
QUESTIONS			
Am	I	good at	cutting hair?
Are	you we they		
Is	he she it		

ANSWERS

- ✓ Yes, I am.
- × No, I am not.
- × No, I'm not.
- ✓ Yes, you/we/they are.
- × No, you/we/they are not.
- × No, you're not/we're not/they're not.
- ✓ Yes, he/she/it is.
- × No, he/she/it is not.
- × No, he/she/it isn't.

Forming Plural Nouns

Add -s for most nouns
egg – eggs farmer – farmers jacket – jackets
Add -es to ch, sh, ss, x, and o
sandwich – sandwiches peach – peaches potato – potatoes dress – dresses
Drop y and add -ies
cherry – cherries strawberry – strawberries
Common Irregular Plurals
child-children man-men woman-women person-people

Count and Non-count Nouns

Countable Nouns
• We can count them. • We add -s to make them plural. ○ one apple two apples • A is used before a singular noun that starts with a consonant sound ○ a tomato a dress a calculator • An is used before a singular noun that begins with a vowel sound ○ an orange an apple

Uncountable Nouns

- We cannot count them.
- Uncountable nouns do not take the plural -s.
- **A** and **An** do not come before uncountable nouns.
 - I put honey on my bread.
 - I ate (a lot of) rice for lunch.
 - I wore jeans to the party.
 - I wear a pair of trousers to school every day.

Subject contractions with "be"

strong form	weak form
I am	I'm
You are	You're
We are	We're
They are	They're
He is	He's
She is	She's
It is	It's
That is	That's

Some and Any

Some / Any
Use Some • With plural countable and uncountable nouns ◦ We ate some chips. ◦ We ate some ice cream. • In affirmative (+) sentences There is some fruit on the table.
Use Any • With plural countable and uncountable nouns ◦ We didn't eat any chips. ◦ We didn't eat any ice cream. • In negative (-) sentences and questions(?). ◦ There isn't any milk. ◦ Do you have any eggs?

Making Offers and Requests

Offers	Responses
Can I help you? Would you like any soup? Do you prefer fries or a salad? Anything else?	Yes, please. No, thank you.
Polite Requests	Responses
I would like a slice of pizza, please. Can I have a cup of tea, please? Could I have a chicken sandwich, please? May I have a glass of water, please?	Sure. Ok. Here you go.

Adverbs of Frequency

How often do I / you / we / they go online?			
I You We They	go online	once twice three times four times etc.	a day. a week. a month. a year. etc.
	often sometimes hardly ever rarely	go online.	
How often does he / she / it go online?			
He She It	goes online	once twice three times four times etc.	a day. a week. a month. a year. etc.
	often sometimes hardly ever rarely	goes online.	
Adverbs			
100%	always		
	usually		
	often		
	sometimes		
	rarely		
	seldom		
0%	hardly ever		
	never		

Possessives

I → my	I like doing homework on my laptop.
you → your	I enjoyed playing games on your tablet.
we → our	We played with our new dog all night.
they → their	They helped their teacher clean the room.
she → her	She watches videos on her smartphone.
he → his	He brought his book to the lesson.
it → its	The Chaibi family watched its new TV.

Asking & Answering "How much...?"

Question: How much is ...	Response
How much is the shirt ? How much is it?	It is 60 dirham. It's 60 dirham.
Question: How much are ...?	Response
How much are the earrings? How much are they?	They are 40 dirham. They're 40 dirham.

Future predictions with "will"

STATEMENTS			
I You We They He She It	will will not won't	this must fit on one line use gas for cars	in the future.
YES/NO QUESTIONS			
Will	I you we they he she it	this must fit on one line drive traditional cars	in 50 years?
YES/NO ANSWERS			
✓ Yes, I / you / we / they / he / she / it will .			
× No, I / you / we / they / he / she / it will not .			
× No, I / you / we / they / he / she / it won't .			
FUTURE TIME EXPRESSIONS			
In the future... Soon... Tomorrow... In 20 years... Someday... Next year...			

Verb "to hurt"

To hurt: to cause physical pain

Subject + hurt/hurts + object (body part)

I hurt my arm in soccer.

He always hurts his knee in tennis.

Object (body part) + hurt/hurts

My fingers hurt.

My arm hurts.

←—————X————→

Past tense

Present tense

I hurt my arm yesterday. Ouch! My arm hurts.

Asking and Answering "What's wrong?"

How to ask what's wrong	How to say what's wrong
- What's wrong? - What's the matter? - What's the problem? - Are you OK? - What's up? - Is everything alright?	- My arm hurts. - My eyes hurt. - I hurt my leg. - I hurt my fingers.

Showing Sympathy

More formal
- I'm sorry to hear that. - That's too bad. - I hope you feel better soon.
More casual
- Sorry to hear that. - Oh, no! - Too bad. - Hope you get better soon.

Have and Have got

AMERICAN ENGLISH - HAVE			
STATEMENTS			
I You We They	have do not have don't have	a headache.	
He She It	has does not have doesn't have		
yes/no questions			
Do	I you we they	have	a cold?
Does	he	remove the line between he/she	
	she it		
YES/NO ANSWERS			
✓ Yes, I do. × No, I do not. × No, I don't. ✓ Yes, you/we/they do. × No, you/we/they do not. × No, you/we/they don't. ✓ Yes, he/she/it does. × No, he/she/it does not. × No, he/she/it doesn't.			

BRITISH ENGLISH – HAVE GOT			
STATEMENTS			
I You We They	have got haven't got	a headache.	
He She It	has got hasn't got		
yes/no questions			
Have	I you we they	got	a sore throat?
Has	he		
	she it		
YES/NO ANSWERS			
✓ Yes, I have. × No, I haven't.			
✓ Yes, you/we/they have. × No, you/we/they haven't.			
✓ Yes, he/she/it has. × No, he/she/it hasn't.			

Giving Advice

Giving Advice			
I You We They He She It	should ought to must	eat healthy meals.	
	should not / shouldn't ought not / oughtn't must not / mustn't	stay up too late.	

Future plans with “be going to”

STATEMENTS				
I	am	going to	study	math tonight.
You We They	are	going to	have	dinner at 10 pm.
He She It	is	going to	help	Rajaa next week.
YES/NO QUESTIONS				
Am	I	going to	pass	the big exam?
Are	you we they	going to	buy	a car some day?

Is	he she it	going to	study	abroad next year?
YES/NO ANSWERS				
✓ Yes, I am. × No, I am not. × No, I'm not. ✓ Yes, you/we/they are. × No, you/we/they are not. × No, you're not/we're not/they're not. ✓ Yes, he/she/it is. × No, he/she/it is not. × No, he/she/it isn't.				

Present Continuous for Future Arrangements (and Right Now)

STATEMENTS			
I	am	wearing a new shirt to the party.	
You/We/ They	are		
He/She/It	is		
YES/NO QUESTIONS			
Am	I	going to the party this evening?	
Are	you/we/ they		
Is	he/she/it		
YES/NO ANSWERS			
✓ Yes, I am.			
× No, I am not.			
× No, I'm not.			
✓ Yes, you/we/they are.			
× No, you/we/they are not.			
× No, you/we/they aren't.			
✓ Yes, he/she/it is.			
× No, he/she/it is not.			
× No, he/she/it isn't.			
Wh- QUESTION			
What	am	I	wearing to the beach today?
	are	you/we/they	
	is	he/she/it	
Wh- QUESTION ANSWER			
I	am	wearing shorts and a T-shirt.	
You/We/ They	are		
He/She/It	is		

Verb "to have on" for right now (not for routine/habit)

STATEMENTS			
I	have on		a pair of sunglasses.
You/We/They			
He/She/It	has on		
YES/NO QUESTIONS			
Do	I	have on a seatbelt?	
	you/we/they		
Does	he/she/it		
YES/NO ANSWERS			
✓ Yes, I do. × No, I do not. × No, I don't.			
✓ Yes, you/we/they do. × No, you/we/they do not. × No, you/we/they don't.			
✓ Yes, he/she/it does. × No, he/she/it does not. × No, he/she/it doesn't.			
Wh- QUESTION			
What	do	I	have on today?
		you/we/they	
	does	he/she/it	
Wh- QUESTION ANSWER			
I	have on		a new coat.
You/We/They			
He/She/It	has on		

Comparatives

Comparing two or more things	
One-syllable adjectives	small - smaller long - longer cheap - cheaper
Adjectives ending with -y	pretty - prettier ugly - uglier
Three or more syllable adjectives	expensive - more expensive / less expensive comfortable - more comfortable / less comfortable fashionable - more fashionable / less fashionable
Irregular adjectives	fun - more fun (funner) / less fun good - better / not as good as bad - worse
Examples	
The brown coat is cheaper than the black coat. The watch is more expensive than the necklace. The fitted jeans are less comfortable than the baggy jeans. The colorful T-shirt is more fun than the black one.	

Superlatives

Comparing three or more things	
One-syllable adjectives	big - the biggest short - the shortest tall - the tallest
Two-syllable adjectives not ending with -y	famous - the most famous charming - the most charming
Two-syllable adjectives ending with -y	dirty - the dirtiest busy - the busiest funny - the funniest
Three or more syllable adjectives	beautiful - the most beautiful amazing - the most amazing glittery - the most glittery
Irregular forms	good - the best much - most fun - the most fun (the funnest) bad - the worst
Examples	
The Peregrine Falcon is the fastest animal in the world. Mt. Everest is the tallest mountain in the world. Casablanca is one of the busiest cities in Morocco. Chefchaouen is the most charming city in Morocco. I got the best test score in my class! That was the most fun party of my life!	

Prepositions of Location

Phrases
across from on next to to the right of in front of to the left of on the corner of ___ and ___ streets. behind
Examples
- The grocery store is across from the museum. - It's on the corner of Mohamed V and Ibn Abdellah Street.

Questions and Answers with "How"

Question	Meaning	Answer
How cold is Boulmane in the winter?	Temperature (cold)	It gets down to minus 10° C.
How hot is Awsserd?	Temperature (hot)	It gets up to 48° C in the summer.
How far is Guelmim from Azza?	Distance	It's 106 kilometers from Azza.
How long is the Moroccan coast?	Length	It's 3,500 kilometers long.
How high is Mount Tidighin?	Height	It's about 2,556 meters high.
How deep is the Ifriwatto Cave in Taza?	depth	It's about 270 meters deep.

Countries & Nationalities

Not all are learned in year two of middle school.
This list is for a student reference.

Country	Nationality (Adjective)
-an / -ian	
Afghanistan	Afghan
Albania	Albanian
Algeria	Algerian
Argentina	Argentine Argentinian
Australia	Australian
Austria	Austrian
Belgium	Belgian
Bolivia	Bolivian
Brazil	Brazilian
Bulgaria	Bulgarian
Cambodia	Cambodian
Cameroon	Cameroonian
Canada	Canadian
Chile	Chilean
Colombia	Colombian
Costa Rica	Costa Rican
Croatia	Croatian
Cuba	Cuban
Dominican Republic	Dominican
Ecuador	Ecuadorian
Egypt	Egyptian
El Salvador	Salvadorian
Estonia	Estonian
Ethiopia	Ethiopian
Fiji	Fijian
Germany	German
Ghana	Ghanaian
Guatemala	Guatemalan

Haiti	Haitian
Honduras	Honduran
Hungary	Hungarian
India	Indian
Indonesia	Indonesian
Iran	Iranian
Italy	Italian
Jamaica	Jamaican
Jordan	Jordanian
Kenya	Kenyan
Latvia	Latvian
Libya	Libyan
Lithuania	Lithuanian
Malaysia	Malaysian
Mali	Malian
Mexico	Mexican
Mongolia	Mongolian
Morocco	Moroccan
Mozambique	Mozambican
Namibia	Namibian
Nicaragua	Nicaraguan
Nigeria	Nigerian
Norway	Norwegian
Palestine	Palestinian
Panama	Panamanian
Paraguay	Paraguayan
Peru	Peruvian
Romania	Romanian
Russia	Russian
Serbia	Serbian

Singapore	Singaporean
South Africa	South African
South Korea	Korean
Sri Lanka	Sri Lankan
Tonga	Tongan
Tunisia	Tunisian
Syria	Syrian
Ukraine	Ukrainian
(The) United States	American
Uruguay	Uruguayan
Venezuela	Venezuelan
Zambia	Zambian
Zimbabwe	Zimbabwean
-ese	
China	Chinese
Japan	Japanese
Lebanon	Lebanese
Malta	Maltese
Nepal	Nepalese
Portugal	Portuguese
Senegal	Senegalese
Sudan	Sudanese
Taiwan	Taiwanese
Vietnam	Vietnamese
-i	
Iraq	Iraqi
Kuwait	Kuwaiti
Pakistan	Pakistani
Saudi Arabia	Saudi
Tajikistan	Tajikistani
Thailand	Thai
United Arab Emirates	Emirati

-ish	
Denmark	Danish
England	English
Finland	Finnish
Ireland	Irish
Poland	Polish
Scotland	Scottish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
(The) United Kingdom	British
-ch	
France	French
Netherlands / Holland	Dutch
Irregular	
Botswana	Batswana
Czech Republic	Czech
Greece	Greek
Iceland	Icelandic
Laos	Lao
Madagascar	Malagasy
New Zealand	New Zealand
Philippines	Philippine
Slovakia	Slovak
Switzerland	Swiss
Wales	Welsh

ENGLISH SPOTLIGHT 2:

USEFUL WORDS & PHRASES

Introductory Lessons: Welcome Back

Greetings

Good morning.
Good afternoon.
Good evening.
Hello!
Hi!
How's it going?
What's up?
How are you doing?
Meet new people / meet your classmates.

Summer Activities

eat ice cream
go fishing
go hiking
go shopping
go surfing
have a barbecue
play computer games
play sports
read a funny story
ride a roller coaster
sleep in a tent
sunbathe on the beach
swim in the sea / ocean
take a selfie
travel by plane
visit a museum

In the Classroom

Can I go to the restroom?
Can you repeat that?
Can you speak more slowly?
Clean up.
Close your book.
Excuse me. I have a question.
Hand in / Turn in your paper.
How do you spell that?
I don't understand.
I forgot my homework.
I'm sorry I'm late.
I need an eraser.
Line up.
Please stop talking.
Please take out a pencil.
Put away your book.

Raise your hand.
Stand up.
Take out your book.
Turn to page (number) ____.
What page are we on?
Work in a group.
Work in pairs.
Write your name on the paper.

Prepositions of Location

above
behind
below/under
between
in
in front of
next to
on

UNIT 1: I want to be a graphic designer!

Jobs/Occupations

baker
camp counselor
cashier
chef/cook
coach
computer programmer
delivery boy
doctor
dog walker
entrepreneur
farmer
fashion designer
firefighter
game app developer
graphic designer
hair stylist
hotel receptionist
journalist
mechanic
nurse
police officer
salesperson
server
soccer coach
taxi driver
teacher

veterinarian

Workplaces

airport
car repair shop
company
farm / field
hotel
kitchen
office
restaurant
salon
school
store

Personality Traits

brave
calm
creative
friendly
hardworking
helpful
outgoing
quiet
responsible
serious
shy
strong
talkative

In a Job Interview

Are you good at time management?
Can you work on weekends?
Do you enjoy group work?

Skills and Activities

be good at + (verb)ing
enjoy + (verb)ing
baking
collaborating with others
cooking
coming to work on time
designing apps / posters
doing research
drawing
fixing things
good with children / with people
helping other people
making things
managing (your) time

planning your schedule
saying what you are good at
saying why you want a job
selling things
speaking confidently
speaking English
talking with new people
using computers
using eye contact
using sign language
working on a team
working outdoors/indoors
working with children
working with people / animals
writing reports
writing well

Unit 2: How about a snack?

Food

apples
avocado
beef
beans
blueberries
bread
breakfast
burger
butter
cake
carrots
cheese
chicken
chicken wings
cherries
crackers
cupcake
dairy
dinner
donut
egg
fast food
fish
flour
french fries
fruit salad
grains
granola with fruit
grapes
lemons
lunch
meat
onions

oranges
pasta
pizza
potatoes
pretzel sticks
pumpkin
red peppers
rice
salad
sandwich
seafood
soup
strawberries
tomatoes
vegetables

Drinks

coffee
hot chocolate
juice
milk
milkshake
smoothie
soda
tea
water

Snacks and Desserts

candy
chocolate
cookies
crackers
cupcake
donut
ice cream
nuts
popcorn
pretzel sticks

Quantity Words

a bag of
a bar of
a bottle of
a bowl of
a box of
a bunch of
a can of
a carton of
a cup of
a glass of
a head of
a jar
a loaf of
a packet of
a piece of

a slice of
a tablespoon
a teaspoon

Unit 3: Enjoy your time online

Social Media and Online Actions

app
chat with friends
content
do research
download music
edit video
follow
influencers
link
log in/log out
make videos
password
post comment
post photos
shop online
surf the net
upload photo
use social media
write emails

Adverbs of Frequency

always
hardly ever
How often do you...?
never
often
once
rarely
sometimes
twice a day/week/month/year
usually

Movies

action
animated
awful
awesome
boring
cinema
comedy
drama
excellent
exciting
funny
good
great
horror
interesting

online or
opinion
rating
review
sad
science fiction
so-so
terrible
type

Electronic Devices

camera
charger
earbuds
flash drive
game console
headphone
keyboard
laptop
microphone
monitor
mouse
power bank
remote
smart phone
smart tv
smart watch
speaker
virtual reality headset

Unit 4: How do you feel?

Body Parts

ankle
arm
back
ear
elbow
eye
finger
foot
hand
head
knee
leg
mouth
neck
nose
shoulder
stomach
thumb
toes
wrist

Minor Health Problems

backache
burn
cold
cough
earache
fever
headache
hurt
neckache / neck pain
runny nose
sore throat
sprained ankle
stomachache
toothache

Health Advice

advice
avoid junk food
bandage/put a bandage on it
check your temperature
dentist
doctor
drink lemon and honey
eat healthy food
exercise
keep a healthy routine
lie down
put ice on it
rest
reduce your screen time
stay home
stay hydrated
take medicine
you look pale

Activities

club
community
do chores
do homework
eat meals
exercise
hang out
plan
play
play sports
pray
prepare
school
surf the net
visit family
volunteer
weekly planner

work part-time

Feelings

angry
bored
confused
embarrassed
happy
hungry
nervous
sad
surprised
thirsty
tired
worried

Unit 5: Those are cool shoes!

Clothing

blouse
boots
buy
coat
comfortable
dark color
dress
fashion
have on/has on
jacket
jeans
light color
pajamas
pair of jeans
pants/trousers
shirt
shoes
shorts
skirt
smock
sneakers
sweatshirt
sweater
t-shirt
trainers/sneakers
wear

Accessories

backpack
belt
bracelet
earrings
gloves
glasses
hat
head scarf

headband
necklace
purse/handbag
ring
scarf
socks
sunglasses
umbrella
watch

Adjectives and Verbs

baggy trousers
beautiful
big
casual clothes
cheap
colored
cute
expensive
fitted jeans
fit well
floral/flowered
formal clothes
large
long
long skirt
long-sleeved shirt
loose
loose trousers
medium
nice
pattern
short
short skirt
short-sleeved shirt
sleeveless dress
sleeveless t-shirt
small
solid
striped
tight
uncomfortable
ugly
warm

Shops and Shopping

accessory store
cash
clothes shop
credit card
customer
department store
electronics store

game center
how much does it cost?
I need to buy...
I want to buy...
jewelry store
offer
on sale
outdoor market/souq
ought to try
purchase things
salesperson
sections
shoe store
shopping
shopping mall
similar item
sporting goods store
What size are you?
How would you like to pay?

Unit 6: I love Morocco!

Describing Places

city
countryside
downtown
hometown
birthplace
suburbs
town
village

Places Around Town

bank
bookstore
bus station
bus stop
cafe
city hall
cinema
grocery store
hospital
hotel
map
mosque
museum
pet shop
pharmacy
restaurant
shopping mall
train station

Locations of Places

across from

behind
in front of
next to
on the corner of
street
to the left of
to the right of
Road Safety
cross walk
follow signals
look both ways
pay attention
pedestrian
respect road signs
road sign
stay on the sidewalk
stay visible
traffic lights
vehicles
watch out for bikes
wear bright colors
zebra crossing

Geographical Features

beach
camp
desert
forest
gorge
lake
mountain
oasis
ocean / sea
river
valley
waterfall

Adjectives to Describe Places

amazing
beautiful
busy
charming
dirty
famous
How cold...
How deep...
How far...
How high...
How hot...
How long...
How tall...
interesting

Most Common Irregular Verbs

Here's a table of common irregular verbs.
It can help you to learn and memorize them.

Base Form	Past Simple
be	was/were
become	became
begin	began
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
do	did
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fight	fought
fly	flew
forget	forgot
get	got
give	gave
go	went
have	had
hear	heard

Base Form	Past Simple
know	knew
leave	left
make	made
meet	met
pay	paid
read	read (pronounced "red")
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
stand	stood
swim	swam
take	took
teach	taught
tell	told
think	thought
understand	understood
wear	wore
write	wrote

**SPOTLIGHT:**

1. Listen and tick (✓) the online activities these teens enjoy doing.
2. Underline an activity you like to do with technology. Share with a partner.

**1. Nick**

- ☐ Makes recipes from around the world
- ☐ Makes videos for his family

**2. Mei**

- ☐ Takes gym classes online
- ☐ Teaches dancing online

**3. Elhiba**

- ☐ Makes video games
- ☐ Plays video games with online friends

**4. Sonia**

- ☐ Makes playlists for friends
- ☐ Creates music apps

By the end of this unit, I will be able to:

1. Ask and answer questions about how often others and I do online activities.
2. Understand, talk about and write short descriptions of movies.
3. Understand and use expressions to show likes and dislikes (I'm crazy about/can't stand...)
4. Understand and use possessive adjectives (my, his/her, etc.) when speaking and writing.
5. Read and scan advertisements for specific information.
6. Ask and answer questions about the price of tech devices.
7. Use **will + verb** to write and talk about future predictions.
8. Use titles, headings, and bold words in reading texts to make predictions and get the main ideas.
9. Read about and identify positive and negative online practices.
10. Identify and explain the meaning of online icons for actions like delete, upload, etc.
11. Read a story for pleasure and respond to it.
12. Read independently at home and track my progress.

Lesson

1

Do you use social media?



In this lesson, I will:

- Talk and write about how often others and I do online activities.



A. Vocabulary: Online Activities

1. Listen and point. Then listen and repeat.



shop online



post photos



make videos



surf the net



chat with friends



write emails



do research



use social media

2. Tick (✓) the activities you often do online.

3. Talk with a partner. Share which activities you do online.

Do you chat with friends online?

Yes, sometimes.
Do you shop online?

No, I never shop online. I like to go to real shops!

Useful Language

100%	always
	usually
	often
	sometimes
	hardly ever
0%	never



B. Listen

Listen to the conversations. Write the missing words.

1



Belinda: Do you (a) _____ social media?

Mustafa: Yes, sometimes.

Belinda: How often do you (b) _____ photos?

Mustafa: About once or twice a week. How about you?

Belinda: I hardly ever post photos. But I often (c) _____ with my friends and (d) _____ their photos and videos.

2



Silin: What (a) _____ is that?

Ilham: It's the Big Online Store. I'm (b) _____ for new headphones.

Silin: Oh, I bought new ones last week. I love them.

Ilham: Do you shop (c) _____ often?

Silin: Yes, two or three times a month. I (d) _____ the net for new shops very often, but my favorite online (e) _____ is TechSaver.com.

Silin: Thanks! I'll check it out.

2. Check your answers with a partner.
3. Practice the conversations with a partner.



C. Grammar in Context

Read the language box. Circle words and phrases used in Exercise B1.

How often do you go online?			
I	go online	once twice three times four times etc.	a day. a week. a month. a year.
	often sometimes hardly ever / rarely	go online.	

D. Speak

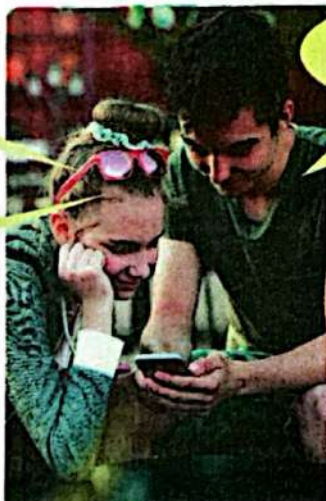
- How often do you do things online? Complete the "Me" column in the table with your own information. Use phrases from the language box in Exercise C.

How often do you...?	Me	My Partner
1. post photos		
2. play video games		
3. send emails		
4. make videos		
5. shop online		
6. _____		

- Work in pairs. Take turns asking and answering questions about your online habits. Complete the "My Partner" column in the table above.

How often do you shop online?

Not me. I rarely shop online.



I shop online **three or four times a month!**
I love it.

E. Write

- Write a short paragraph about your partner's online habits. Use notes from Exercise D to help you.

My partner's name is _____. He / She often goes online and does different activities. _____

- Share your paragraph with your classmates.

Lesson

2

Do you watch movies online?

In this lesson, I will:

- Read a movie review for main ideas and details.
- Talk about movies and write a movie review.

A. Speak

1. Read the choices in the chart and circle your preferences (a or b).

	Which do you prefer....	Your Partner
1	a. watching movies online at home OR b. watching movies at the cinema?	☐ same ☐ different
2	a. shopping online OR b. shopping in a store?	☐ same ☐ different
3	a. chatting with friends online OR b. chatting out with friends in person?	☐ same ☐ different
4	a. playing sports games online OR b. playing sports in the park?	☐ same ☐ different
5	a. _____ OR b. _____?	☐ same ☐ different



2. Work in pairs. Ask and answer questions about your preferences. Take turns. Tick (✓) to show if you and your partner are the 'same' or 'different'.

Do you prefer watching movies online at home or watching movies at the cinema?

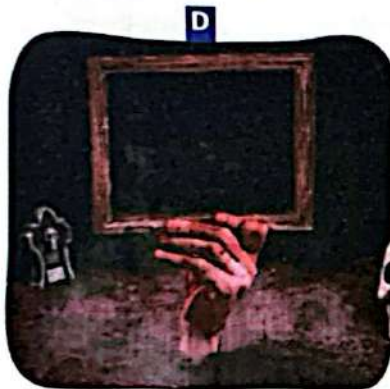
I don't.
I love the cinema.

I prefer watching movies at home.



B. Read

1. Read about types of movies and match them to the pictures.
2. Listen to check your answers.



Types of Movies	Examples
<u> F </u> Science-fiction movies are often in space or on another planet.	Avatar
<u> </u> Action movies are exciting! They often have fast cars, superheroes, and lots of danger.	
<u> </u> A comedy makes you smile and laugh.	
<u> </u> A drama is a serious or sad story about difficult things in life.	
<u> </u> Horror movies make you scream and feel scared!	
<u> </u> Animated movies have moving drawings. Sometimes they use computer graphics.	

3. Work in pairs. Write an example of each type of movie. Share your examples with your classmates.

Avatar is a science fiction movie.

C. Speak

1. Study the sentences. Underline expressions of like and dislike.

Expressing likes and dislikes	
Likes	Dislikes
😊 I <u>like</u> comedies. They make me laugh a lot.	😞 I <u>really don't like</u> sci-fi movies. I prefer reality.
😊 I <u>am into</u> dramas. I love stories about real life.	😞 I <u>hate</u> action movies. There are a lot of fast cars and accidents.
😊 I <u>love</u> animated movies. They're so creative.	😞 I <u>can't stand</u> dramas. They make me sad.
😞 I'm <u>crazy about</u> horror movies. They are thrilling.	

2. Answer questions about yourself.

a. What are your favorite types of movies?

b. Do you like horror movies? _____

c. Do you prefer comedies or dramas? _____

d. Do you enjoy science fiction? _____

e. What is your favorite movie? _____

Real World English Answer + Reason

Q: Do you like horror movies?

A: No, I don't. **I can't sleep after a horror movie!**

3. Ask and answer the questions in Exercise 2 with a partner. Remember to give a reason for your answers.

Do you prefer comedies or dramas?



I prefer comedies. I think dramas are boring.





D. Read

1. Read the movie reviews. Write the type of movie for each.

A

Movie: A Horse Story

Type: _____

My rating: ★★☆☆



Review

"A Horse Story" is a really good movie. It's a drama about a girl and her horse. They run a big race and win a lot of money. But the end of the movie is really sad. The horse gets hurt. He can't race again, but the girl and the horse are still best friends. I love horses but the movie is a little sad. I give it three stars.

B

Movie: City Kids

Type: _____

My rating: ★★★★★



Review

"City Kids" is a comedy about three middle school friends. They are from the city. They go to summer camp together in the forest. They don't like the forest and they can't stand camping. They hate swimming and fishing too. They go in a boat and fall in the lake. It is really funny! I love this movie. I give it five stars.

2. Read the movie reviews again and complete the table below.

Movie name	Type	What is it about?	Reviewer's opinion	Rating
A. A Horse Story			Sad	
B. City Kids		Three friends who go to summer camp		5 stars

3. Work in pairs. Compare your answers. Then discuss: Which movie do you want to see? Why?



E. Write

You will write a movie review.

1. Choose a movie you have watched.
2. Plan what you will write by completing the chart below. Use the language bank to help you.

Plan

Movie name	Type	What is it about?	Your opinion	Rating

Language Bank		
Adjectives to describe movies		
The movie was....	It was....	I thought it was ...
		
awesome excellent exciting funny good great interesting	all right okay so-so	awful bad boring sad terrible

3. Write your review.

Write

Movie: _____

Type: _____

_____ 's Movie Review
your name

My rating: ☆☆☆☆☆

Lesson 3

DEAR: Drop Everything and Read



In this lesson, I will:

- Read for pleasure and respond.
- Make connections between a story and my life.



A. Preview

1. What do you know about MrBeast?
2. Look at the pictures. What do you think the story will be about?



B. Listen to the story. Check your guesses.



C. Read the story about MrBeast while you listen.



Do you know MrBeast?

As a young boy, Jimmy Donaldson lived in a small town called Greenville, North Carolina, in the United States. Today, everyone knows him as "MrBeast." MrBeast isn't just any ordinary guy. He is famous all over the internet. He has many businesses. He makes a lot of money.

When Jimmy was a teenager, he loved playing video games. One day, when he was 13 years old, he had a brilliant idea. He thought, "Why not teach people how to play these games and make them have fun at the same time?" And that's how the MrBeast YouTube channel was born.



At first, only a few people watched his videos. But soon, more and more people joined in every day. By the time Jimmy turned 14, he had over 200 million (200,000,000) followers! He became a YouTube star and a big influencer. Everyone wanted to follow MrBeast's advice!

But Jimmy didn't stop there. Oh no! He was a smart businessman too. He started three more businesses! On ShopMrBeast, you can buy cool clothing and sports gear online. Then, there's Feastables, a snack company selling delicious treats like chocolate and nuts. The company sold one million

chocolate bars in three days! And let's not forget MrBeastBurger, an online restaurant where you can order yummy burgers through an app. Then, you can pick up the food from a nearby restaurant.

People wonder, "Why is MrBeast so successful?" Well, it's because he's hardworking and creative. He is full of exciting ideas! His websites and social media videos are funny and interesting. He listens to his customers and loves working with his awesome team.



MrBeast dreams of doing big things. He uses his money to make the world a better place. He helps people who are hungry, who do not have jobs, and who do not have homes. He also dreams of going to Antarctica or outer space.

Everyone is excited to see what MrBeast will do next!



D. Think about the story. Complete the tasks.

1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆
2. Circle how the story made you feel. hopeful inspired curious indifferent
3. Why do you think MrBeast became so successful when he was a teen? Tell the class.



E. Discuss

Work in a small group. Choose 2-3 questions and discuss them together.

1



Do you use social media? What social media do you use? What for?

2



Do you know other social media "influencers"? Why are they famous?

3



Who do you follow on social media? Why?

4



Would you like to be an influencer on social media? Why or why not?

5



What content would you like to create on social media? Why?

I use my laptop to do homework.



In this lesson, I will:

- Talk and write about electronic devices and their uses.
- Use possessive adjectives when discussing the items people have.



A. Listen and Read

1. Listen, read and answer the following questions:
 - 1) What is Mnina's favorite social networking app?
 - 2) What do her parents think of technology?

Mnina: Hi! Do you use social media?

Salek: Yes, I do. I often check my friends' updates.

Mnina: That's interesting! What's your favorite app?

Salek: Instagram. I love sharing my photos there.

Mnina: Oh, nice! I prefer Facebook. Do you like technology?

Salek: Yes, I love it. It makes our lives easier.

Mnina: So true. What about your parents?

Salek: My mom feels the same. She uses her smartphone to stay up to date.



2. Practice the conversation with a partner.



B. Grammar in Context

1. Read the chart. In Exercise A, underline the possessive adjectives.

Subject Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
they	their

2. Complete the sentences using possessive adjectives.

- 1) I love making videos with _____ smartphone camera.
- 2) Fatima put _____ headphones on the table.
- 3) Please Mehdi, can I use _____ laptop to send an email?
- 4) Peter is using _____ computer keyboard and mouse to complete _____ homework.

- 5) The Johnson family is excited about _____ new smart TV.
- 6) My sister Sonia and I love _____ new game console. It's so much fun!
- 7) The students brought _____ laptops to school to do a class project.
- 8) Ghada watches YouTube videos on _____ phone to learn Moroccan sign language.



C. Vocabulary: Electronic Devices

1. Listen and point to the pictures of electronic devices. Then listen and repeat.



2. Tick (✓) the devices you use. Tell a partner.



D. Act and Guess

Work in a small group. Student 1, act out using an electronic device. Everyone, guess the device. Take turns.





E. Write and Share

1. Write about devices you have and what you use them for.



Help
Prevent
Climate Change!
Using electronic devices
can protect resources (like
paper), which can help prevent
climate change. Also remember
to save energy - turn devices
off when you are not
using them!

- 1) I have a smartphone. I use it to chat with my friends.
- 2) I have _____. I use it to _____.
- 3) I have _____. I use it to _____.
- 4) I have _____. I use it to _____.
- 5) I have _____. I use it to _____.

2. Work in pairs. What items do you have in common?

I have a virtual reality
headset. I use it to
practice skiing.



Oh cool. I don't have a
virtual reality headset. But
I use a game console to
play games. I like to play
car racing games.



Global Citizenship & Fun Review



In this lesson, I will:

- Read for the main ideas about online global citizenship.
- Identify positive and negative online practices.
- Use language from the unit to complete review activities.

Global Citizenship: Citizens Online



A. Read

1. What is the text about? Circle the right answer.
 - A. Good social media apps
 - B. Tips for being good online
 - C. Good ways to surf the net
2. Read the text again. Match the tips below to the text.
 - A. Pay attention to what you share!
 - B. Always ask for permission!
 - C. Be kind!
 - D. Say no to cyberbullying!

Find the Main Ideas

Look at:

- Titles
- Pictures
- **Bold** words
- First and last sentences

How to be a Good Online Global Citizen

Everybody uses the internet. We go online for many things. We post photos on social media. We chat with our friends. We do research for our school projects. We play games and we send emails. The internet is a part of our life. When we go online, it is important to be a good online citizen.

1.

Some people write bad things online. They think nobody knows who they are, so they use mean words. This isn't good. **Think before you write or post.** Ask yourself - Is my post true, helpful, inspiring, necessary, and kind? If you have a problem with a friend, **talk** to your friend. Don't post about the problem!



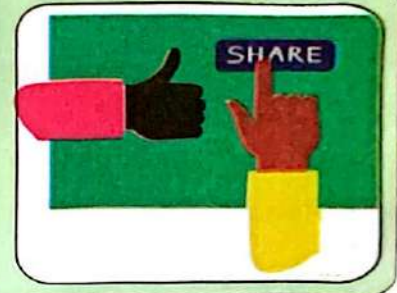
2.

Cyberbullies hurt people with their words. It's important to tell the cyberbully to stop. You can also tell a teacher or **report the person** to the social media company. Companies like Instagram and Facebook can block the accounts of cyberbullies.



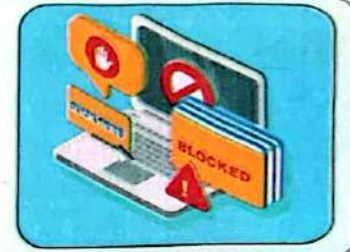
3.

Do you want to share your friends' photos or docs? Always ask their permission first. Share only what your friends feel happy about. Don't use someone's personal information (name, phone number, address, photos). Make sure you share only **positive things about others**.



4.

When you share documents or links online, make sure they are **safe and free from viruses**. Don't share websites or programs that can hurt other people's computers.



B. Assess your Online Practices

Read these online practices.

Tick (✓) the positive ones and cross (X) the negative ones.

Positive (✓) or Negative (X) Online Practices?	
1) Use emojis to to be unkind to classmates.	
2) Share personal photos of others after asking permission.	
3) Use a false name on social media.	
4) Write positive comments.	
5) Share funny videos with your friends.	
6) Say false things about other people.	
7) Click 'Report this Post' on Facebook and say that it hurts someone.	

Fun Review



A. Game: Say it now!

Rules

- Play in a pair. To begin, set a timer for one minute.
- Player 1, look at the Player 1 list. Act, draw or say how you use the devices in the list. Try to finish all the devices in a minute.
- Player 2, guess the devices. At the end of one minute, count the number of devices you named.
- Take turns.

Player 1 List**Player 2 List**

smartwatch	earbuds	game console	laptop
camera	keyboard	speaker	charger
flash drive	smartwatch	microphone	smartphone
virtual reality headset	monitor	mouse	microphone

**B. Game: Tic Tac Toe****Rules**

- Student A. Ask a question about how often your partner does the activity. Mark X on the Tic Tac Toe board.
- Student B. Ask a question and mark O on the Tic Tac Toe board.
- Take turns.
- To win: Get three in a row.

Post videos online	Use virtual reality headsets	Make videos
Post videos online	Like your friends' photos and videos	Write your opinion on shopping sites
Surf the internet	Use a phone or laptop to do homework	Read the news online

Lesson

6

How do you upload a photo?

In this lesson, I will:



- Scan a technology advertisement for specific information, ask for and give prices.
- Identify and explain the meaning of online icons.



A. Read

1. Look at the sales advert. Circle the items you want to buy. Tell a classmate.
2. Complete the chart.

Items	Price
A. laptop	\$299
B. _____	\$9
C. game console	_____
D. _____	\$18
E. VR headset	_____
F. smartphone	_____
G. _____	\$35
H. _____	\$29
I. smartwatch	_____

LAPTOP
Latest 15-inch ultra HD screen, comprehensive connectivity, 16GB RAM, 512GB SSD, Windows 10 Pro. \$299

SMARTWATCH
Latest 1.6-inch AMOLED display, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$100

SMARTPHONE
Latest 6.5-inch AMOLED display, comprehensive connectivity, 128GB storage, 128GB expandable storage. \$320

HEADPHONES
Latest 30mm drivers, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$29

VR HEADSET
Latest 110-degree field of view, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$269

GAME CONSOLE
Latest 4K Ultra HD, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$125

GAMING HEADSET
Latest 50mm drivers, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$35

REMOTE
Latest 4K Ultra HD, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$18

MOUSE
Latest 1000 DPI, comprehensive connectivity, 32GB storage, 128GB expandable storage. \$9

3. Listen to check your answers. Then match the prices in Exercise 2 to their written forms.

- 1) two hundred ninety-nine dollars A
- 2) one hundred dollars _____
- 3) three hundred twenty dollars _____
- 4) two hundred sixty-nine dollars _____
- 5) one hundred twenty-five dollars _____

B. Speak

Work in pairs. Student A, look at Advertisement A. Student B, look at Advertisement B. Ask about the price of items in the advertisement. Take turns.

How much **is** the smartphone?

It is ____ dollars.

How much **are** the headphones?

They are ____ dollars.

Advertisement A



\$499





\$288





\$550





\$129





\$55





\$105





\$14





\$149

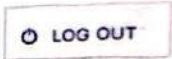
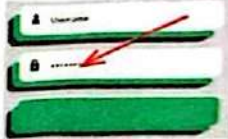


Advertisement B



C. Vocabulary: Online Actions

1. Tick (✓) the online actions you often do. Then listen and repeat.

☐ click on a link		☐ log in	
☐ edit a text/post/photo		☐ log out	
☐ record an audio		☐ type my password	
☐ turn on / turn off the computer		☐ tag a friend in a post	
☐ post a comment		☐ share a photo	
☐ send an email		☐ download music	
☐ delete a photo		☐ upload a video	

2. Read the conversations and circle the correct word. Then listen and check.

1) **Salek:** Did you record a video for the presentation yesterday?

Zakaria: Yes, I did. I'm going to [upload / download] it to the school website.

Salek: Great!

2) **Liz:** I saw the pictures of your vacation on social media.

Karim: Great. Did you [post / delete] a comment?

Liz: No, I didn't. I just "liked" it.

3) **Brahim:** I need to [post / reply] to my teacher's email.

Meriem: Ok. [type / click] the little pen icon.

Brahim: What's next?

Meriem: When you finish writing your email, click on [type / send].

4) **Zineb:** Did you [share / send] the pictures from our party on Instagram?

Tunaruz: I have to [edit / record] the pictures first.

Zineb: OK. Can you [share / tag] me when you post them?

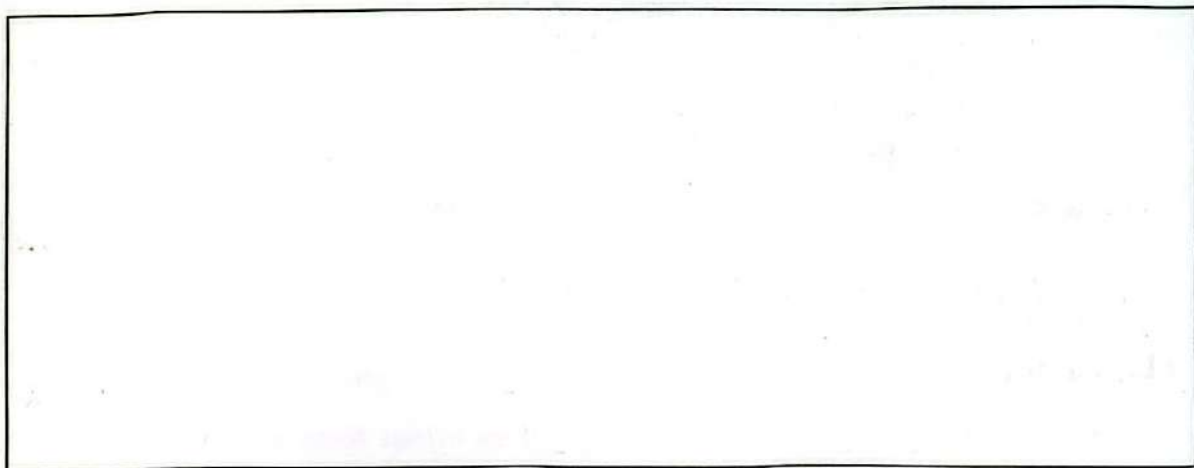
Tunaruz: Sure!

3. Practice the conversations with a partner.

D. Speak

1. In the box below, draw the following icons in any order:

- 1 icon of an online action you rarely do
- 2 icons of online actions you often do



2. Work in pairs.

Student A, show your drawings to your partner.

Student B, guess which actions your partner often and rarely does.

Take turns.

I think you often post texts on social media.

Yes, I do!

You rarely tag your friends in photos.

Actually, I often tag my friends in pictures!

Lesson 7

Life will be smarter in the future!



In this lesson, I will:

- Talk and write about the future of technology.
- Read an interview for the main ideas.



A. Listen

1. Work with a partner to match the phrases to the pictures.

a. pet robot

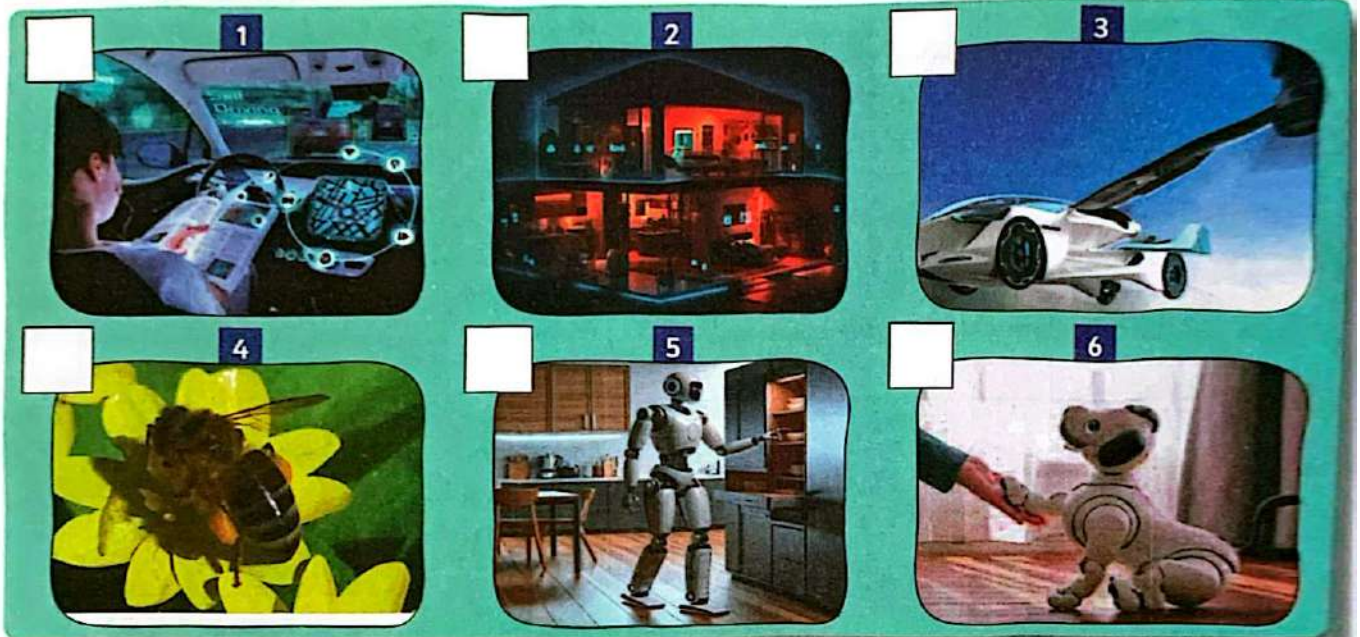
c. flying car

e. smart house

b. driverless car

d. flying robotic bee

f. home robot



2. Now listen to check your answers. Then repeat.



B. Listen and Read

Listen to and read the interview. What technology does James think will change in the future?

Journalist: Welcome to our podcast 'Tech-savvy'! Today, we're talking about the future of technology. Hi, James!

James: Thanks for inviting me.

Journalist: So, what will the future of technology look like?

James: Well, for sure, technology will play a bigger role in our lives. Devices like smartwatches and smart glasses will become even smarter.

Journalist: Amazing! What about robots? Will they be part of our everyday life?

James: Sure! Robots like the flying bee will help us grow more flowers and crops. And home robots will help around the house!

Journalist: What about cars?

James: People won't use traditional cars anymore. They will have driverless, electric cars.





C. Grammar in Context

1. Read the chart.

Talking about future predictions	
will + verb	
In the future...	
- Cars will fly. - There will be robots to help grow more crops.	- We will not use traditional cars. - There won't be flying taxis. will not = won't
Will phones be different in the future? Yes, they will. No, they won't.	
Useful Time Expressions for the Future	
Tomorrow...	In the future... Soon ... In 20 years... Someday... Next year...

2. Read the interview in Exercise B again and underline the future verbs.

3. Complete the sentences using the verb in parentheses.

- In the future, the internet _____ (be) very fast.
- In 20 years, robots _____ (help) farmers grow crops.
- Someday, all cars _____ (use) electric power.
- _____ robots _____ (cook) people's meals in the future?
- City buses _____ (not/fly) in the future.
- _____ you _____ (buy) a new smartwatch someday?
- In ten years, virtual reality _____ (make) gaming more fun.



D. Write and Share

What do you think will happen in the future? Complete the sentences. Then, share with your partner. Take turns.

- In 50 years, schools _____
- Someday, houses _____
- In the future, social media _____
- In 10 years, smartphones _____
- Someday, my town _____
- Your idea: _____

Lesson 8

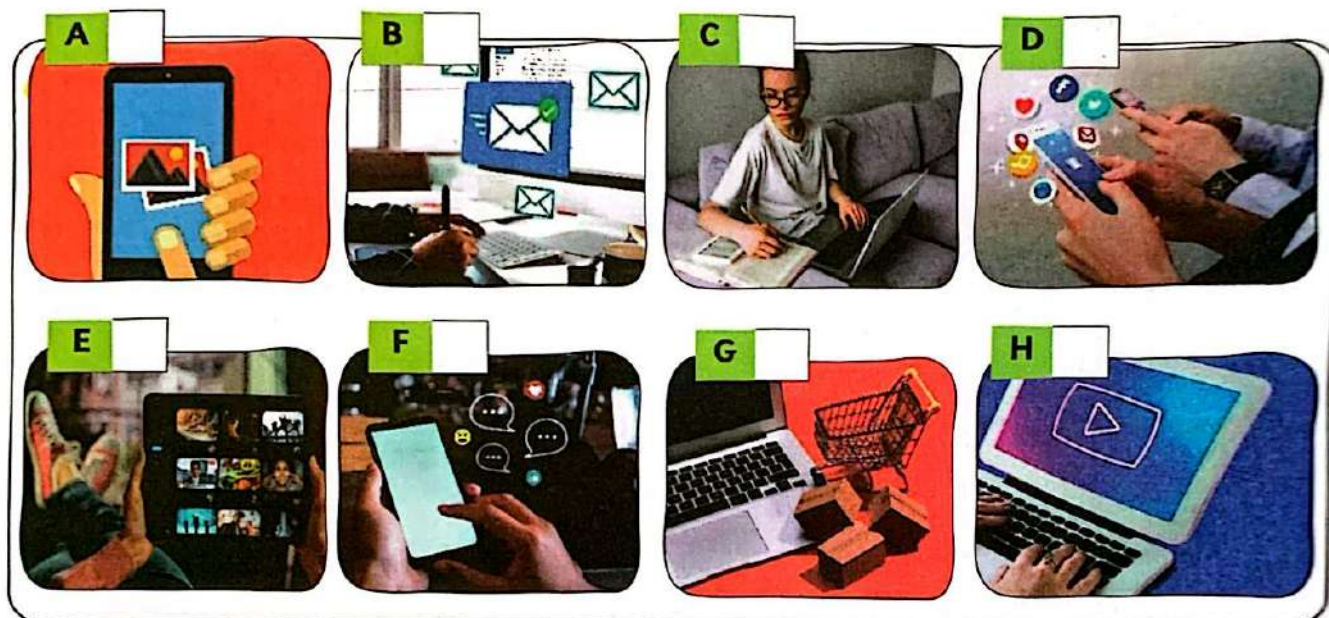
Unit Test, Task & Self Assessment

Unit 3 Test

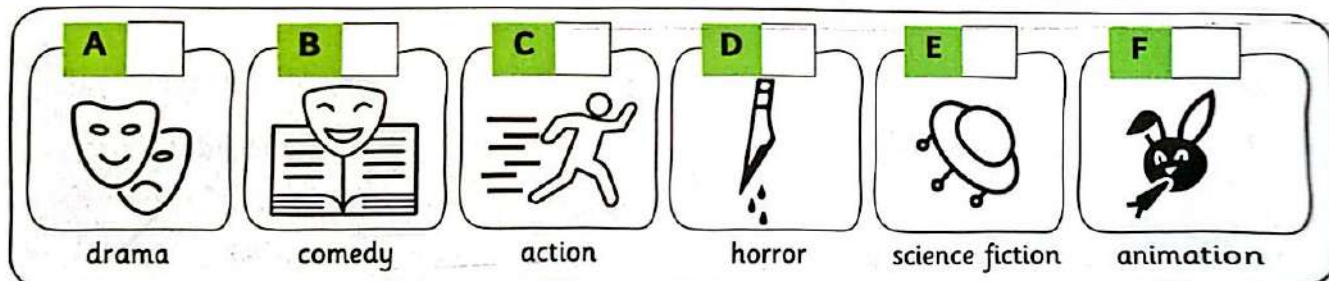


LISTENING

A. Listen to the conversation about online activities. Tick (✓) the online activities you hear in the conversation.



B. Listen to the conversation about types of movies. Draw a heart (♥) on the ones the person likes. Draw a cross (X) on the ones she doesn't like.



GRAMMAR & VOCABULARY

A. Complete the sentences with a possessive adjective (my, your, his/her, its, our, their).

12. My brothers love _____ new game console. They bought it last week.

13. Amira brings _____ earbuds to to the gym. She likes to listen to music when she is exercising.

14. My friends and I post _____ dancing videos on social media.

15. Tomas likes to run with _____ smartwatch. It tells him how far he runs.

B. Complete the sentences about the future using the verb in parentheses.

16. In the future, the internet _____ (be) very fast.

17. Someday, robots _____ (cook) for us.

18. We _____ (not, have) flying trains in the future.

C. Match the online activities to the icons.

19. upload a video	a. 
20. record an audio	b. 
21. click on a link	c. 
22. download music	d. 
23. post a comment	e. 
24. delete a photo	f. 



READING

Read the text and the statements. Then circle true or false.

Andrew and Arina are brother and sister. They have very different personalities. Andrew loves technology but Arina doesn't. Andrew often goes online. Arina goes online once a day. Andrew loves to make videos and take photos. He posts them to his social media twice a week. Arina takes photos but she rarely posts them. Andrew likes to shop online. He shops online about four times a month. He rarely goes into a store. He buys all of his electronic devices online. Arina likes to go shopping in person. She hardly ever shops online. Andrew often plays video games on his game console. He has lots of friends online. They play three times a week. Arina likes to hang out with her friends at the park or in coffee shops. She hangs out with them twice a week.



25. Andrew is crazy about technology.

True False

26. Andrew posts videos and photos to his social media twice a month.

True False

27. Andrew hardly ever shops online, but Arina often shops online.

True False

28. Andrew plays video games three times a week. Arina hangs out with her friends twice a week.

True False

My Score: _____ / 28 = _____ %

Unit 3 Task – Choose One!

Option 1: My Favorite Game / App / Social Media Site

Follow these steps:

- Choose your favorite game / app / social media site.
- Make a short presentation about it. The following questions can help you:
 - What is the name of the game/app/social site?
 - What do you use it for? How often?
 - How do you use it?
 - Why do you love it?
- Give your presentation to your classmates.



Option 2: Online Product Review

Follow these steps:

- Choose a device. It can be something you have, or something you want (e.g., a phone, an app, a computer,...)
- Make an online review (post or video) for the device and share on a social media site. The following questions will help you create your review:
 - What is the device?
 - When and where did you buy it?
 - How much does it cost?
 - What do you use it for? How do you use it?
 - Do you like it or not? Why? Why not?
- Share your review with your classmates.



Option 3: Design a Tech Device, App, Machine, or Robot for the Future!

Follow these steps:

- Ready to be creative? Think of an idea for a cool future technology: a flying car, an app, a social media site, etc.
- Make a poster, a slide presentation, or a video to tell the class about it. The following questions will help you in the presentation:
 - What is your design? Who is it for?
 - What does it have? What does it do?
 - How can people use it?
 - What is special or interesting about it?
 - Why do you think your idea is important?
- Present your poster, slide presentation, or video to your classmates.



Unit 3 Self Assessment

Think about your English. What can you do well? What do you need to practice more?
Complete the chart.

Unit 3: What can I do well?	 I'm great at this.	 I want to practice more.
I can identify technology devices and what they are used for. I use a computer to do homework. He sends texts on his smartphone. We often use my tablet to shop online.		
I can understand and use words and phrases of I use social media every day. He watches videos twice a week. She hardly ever downloads videos. We never upload photos. They play games online once a week.		
I can understand, write and talk about types of movies. I love comedy. I don't like science fiction films. I can't stand horror movies.		
I can understand and use possessive adjectives. I have a computer. This is my computer. We have a TV set. This is our TV set.		
I can understand, write, and talk about the future with will. Phones will do a lot more in the future. Someday, robot bees will help us grow crops.		
I use English when I work in a pair or a small group.		
Drop Everything and Read (DEAR) I can set a goal. I can make a plan. I can read a book on my own. I can track my progress in my notebook.		
I can be a good online citizen and be safe when I go online.		



SPOTLIGHT:

1. Listen to teens talk about how they stay healthy. Match what they do to the pictures. Write "A" for Aiko, "S" for Sophie, and "D" for Diego.
2. How about you? What do you do to stay healthy?



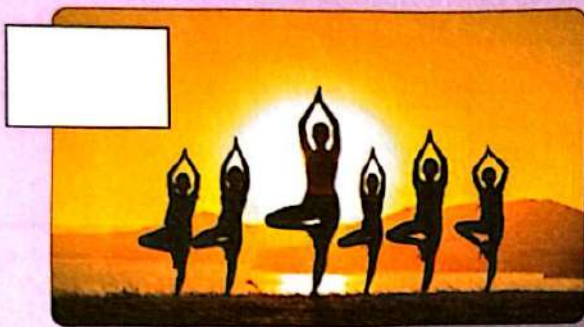
Aiko



Sophie



Diego



1. yoga



2. martial arts



3. cycling



4. healthy food

By the end of this unit, I will be able to:

1. Identify body parts and say which of them hurt.
2. Understand, ask, and answer questions about what is wrong when I am hurt or don't feel well.
3. Show sympathy when someone is hurt or doesn't feel well.
4. Understand, ask for and give advice about health.
5. Understand, ask, and answer questions about feelings.
6. Understand, write, and talk about future plans using **be going to + verb**.
7. Plan and write a friendly letter to give advice.
8. Read a story for pleasure and respond to it.
9. Manage my time by setting goals, making a weekly plan, and tracking my progress.
10. Read independently at home and track my progress.

What's the matter?

In this lesson, I will:

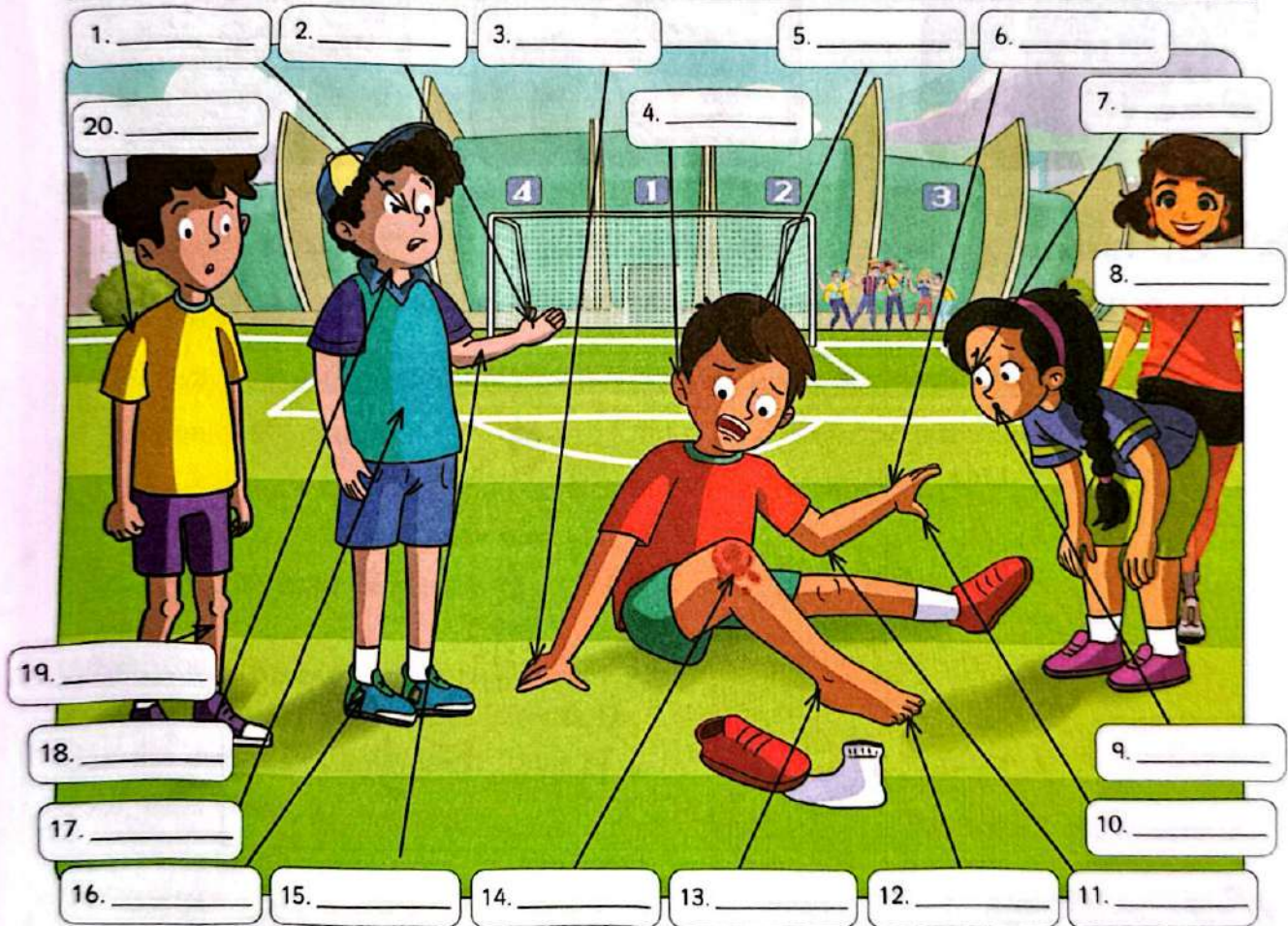
- Identify body parts that hurt.
- Ask and answer questions about what is wrong and show sympathy.



A. Vocabulary: Body Parts

1. Look at the picture. Work with a partner to label the body parts you know. Use the word bank to help you.

ankle	arm	back	ear	elbow	eye	thumb
foot	hand	head	knee	leg	mouth	neck
nose	shoulder	stomach	toe	wrist	finger	



2. Listen to check your answers. Then listen and repeat.

3. Work with a partner. Point to a body part. Ask your partner to say the word. Take turns.

What's this?

That's your leg.



B. Game: Do as I Say, Not as I Do

Follow the rules to play the game.

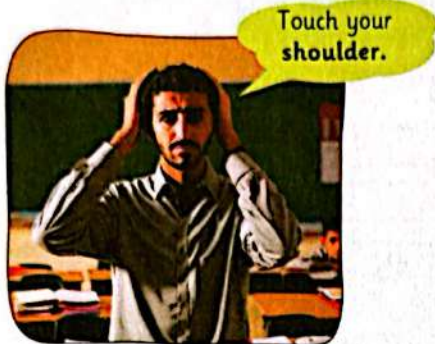
Rules

- Look at and listen carefully to your teacher.
- Do only what your teacher says, not what he or she does.
- If you make a mistake, you are out.
- When time is up, the remaining students are the winners!

Your teacher ...

✓ You ...

✗ You don't ...



C. Listen

1. Listen to the conversations. Match the people to what they say hurts.

People		What hurts
1. Lina	•	• My  hurts.
2. Bob	•	• My  hurt.
3. Anir	•	• My  hurts.
4. Samia	•	• I hurt my  .

2. Listen again. Number the questions as you hear them.

_____ What's the problem?

_____ What's wrong?

_____ Are you OK?

_____ What's the matter?



D. Grammar in Context

Read the language box. Then complete the conversations with only ONE word in each gap.

❓ How to ask about what's wrong	How to say what's wrong
• What's wrong? • What's the matter? • What's the problem? • Are you OK?	• My arm hurts. • My eyes hurt. • I hurt my leg. • I hurt my fingers.

1. Zaina: What's the _____?

Salah: My legs _____. I was on my feet all day yesterday.

Zaina: Oh no! Put them in hot water and salt.

2. Mother: _____ you OK, Jo?

Jo: My back _____. I worked at my desk for too long.

Mother: Poor thing! You need to rest.

3. Hans: Hey Lara. What's _____?

Lara: My eyes _____. I used my computer a lot yesterday.

Hans: Oh, I hope you get better soon!

4. Kamal: What's _____ problem, Antonio?

Antonio: My shoulder _____. I did a lot of exercise yesterday.

Kamal: That's too bad. You ought to put some ice on it.



E. Write and Speak

1. Work with a partner. Write two conversations like the ones in Exercise D. Use the pictures to help you or think of your own ideas.

Real World English

Things to say when someone is hurt

- (I'm) sorry to hear that!
- Oh no!
- (That's) too bad.
- (I) hope you get better soon!



2. Perform your conversations for your classmates. Be dramatic!

Lesson 2

I have a sore throat.



In this lesson, I will:

- Listen for details about people's health problems.
- Write and talk about what is wrong when I don't feel well.



A. Sing

Listen while you read. Then listen, sing along, and act out.

Oh, what's the matter? You look so terrible.

I have a fever. I have a runny nose.

Oh, what's the matter? You look so terrible.

I have a headache. I have a cold.

Oh, what's wrong with you? You look so terrible.

I have a fever. I have a runny nose.

Oh, what's wrong with you? You look so terrible.

I have a stomachache. I have a cold.

Aaaahchoo!



B. Vocabulary: Health Problems

1. Listen and point. Then listen and repeat.



a headache



an earache



a fever



a runny nose



a cough



a sore throat



a stomachache



a toothache



a backache



a sprained ankle



a neckache / neck pain



a cold

2. Work in pairs or small groups. Student A, act out a health problem from Exercise B. Student B, guess what it is. Take turns.



C. Write

Complete the sentences. Use words from Exercise B.

1. Andrew's ear hurts. He has

got an earache.

2. Gina's head hurts. She has

a _____.

English around the World		
American English	British English	
I have a headache.	I have got	a headache.
She has an earache	I've got	
	He has got	an earache.
	He's got	

3. The kids ate too much junk food. Now, they have a _____.

4. Aylan feels hot. He's got a _____.

5. Silin's throat hurts. _____.

6. Katia's back hurts. _____.

7. Lamina has a bandage on her ankle. _____.

8. Hassan needs a tissue. _____.



D. Listen

Listen to the conversations. Tick (✓) the health problems people have.

1. ☐ headache ☐ backache ☐ stomachache ☐ toothache

2. ☐ headache ☐ backache ☐ sprained ankle ☐ runny nose

3. ☐ toothache ☐ earache ☐ neckache ☐ a cold

4. ☐ a fever ☐ a cough ☐ a runny nose ☐ a sore throat



E. Speak

1. Practice the conversation with your partner.

Tarik: Hi, how are you?

Zaki: I feel terrible.

Tarik: What's wrong?

Zaki: I have a headache. I didn't sleep well last night.

Tarik: I'm sorry to hear that! I hope you feel better soon.

Zaki: Thank you!



2. Work with a partner. Prepare a conversation about one of the pictures. Use the conversation in Exercise 1 as an example.

Real World English

I feel...

awful
terrible
ill / sick

I don't feel...

well
so great



3. Act out the conversations. Switch roles.
4. Assess yourself.

My Speaking Skills	Did I do it? Circle one answer.		
1. I asked a question to find out what is wrong.	Yes	A little	No
2. I said how I feel.	Yes	A little	No
3. I said what hurts.	Yes	A little	No
4. I showed sympathy.	Yes	A little	No
5. I used eye contact.	Yes	A little	No

Lesson 3

DEAR: Drop Everything and Read



In this lesson, I will:

- Read for pleasure and respond.
- Connect lessons from a story to my life.



A. Preview

1. Discuss the questions with a partner:
 - Do you like fruit?
 - What's your favorite fruit?
 - Have you eaten durian before?
2. Read about durian. Discuss the questions in pairs.



Durian is a large, yellow fruit. It is from Southeast Asia. It has a very bad smell but a sweet taste. Some people love durian and some people really hate it. Very few people are in the middle!

- How does durian smell?
- How does it taste?
- Do you want to try durian? Why or why not?



B. Listen

Listen to Darla's story. Choose the correct option.

The story has: ☐ a happy ending.

☐ an unhappy ending.



C. Read and Listen



Dots!

Darla loves durian. Her brothers laugh and tell her, "Durian stinks! Go outside to eat!"

Darla just laughs. She doesn't care what her brothers say.

But that all changed on her first day of middle school.



Darla didn't know anyone at her new middle school.

The night before the first day of school, Darla told her mom, "Please don't pack durian in my lunch."

Her mom was confused because it's Darla's favorite fruit. But Darla's mother did what Darla asked.



On Monday morning, Darla woke up with big colorful dots on her feet. She screamed, "Mom! Look! I have dots all over my feet!"

Her parents called the doctor. After the doctor checked Darla, he said, "You don't have a fever or a cough. You'll be fine."

So, Darla put on some long socks and went to school without durian in her lunch.



On Tuesday, Darla woke up with dots on her feet and her legs!

On Wednesday, they were on her neck and shoulders.

On Thursday, they spread to her arms!

But Darla did not feel sick, so each day she covered the dots with clothes and went to school.



On Friday, Darla woke up with the dots on her face! Darla cried, "Mom! I can't go to school. The dots are everywhere now!"

Luckily, Darla's grandmother was visiting. Grandmother said, "You're not sick! You just have the Dots."

Everyone looked at grandma and asked, "What are 'the Dots'?"

Her grandmother explained, "People get the Dots when they are afraid to be themselves."



Grandmother asked Darla, "Are you being yourself this week?"

Darla said, "Well, I'm not bringing durian in my lunch. I don't want my classmates to laugh at me."

Her grandmother said, "That's it! You should be yourself. Don't worry about other people!"

Darla's mom packed Darla's lunch, filled with durian. Suddenly, Darla's dots disappeared.



At school lunch time, Darla bravely took out the durian. She ate it proudly. Another girl also had durian in her lunch. The two sat and happily ate together. Some kids made fun of them, but they didn't care.

After that, Darla was always true to herself. And the Dots never came back.



D. Read one part of the story in a small group. Be dramatic!



E. Think about the story. Complete the tasks.

1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆

2. While reading this story, I... (tick all that are true):

☐ laughed ☐ was confused ☐ felt curious

☐ felt sorry for Darla Other: _____

3. What lessons did you learn from Darla's story? Tick (✓) the possible options.

☐ Don't change what you love just because others may laugh at you.

☐ Hang out with people who make you feel good.

☐ Change your manners to please others.

☐ Believe in yourself.

☐ Don't make fun of others for what they like.

Other: _____



F. Extension!

Draw and write positive things about yourself in the poster.

HELLO, I AM

AWESOME

I can draw and write positive things about myself!

Lesson

4

You should see a doctor.



In this lesson, I will:

- Read a cartoon for the main ideas.
- Give health advice to friends who are not feeling well.



A. Vocabulary: Health Advice

1. Match the pictures to the appropriate advice A-J.

A. Drink lemon and honey.

E. Lie down.

H. Put a bandage on it.

B. Check your temperature.

F. Stay home.

I. Go to the dentist.

C. Rest.

G. Go to the doctor.

J. Take medicine.

D. Put ice on it.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

2. Listen and check your answers. Then listen and repeat.



B. Read

1. Read the story and answer the questions.

1) What's wrong with Ali?

2) What advice does Sara give him?



You look pale Ali. What's wrong?

I couldn't sleep last night. I don't know why. Now I have a terrible headache.



Oh no! You should rest in a quiet, dark room.

Yeah... maybe.



Also, you shouldn't spend so much time on your mobile.

True... thanks for the advice, Sara.



3. Talk with a partner. Do you think Sara gave Ali good advice? Why or why not? What other advice would you give Ali?



C. Grammar in Context

1. Read the language box. Then, in Exercise B, underline the expressions Sara used to give advice.

Giving Advice		
I	should	eat healthy meals.
You	ought to	
We	should not / shouldn't	stay up too late.
He / She / It		
They		

2. Put the word blocks in the right order to make correct sentences. Number the blocks.

A	should —	drink —	you 1	lemon juice —	honey —	with —
B	put —	ought —	she —	aloe vera gel —	to —	on it —
C	shouldn't —	earbuds —	use —	you —	your —	for so long —
D	too —	stay up —	should —	late —	not —	they —
E	see —	you —	dentist —	really —	ought to —	a —
F	should —	put —	it —	a bandage —	she —	on —

D. Write

Complete the conversations by writing the correct advice from Exercise C2.

1. **Problem:** Salma has a minor burn on her hand.

Solution: _____

2. **Problem:** My tooth hurts.

Solution: _____

3. **Problem:** I have a sore throat.

Solution: _____

4. **Problem:** My ears hurt.

Solution: _____

5. **Problem:** My brothers find it difficult to wake up in the morning.

Solution: _____

6. **Problem:** Samira cut her finger when she was cooking.

Solution: _____

E. Speak

1. Work in pairs. You will do a role play. Student A, use card A. Student B, use card B.

Role Play Cards	
A	B
- Your friend doesn't feel well. - Ask him/her what her/his problem is. - Show sympathy. - Give advice.	- You had an accident when you were playing a sport you like. - Tell your friend what is hurt. - Listen and thank your friend for the advice.

2. Share your role play with your classmates.

Lesson 5

Global Citizenship & Fun Review



In this lesson, I will:

- Create a weekly planner to manage time effectively and avoid stress.
- Use language from previous lessons to complete review activities.

Global Citizenship: Managing your Time



A. Preview

1. Work in pairs. Look at the pictures and guess the famous saying.



What's the saying?

2. Circle the meaning of the saying.

- A. Time is fast and we cannot control it.
- B. Time goes fast, but we can manage it well.



B. Read

1. Read Salim's post on the "Healthy Life Advice Forum." Answer the questions below.

1) Circle how Salim feels. happy relaxed stressed

2) What are his two main goals? _____

Global Friends: Healthy Life Advice Forum

I'm Salim, a middle school student and a booktuber. I have a lot of things to do. I've got assignments to complete for different subjects, videos to record for my book channel, and other extracurricular activities. Exams are close, and a video competition is in three weeks. My goals are to get good marks in school and to win the video competition. They are important for my future. I don't know how to start. It's stressing me out. Sometimes I spend hours sitting on my sofa, scrolling on my tablet or playing games. I don't hang out with my friends or practice my favorite sport, basketball. This stress is making me feel really bad. Can you help me? I need advice! Thank you.

- 3) Do you think Salim is good at managing his time? Why or why not?

2. Work with a partner. Think about Salim's goals and how he can reduce his stress. Then fill in the chart to help him manage his time.

Most Important Tasks things to do first	Less Important Tasks things to do later or for less time

C. Think, Plan & Take Action

1. **Think:** Tick (✓) the activities you do each week. Add any other things you do.

My Weekly Activities		
☐ Do Homework ____	☐ Go to extra English (or other) classes ____	☐ View social media ____
☐ Do Chores ____	☐ Hang out with friends ____	☐ Volunteer in my community ____
☐ Do club activities/ play sports ____	☐ Play video games ____	☐ Work part time (for a company or my own business) ____
☐ Exercise ____	☐ Pray/go to the mosque ____	☐ _____
☐ Eat meals ____	☐ Prepare for exams ____	☐ _____
☐ Go to school ____	☐ Sleep ____	☐ _____
☐ Visit family ____	☐ Surf the net ____	

2. Think some more: Read "Good Time Management Habits".

Then in the list in Exercise 1:

- Write "F" next to important activities you need to do **first** each day or week.
- Write "L" next to the less important activities you can do **later** or for **less time**.

Good Time Management Habits

- ✓ Think about my goals every day.
- ✓ Plan when to do activities that will help me achieve my goals.
- ✓ Take a little time for relaxing and relaxing activities too!

3. Plan: In your notebook, create a weekly planner for next week. Use the example to help you. Then share your plan with a partner.

My Weekly Planner							
Time	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
7 AM	Dress & eat	Dress & eat	Dress & eat	Dress & eat	Dress & eat	Dress & eat	Sleep
8 AM	School	School	School	School	School	School	Dress & eat
9 AM	School	School	School	School	School	School	Chores
10 AM	School	School	School	School	School	School	Chores
11 AM	School	School	School	School	School	School	Tennis
12 PM	School	School	Lunch	School	School	Lunch	Tennis
1 PM	Lunch	Lunch	English	Lunch	Lunch & Prayer	English	Social media
2 PM	School	School	English	School	Lunch & Prayer	English	Yoga
3 PM	School	School	Work (dog walking)	School	School	Work	Class project
4 PM	Social media	Friends	Work	Social media	Class project	Work	Class project
5 PM	Tennis	Friends	Yoga	Tennis	Class project	Volunteer	Free!!
6 PM	Tennis	HW	Free!!	Tennis	Chores	Volunteer	Free!!
7 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
8 PM	Homework (HW)	HW	HW	HW	HW	Social media	HW
9 PM	Prep for speech contest	Prep for speech contest	HW	Prep for speech contest	Prep for speech contest	Social media	HW
10 PM	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep

4. Take action! Next week, follow the plan you created. Read and remember these tips.

Good luck!

Tips to Track your Time Management Progress

- Check your plan daily.
- Tick (✓) the tasks you complete – it will help you feel successful!
- Put a cross (X) next to tasks you did not do.
- Make changes to your weekly plan when necessary.
- Remember your goals! It will motivate you to manage your time.



Game: Taboo Word

Follow the rules to play the game.

Rules

Play in groups of four. Make two teams (each team has Student A and Student B).

Team 1 will start. Team 2, set a timer for 1 minute.

- **Team 1, Student A:** Look at the health problems card. Choose one problem. Tell Team 2 but don't tell your partner. Describe, act out, and/or draw the health problem. But don't say the word.
- **Team 1, Student B:** Pay attention to your partner. Guess the health ailment before time is up.

Guess the problem - get **1** point.

Give advice about the problem - get **1** more point.

Now, Team 2 plays. Team 1, remember to set the timer for 1 minute.

Continue taking turns until the teacher calls, "Time's Up!"

To win: When time is up, the team with the most points wins!

Heath Problems Card

a headache	an earache	a fever	a runny nose
a cough	a sore throat	a stomachache	a toothache
a backache	a sprained ankle	a neckache / neck pain	a cold

You should eat more vegetables!



In this lesson, I will:

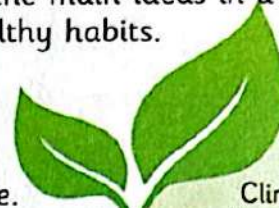
- Read subtitles and highlighted sentences to get the main ideas in a text.
- Plan and write a letter to give advice about healthy habits.



A. Read

- You are going to read an article from a magazine. Look at the pictures and guess what the article is about. Choose the best title for the article:

- Get Happy with Healthy Food
- Healthy Routines for Happiness
- Visit the Doctor for a Happy Life



Help Prevent

Climate Change!
Eating less meat is healthy and also prevents climate change. 25% of greenhouse gasses (CO₂) come from farm animals. So, when you eat less meat, you also help prevent global warming.



- Share your answers with a partner. Then read the colored and bold subtitles in the article to check your guesses.

3. You are a magazine editor! Read the article again. Decide which pictures from Exercise A go next to the **black bold** sentences. Write the number of the picture next to the sentence.

Do you want to be happy and healthy? Good habits are important! Here are some helpful ideas and tips.

Have a healthy diet

☐ **Eat more fruits and vegetables!** They are great for your body and brain. They contain important vitamins and minerals. So don't eat junk food!

☐ **Don't eat a lot of meat.** Eating meat provides protein for your body. But too much of it can be harmful for your health and the environment too!

☐ **Drink lots of water.** Your body needs to stay hydrated. Drink at least 1.5 to 2 liters a day!

Exercise regularly

☐ **Try to exercise** for 30 minutes a day. Do yoga, go jogging, go skating, or go to the gym!

Spend time outside and have fun!

☐ **Go outside,** hike, walk and breathe fresh air.

☐ **Reduce screen time.** Engage in hobbies. Enjoy your life and avoid stress.

Go for check-ups

☐ **Go to the doctor for a check-up** when you don't feel well.

☐ **Don't forget to take care of your mouth.** Brush your teeth two or three times a day.

Get rest

☐ **Sleep** for 8 to 10 hours a night. When you feel tired during the day, find a quiet place to sit or lie down for 15 or 20 minutes and take a nap.

☐ **Turn your electronic devices off** or to silent mode when you are sleeping.

4. Circle the habits that you have. Write two habits that you don't do or want to do more.

Example: I don't exercise for 30 minutes each day.

1. _____

2. _____

B. Speak

Work with a partner. Tell your partner two habits you have and two things you want to change. Listen to your partner's advice. Take turns.

I don't exercise 30 minutes each day. I want to change!

Good idea – thanks!

You ought to try a hip hop dance class. It's fun!



C. Write

You are a writer on the "Teen Advice Team" at E-zine.

1. Read about Eddy. Circle his unhealthy habits and underline the healthy ones. Compare with a partner.



Dear Sweet Advice Team,

I read your article about healthy habits, and it was just amazing.

I don't feel well and I want to change my lifestyle. I was a member of a swimming club, but I no longer go there. I spend my time playing video games with my friends at home or online. It's fun. My mom always tells me that my eating habits are not healthy, but I really love to eat burgers and sandwiches! Can you help me with some tips to feel better?

Thank you,

Eddy

2. Plan what you will write to Eddy. Write two of Eddy's unhealthy habits. For each, write a piece of advice. Then add 2 more tips that will help Eddy feel better. Share your ideas with a partner.

Eddy	
Unhealthy habits	Advice
✗	✓
✗	✓
	Two other tips
	✓
	✓

3. Now write your own response to Eddy.

Dear Eddy,

Thank you for writing to the Sweet Advice Team.

We are happy to help you!

Remember!

Useful Expressions for Giving Advice

- You should..
- You ought to...
- You should not...
- You shouldn't...

Good luck,

4. Share your writing with a partner. Revise it together.

Check your Writing!	Circle one.	
1. I gave Eddy at least two pieces of advice.	✓	✗
2. I used should, ought to, and should not/shouldn't to give Eddy advice.	✓	✗
3. I used a capital letter: • At the start of each sentence • For names	✓	✗
4. I ended each sentence with: • a period (.) • an exclamation mark (!) OR • a question mark (?)	✓	✗
5. I spelled most words correctly.	✓	✗

5. Share your writing with your classmates.

Lesson 7

I'm happy! I'm going to hang out with friends next week.



In this lesson, I will:

- Listen and identify people's feelings.
- Talk and write about feelings and future plans.



A. Vocabulary: Feelings

1. Work with a partner. Label the pictures with the words you know.

angry	confused	happy	nervous	surprised	thirsty
bored	embarrassed	hungry	sad	tired	worried

2. Listen to check your answers. Then listen and repeat.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

B. Read and Listen

- Read and listen to the first part of the conversations. Tick (✓) the word you think the person is going to say next.
- Listen to the end of the conversations and check your answers.

1.

Ferhana: What's the matter, Rachid?

Rachid: Oh, my cat went outside yesterday, and she didn't come home.

I'm very ☐ angry ☐ confused ☐ worried



2.

Rajaa: Hi, Leyna. What are you doing?

Leyna: I'm doing my math homework. But I don't understand.

Can you help me? I'm so ☐ sad ☐ embarrassed ☐ confused



3.

Majd: What's wrong, Limam?

Limam: I saw my English teacher, Mr. Baqqali, at the supermarket.

Majd: And? What happened?

Limam: I called him the wrong name. I said "Mrs. Baqqali."

Ugh. I'm really ☐ happy ☐ excited ☐ embarrassed



4.

Younes: Are you ok, Maya?

Maya: I lost my cell phone!

Younes: Oh, no. Your new cell phone?

Maya: Yes. I'm so ☐ bored ☐ sad ☐ tired



5.

Lunes: Hi, Juan Carlos. How's it going?

Juan: Great! I had a test in my science class today.

Lunes: Oh! Did you do well?

Juan: Yes! I didn't study, but I got an A.

I am very ☐ worried ☐ angry ☐ surprised



6.

Mery: Are you ready for your job interview?

Ron: I think so. I'm just a little

☐ nervous ☐ happy ☐ confused

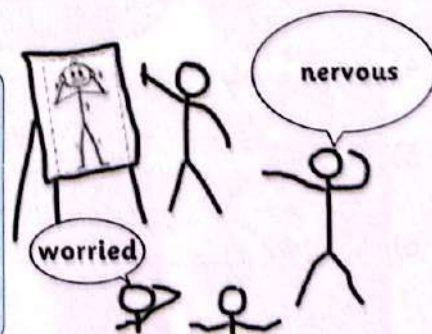


C. Game: Vocabulary Pictionary

Rules

Work in a group of three to four.

- Student 1, draw a feelings vocabulary word from Exercise A.
- The first person to guess gets a point.
- Take turns.
- When time is up, the person with the most points wins!





D. Grammar in Context

1. Read the conversation. What is Rajaa going to do tomorrow?

Rajaa: Hi, Leyna. What's up?

Leyna: I need to do my math homework. But I don't understand. Can you help me? I'm so confused.

Rajaa: I have an idea! **Tomorrow, I am going to prepare for the test. My cousin is going to help me.** You can join if you like.

Leyna: That would be great! **I'm going to bring my textbook.** Thank you!

2. Look at the sentences in bold above and complete the chart.

Future Plans be going to + verb			
I	_____ going _____	bring	my textbook.
He She It	_____ to	help	Rajaa.
We You They	are _____	prepare	for a math test.

3. Complete the following sentences. The first is done for you.

1) I am going to visit (visit) my grandparents this weekend.

2) My parents _____ (buy) a new car next month.

3) Sifaw _____ (start) a new job in a few days.

4) We _____ (have) a party for my birthday next week.

5) My sister _____ (study) abroad next year.

6) My brother _____ (teach) me how to surf tomorrow.

E. Write: Feelings Journal

How do you feel in these situations and what are you going to do?

1. Complete the chart. The first is done for you.

1

Your friend invited you to a party.

I feel bored.

I am going to hang out with my friends.

2

You lost just lost a football match.

I feel _____.

I'm going to _____.

3

You have a test tomorrow.

I am _____.

I _____ going to _____.

4

Your classmate shouted at you.

I'm _____.

I _____ going to _____.

5

Your friend invited you to a party.

I _____.

I _____.

6

You got the best grade in math class!

I _____.

I _____.

2. Share your feelings and plans with a partner or with your classmates.

You got the best grade in math class. How do you feel?

I'm so happy! I am going to celebrate with ice cream!



I'm sorry you lost the match. How do you feel?

I feel ok. We played hard. We are going to do better next time.



Unit 4 Test



LISTENING

A. Listen and choose the correct picture. Circle the letter.

1. What hurts?



2. What advice does the boy give?



3. What is the girl going to do next?



B. Listen to a talk about staying healthy. Circle the correct answers.

4. The speaker says you will have more energy if you

- A. never eat junk food
- B. eat three times a day
- C. eat different kinds of healthy food

5. The speaker says that exercise makes you

- A. feel happy
- B. get more energy
- C. become sick

6. The speaker says that talking with a friend can

- A. help your mind relax
- B. make you sad
- C. reduce your energy

GRAMMAR & VOCABULARY

A. Complete the conversations with words from the word bank.

bandage	headache	hope	matter	runny nose	sorry
great	hurt	ill	ought	should	wrong

Mary: What's the (7) _____
Mohamed?

Mohamed: I don't feel so (8) _____.

Mary: What's wrong?

Mohamed: I have a sore throat and a
(9) _____.

Mary: Here's some tissue. You really
(10) You _____ go to the doctor!

Mohamed: Yes, thanks. I am going to go
after school.

Leah: Oh no! What happened?

Mustafa: I (11) _____ my ankle in
a football match.

Leah: I'm so (12) _____. Did you go
to the doctor?

Mustafa: Yes, she put a (13) _____
on it and told me to rest.

Leah: I (14) _____ you get better
soon.

Mustafa: Thanks.

B. Circle the best word to complete each sentence.

15. I can't find my math homework. I'm really [worried / confused].

16. Our grandparents came a week early. We were [surprised / nervous].

17. I often feel [nervous / angry] before I give a presentation.

18. We feel excited because we [are / is] going to eat ice cream at the party tomorrow.

19. They are confused so my sister [are / is] going to help them.



READING

Read the advice column. Then read the statements and write TRUE or FALSE.

Dear Tenn Advice Team,

My parents are always angry with me because I do not get good grades. They want me to stay home and study all the time. They say that I can relax in the summer. I like to have fun with friends, get exercise, and enjoy my life. What can I do to get good grades without having a boring life?

Thank you,
Rasha

Dear Rasha,

We agree with your parents that getting good grades is important. And we agree with you that having fun is also important. Both are necessary for a happy and healthy life. To achieve this goal, you should manage your time carefully. Create a plan for the days and times you will do homework and study for tests each week. But don't avoid your friends! You should ask them to study with you. It's fun and you can learn more together. Also make plans to have fun. Pick something you enjoy doing like surfing the net or doing crafts. Write down the start and finish time. But remember to stop on time! With balance, you can get good grades and have a very fun life!

Good luck,

The Teen Advice Team

20. Rasha wants advice about how to get good grades. _____
21. The Teen Advice Team agrees that having fun is important. _____
22. The Teen Advice Team advises Rasha to do homework every day of the week. _____
23. The Teen Advice Team thinks that teens learn more when they study together. _____
24. The Teen Advice Team says that you should only study during the school week. _____

My Score: _____ / 24 = _____ %

Unit 4 Task – Choose One!

Option 1: Weekly Health Goals

Follow these steps:

- Choose two new healthy habits you want to start.
- Write two goals to try next week.
- For each goal, write two or three next steps. For example:
Goal 1: I am going to sleep 8 hours a night.
Next step 1: Do homework after school.
Next step 2: Go to bed before 10:00.
- Put your plan into action. Track your progress.
- Give a short talk to your classmates. Share your goals and how well you achieved them.



Option 2: Feelings Journal

Follow these steps:

- Keep a record of your strong feelings for one week.
- Make a poster, a collage, or a picture story about the week. Include:
 - Strong feelings you had
 - When you had them
 - Why you had them
 - What you did
- Present your product to your classmates. Say what you learned about yourself.



Option 3: Healthy Habits Poster

Follow these steps:

- Work with another student or in a small group.
- Together, choose a specific healthy habit (e.g., eating fruits and vegetables, exercising regularly, getting enough sleep, etc.).
- Create a poster promoting the healthy habit. The poster may include:
 - Benefits of the healthy habit
 - Common health problems the healthy habit helps prevent (stop)
 - How it can make you feel
 - Pictures of body parts and feelings connected to the habit (e.g., a heart, muscles, feelings, etc.)
- Display the poster in the classroom or in the school to raise awareness about the importance of healthy habits.



Unit 4 Self Assessment

Think about your English. What can you do well? What do you need to practice more?
Complete the chart.

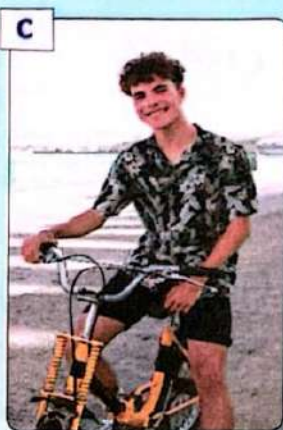
Unit 4: What can I do well?	 I'm great at this.	 I want to practice more.
I can identify parts of the body and say what hurts. What's the matter? / My ankle hurts. What's wrong? / I hurt my knee.		
I can understand and talk about common illnesses, and show sympathy. I have a headache / fever / earache / stomachache. She has a sore throat. I'm sorry to hear that. / That's too bad. / I hope you feel better.		

DEAR: Drop Everything and Read I can read, understand, and respond to a story about someone who gets sick. I can link ideas from a story to my own life. I can plan when to read at home and track my progress.		
I can name different ways people take care of themselves when they are sick. lie down, check my temperature, drink tea, take medicine		
I can use 'be going to' to talk about future plans. I have a headache. I'm going to lie down. I feel sad. I am going to watch a funny movie.		
I can manage my time and lower my stress. I can write my goals. I can prioritize my tasks and activities. I can make a schedule.		
I can understand, write, and talk about healthy habits. Eat fruits and vegetables. Drink lots of water. Brush and floss your teeth. Eat less meat.		
I can understand, write, and talk about feelings. I am happy / sad / tired. I feel bored / angry.		
I use English when I work in a pair or a small group.		



SPOTLIGHT:

1. Read the introductions and match them to the people.
2. Guess the missing words. Then listen to check your answers.



1. ____

Hi. I'm Piretta. I'm Gambian. I live in a suburb of Banjul City. I love _____. In the future, I'm going to be a fashion _____. My grandmother taught me how to make my own clothes. I made this _____ last week. What do you think of my style?

2. ____

Hello. I'm Jai. I'm from Colorado in the US. I live near the _____ and I often go snowboarding. I always wear a warm coat and gloves. I have special _____ pants to stay dry and nice wool socks to keep my feet warm.

3. ____

Hi. I'm Lily. I'm Malaysian but I live in the center of Paris. I enjoy _____. I usually wear a cap, sweatshirt, and comfortable pants. I bought these cool black _____ yesterday. Do you like them?

4. ____

Hi. My name's Salim. I'm _____. I'm into bike riding around Ain Diab Beach near Casablanca. It's hot so I usually wear a short-sleeved shirt and _____. My brother gave me this awesome shirt for my birthday. I love it!

By the end of this unit, I will be able to:

1. Listen, read, write, and speak about the clothes and accessories people wear.
2. Describe clothes and accessories.
3. Ask and answer questions when shopping for clothes and accessories.
4. Describe and compare two or more items when shopping.
5. Read a story for pleasure and link ideas from the story to my life.
6. Read independently at home and track my progress.
7. Help protect the environment by creating new ways to use old things.

Lesson

1

I'm going to buy baggy jeans!



In this lesson, I will:

- Read and talk about what people wear.
- Write about clothes I plan to wear.



A. Vocabulary: Clothing

1. Work with a partner. Match the words you know to the pictures. Write the number.
2. Listen to check your answers. Then listen and repeat.

1. coat	5. trainers/sneakers	9. hoodie	13. sweater
2. smock	6. skirt	10. shirt	14. pants/trousers
3. jacket	7. jeans	11. shorts	15. dress
4. shoes	8. pajamas	12. T-shirt	16. blouse



3. Tik (✓) the clothes you are wearing today.
Tell your classmates.

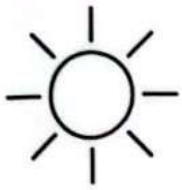
I am wearing a blue T-shirt,
white jeans, a green sweater,
and a white smock.



B. Read

1. Read the descriptions and write the name beside each picture.

What are teens wearing these days?



It's hot today and Imane is playing outside.

She's wearing a pair of jean shorts and a light green T-shirt. She has on a pair of blue sneakers.



Merta loves fashion. She wears a skirt and

a sweater to school every day. She also sometimes wears her favorite red boots.



Lhoussaine is hanging out in the city center today. It's

cold so he's wearing a sweatshirt, a jacket, and dark trousers. He also has on a cap.



Alia and Christelle are getting ready for bed. Alia is wearing pink pajamas and Christelle has on blue pajamas.



Hakim and his friends love sports. When they play soccer, they usually wear shorts, a T-shirt, long socks and comfortable sneakers.



Name:



Names:

&



Name:



Names:

&



Name:

2. Talk with a partner. What do you usually wear when it's hot outside? When it's cold outside?



C. Game: Guess who?

Work in pairs. Student 1, say what clothes someone in the class is wearing. Student 2, guess who it is. Take turns.

The person is wearing
a pair of jeans and a
T-shirt.

What color is
the t-shirt?

Red.

Is it Omar?

Yes!

Useful Verbs

Wear

She **is wearing** a white skirt.

Have on/Has on

He **has on** blue sneakers.



D. Grammar in Context

- Underline the sentences in Exercise B that talk about people's clothes.
- Complete the grammar chart. Use the sentences you underlined to help you.

Present Simple for Routines/Habits

I		wear	
He	usually		
She	often		
It	sometimes		sneakers.
You	rarely		
We	never		
They			

Present Continuous for Right Now and Future Events Already Planned

I	am			now.
He				right now.
She				
It		wearing	a T-shirt and trousers	today.
You				tonight.
We				tomorrow.
They				this weekend.

Irregular Verb: Have on/Has on for Right Now

I	have on		
He			
She			
It		pajamas	now.
You			right now.
We			at the moment.
They			

3. Circle the correct phrase to complete the conversations.



1. **Fathia:** What [do you wear / are you wearing] to the class party tomorrow?

Widad: I [have on / am wearing] my new jean jacket. How about you?



3. **Maria:** [Is he wearing / Does he wear] jeans and brown shoes in the picture?

Walid: No, he [wears / is wearing] black shoes.



2. **Fashion journalist:** What [are / do] teens usually [wear / wearing] to school when it is cool outside?

Said: My friends and I often [wear / have on / are wearing] a sweatshirt and a jacket on cool days.



4. **Mariam:** Do you see Riham and Olivia?

Salim: Yes, they are over there. Riham [wears /

is wearing] a white T-shirt and Olivia [wears / has on] a yellow T-shirt.

Mariam: Oh, I see them now. Thanks!

4. Listen to check your answers. Then practice the conversations with a partner.



E. Write

1. Read the texts between you and your friend.
2. Write a text back to your friend.
3. Then draw a picture of what you're wearing to the party.

Hi there! Are you going to the class party tomorrow?

Yes, I'm excited about it.

Cool! What are going to wear?

_____. Here's a picture.

Lesson 2

She has on sunglasses.

In this lesson, I will:

- Describe the use of different accessories.
- Listen for details about clothing items people will buy.
- Write and speak about clothing items I wear in different situations.



A. Sign along!

Listen to the song. Then, clap, snap, and sing along.



Let's sing a song about the things we wear,
From hats to shoes, they show we care.

Shirts, pants, and socks, we wear every day,
Hats on your head, keep the sun away.

Scarves keep you warm, watches keep time,
They add style, they make you shine.

Umbrellas in the rain keep you super dry
A backpack on your back holds supplies.

Sunglasses make your eyes happy in the sun,
Every day is so much fun!



B. Vocabulary: Accessories

1. Look at the pictures. Listen and point.
2. Listen again and repeat.





3. Tick (✓) the accessories you have on or have with you today. Tell a partner.

C. Guess

Work in a small group of 2-4 students. One person says a clue for a word in Exercise B. The group guesses the word. Take turns.



D. Listen

Listen to the conversations. Circle the things the speakers will buy.

- | | | | | |
|----|--|--|--|--|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |



E. Write and Discuss

1. Work individually. Draw and write the names of clothes and accessories you wear and bring with you in the different situations.

Situations	Things to wear and bring with you
 A day at the beach	
 A day in the mountains	
 A party	

2. Work in pairs. Ask and answer questions about the situations in Exercise 1.



Lesson 3

DEAR: Drop Everything and Read



In today's lesson, I will:

- Read and respond to a story.
- Plan ways to use my old clothes and help protect the environment.



A. Preview

Look at the pictures. What do you think the story is about? What do you think will happen in the story?



B. Listen

Listen to the story. Were your guesses correct?



C. Read

Read the story while you listen.



Omar's Lesson

Omar LOVED his blue sweatshirt. His Aunt Hassna gave it to him when he was 10 years old and Omar wore it EVERYWHERE!

He wore it to school. He wore it to the park. He wore it to volleyball practice. He even wore it to bed! He and his favorite blue sweatshirt went everywhere together! He loved it!

But as Omar grew, his blue sweatshirt got too small for him!

One day, Omar couldn't find his favorite blue sweatshirt. He looked under the bed. He looked in his closet. He looked and looked but he couldn't find it.





Then, as he passed by his little sister's bedroom, Omar saw Kawtar wearing it. Omar shouted, "Mom! Kawtar is wearing my favorite blue sweatshirt!"

His mother rushed in. "Omar, I know you love your blue sweatshirt, but it's too small for you. It's time to hand it down to Kawtar."

Omar looked from his sister to his mother. "But it's my FAVORITE!" He ran back to his room and cried and cried.



A little while later, Aunt Hassna came into Omar's room. She sat on his bed. Omar looked up at his aunt and said, "Did you hear about my favorite blue sweatshirt? Mom gave it to Kawtar! It's not fair," he cried.



Aunt Hassna said, "I know it's hard to give up things we love. But, just like Said gave it to you, now it is time for you to give it to Kawtar." Omar looked up. Said was his favorite cousin, Aunt Hassna's son.

Omar looked surprised. Aunt Hassna said, "Your favorite blue sweatshirt was Said's favorite blue sweatshirt first! Now it's time for Kawtar to love it." Omar smiled. He finally understood that his favorite blue sweatshirt was a hand-me-down.



When Omar joined his family for dinner, Kawtar was sitting at the table wearing the blue sweatshirt. Omar kissed Kawtar on the head and sat down next to her. He was wearing a bright yellow sweatshirt. Then Omar made an announcement, "My new favorite color is yellow!"



D. Work in a small group. Choose part of the story to read aloud. Be dramatic!



E. Think about the story. Complete the tasks.

1. How did you like the story? Color the stars to rate it. ☆☆☆☆☆

2. Tick people and things the story made you remember:

☐ a piece of clothing ☐ an accessory ☐ a family member

Other: _____

3. Think about hand-me-downs. Tick (✓) the statements you agree with. Then discuss your ideas with a partner.

- ☐ My family saves money when I get my siblings' clothes.
- ☐ When I use my siblings' clothes, I help save the environment.
- ☐ I try to take good care of my clothes because I want to hand them down to others.
- ☐ I don't hand-down clothes to people. I prefer to make things like rugs with old clothes.

Vocabulary Reminder!

sibling = brother or sister

rug = carpet



F. Extension

1. Match the sentences with the pictures.

- A. Donate used clothes. It can help people in your community.
- B. Recycle old stuffed animals. They can be used for car-seat stuffing!
- C. Use torn clothes to clean your house!
- D. Never throw clothes away.
- E. Give clothes that are too small to a sibling or a friend.

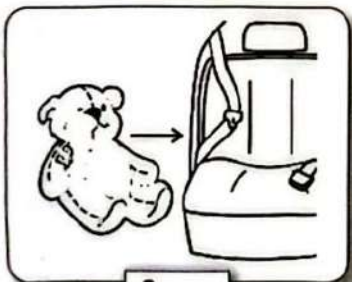
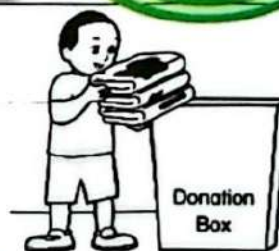
Help
Protect the
Environment!
Do not waste resources!
Using old clothes in new
ways reduces greenhouse
emissions (CO₂). It also
helps save natural
resources like water
and cotton.



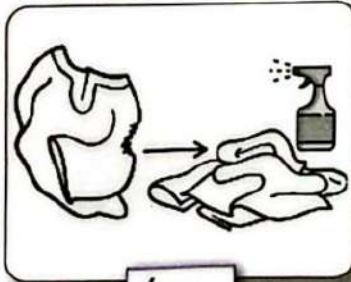
1. ____



2. ____



3. ____



4. ____



5. ____

2. **Take action!** Next time I have old clothes, I will _____.

3. Share your action plan with your classmates.

Lesson 4

I'm wearing a long, red dress to the party.



In this lesson, I will:

- Describe clothing and accessories.
- Read a fashion magazine for details.



A. Vocabulary: Adjectives

1. Look at the pictures. Listen and point. Then listen and repeat.

Types of Clothes



a long skirt



a short skirt



a long-sleeved shirt



a short-sleeved shirt



a sleeveless T-shirt



a sleeveless dress



baggy/loose trousers



fitted jeans



formal clothes



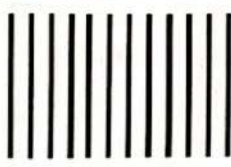
casual clothes



Patterns



solid



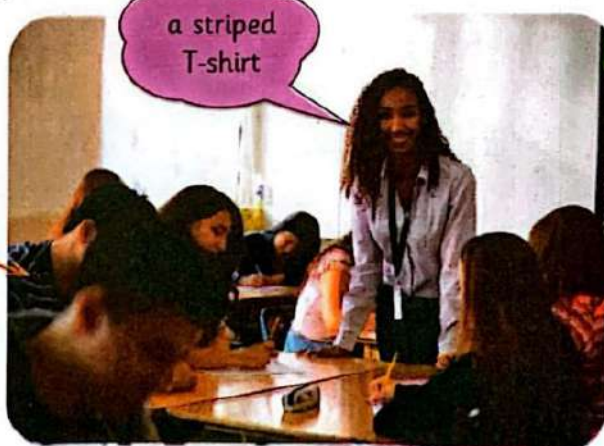
striped



flowered / floral

2. Tick adjectives in Exercise 1 that match what you are wearing today. Tell a classmate.
3. Listen and Stand! Listen to what your teacher says. If your clothes match the description, stand up.

He will stand up!



She will stand up!



B. Read

1. Read the descriptions in Real World Fashion magazine. Match them to the pictures.

STREET STYLE!

No matter what you are doing around town,
you can always do it with style!

- 1) Having fun in a pretty, floral scarf!
- 2) Chilling out in a loose, yellow and black striped, long-sleeved T-shirt.
- 3) Taking a break in a white short-sleeved shirt, baggy jeans, and a casual cap.
- 4) Looking cool in a baggy, gold, long-sleeved jacket.
- 5) Keeping fit in a cute, short skirt and fitted black leggings.



2. What person's fashion do you like? Tell a partner.

C. Speak

1. Work in pairs. Describe what someone in the class is wearing. Guess who it is. Take turns.

This person is wearing a blue and white, long-sleeved shirt and light blue jeans. The person has sunglasses on her head.

Hmmm...let me see. Is it you?



2. Work in groups of 3-4 students. Look closely at the picture below. Student 1, describe what someone is wearing. Everyone else, point to the person. Take turns.

She's wearing a short, white, sleeveless dress.

(Pointing) Here she is!



D. Write

1. Choose one of the events below.



a wedding party



a birthday party



a school picnic

2. Imagine you are going to the event you chose. Think about how you feel. Think about what you want to wear the party. Take notes below.

How I feel:

What I want to wear:

2. Write a paragraph. In your paragraph, write about:

- What event you are going to
- How you feel about it
- What you are going to wear

4. Share your paragraph with your classmates.



In this lesson, I will:

- Share ideas for upcycling old items.
- Use language from the unit to complete a review activity.

Global Citizenship: Upcycling



A. Preview

1. Label the new items you see in each picture. Use words from the word bank.

pet bed candle flowerpot handbag swing carpet



1. a _____ made from



2. a _____ made from



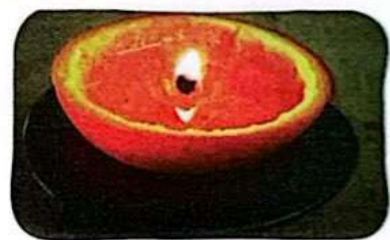
3. a _____ made from



4. a _____ made from



5. a _____ made from



6. a _____ made from

2. What are each of the new items in Exercise 1 made from? Complete the phrases above. Use the phrase bank.

an old TV
old T-shirts

an old tire
an orange peel

a plastic soda bottle
an old pair of jeans

3. Which of the new items would you like to use? Why? Tell a partner.

Help
Protect the
Environment!
When you upcycle,
you save valuable
resources. It also reduces
air and water pollution,
and greenhouse (CO₂)
emissions!



B. Read

Read about upcycling. Match the pictures to the passages.



Help Stop Climate Change & Have Fun with Upcycling!

- A. ____** Turn Old T-shirts into Trendy Bags! Sarah is a creative girl with a passion for fashion. While looking at her old T-shirts, she had an amazing idea! Why not turn them into vibrant, eco-friendly bags? Each bag told a story, with memories of concerts, vacations, and school events. Word spread quickly and Sarah's trendy creations became famous among her friends.
- B. ____** From Trash To Planters! Hamza, a young boy from Chefchaoun, noticed that old tires were littering the streets. He started gathering them. With a paintbrush and some soil, he transformed the tires into charming planters. Each tire became a home for a bright flower or a beautiful plant. Now the new planters bring life to Chefchaoun's street corners.
- C. ____** Build a Birdhouse from a Milk Carton! Mia loved to watch the birds singing outside her window. One very cold day, she decided to help them find shelter. With a dozen empty milk cartons and a pair of scissors, she set to work. Carefully cutting, painting, and decorating each carton, she turned them into cozy birdhouses. Mia's act of kindness turned her garden into a haven for her feathered friends!



C. Discuss

Work in small groups of two to four. Answer the questions.

1. Which of the upcycling ideas do you like most?
2. Why is upcycling good for the environment?
3. Do you upcycle your old or used items? What do you create?
4. Look at the pictures of old items. What are your upcycling ideas?



an old drawer



a broken chair



empty cans

5. Share one of your upcycling ideas with your classmates.



A. Find Someone Who

Walk around the classroom. Ask questions and write your classmates' names. When you get three in a row, you win!

Do you like striped shirts?

Yes, I do.

likes to wear a watch _____	went shopping last weekend _____	likes wearing baggy jeans or trousers _____
doesn't like to wear bracelets _____	wore a solid-colored shirt last week _____	likes striped shirts _____
wore casual clothes _____	likes to wear colorful socks _____	enjoys wearing sneakers _____

Did you go shopping last weekend?

Yes, I did.



B. Write

1. Work in a small group of two or three.
2. Look at the pictures below for 2 minutes.
3. Turn the pictures over.
4. Write sentences about what people are wearing in the pictures. Use as many adjectives as you can! You have 4 minutes.



Hicham Katie Faye Joe



Abdou

Layla

Cheng

Sally

Ajeet

5. Read your sentences to the group. If your sentence correctly describes the picture, you get a point! The person in the group with the most points is the winner.

Do you have these shoes in blue?

In this lesson, I will:



- Ask for and suggest shops where you can buy things.
- Ask and answer questions when shopping for clothes.



A. Vocabulary: Types of Shops

1. Look at the pictures, listen, and point. Then listen and repeat.



shopping mall



department store



clothes shop



sporting goods store



outdoor market / souq



electronics store



jewelry store



shoe store



accessory store

2. Match the types of shops to their descriptions.

- You can get different kinds of shoes here.
- Here, you can buy special clothing, shoes and equipment for basketball, soccer, tennis, or any other sport.
- You can get things like handbags, hats, gloves, and headbands here.
- You can find computers, cameras, cell phones, headphones, and many other devices here.

- E. You can buy necklaces, bracelets, and earrings here.
- F. This shop has many sections, for example women's and men's clothing, shoes, and jewelry.
- G. You can shop outside to find art, clothing, accessories, local fruit and vegetables, and fish and meat for a good price!
- H. You can buy things like shirts, trousers, skirts, blouses and jeans here.
- I. In this large building, you can usually find department stores, sporting goods stores, electronics stores, restaurants, a game center, and a cinema.



B. Speak

1. Make a list of five to six things you want to buy. Try to think of different kinds of clothing and accessories.
2. Work with a partner. Student A, ask about an item on your list. Student B, suggest a place to buy it. Use the phrases in the box. Take turns.

Things I want to buy

Useful Phrases
Student A
Do you know where I can buy ...?
I need to buy ...
I want to buy ...
Student B
You ought to try ...
You should go to ...
You can try going to the ...



C. Listen

1. Listen to the conversation. Answer the questions.

- 1) What does the woman want? _____
- 2) What size is she? _____
- 3) How does she pay? _____



2. Listen to the conversation again. Write one word in each gap.

Salesperson: Can I help you?

Customer: Yes. (1) _____ you (2) _____ any long-sleeved blouses?

Salesperson: Yes, we do. What (3) _____ are you?

Customer: A small.

Salesperson: Here are our new blouses for fall.

Customer: Oh, these are cute! Do you have this in (4) _____?

Salesperson: Yes, here you are.

Customer: Where can I (5) _____ it on?

Salesperson: The (6) _____ rooms are at the back of the store.

Customer: Ok, thanks.

Salesperson: Did you like the blouse?

Customer: Yes, it fit well. How (7) _____ is it?

Salesperson: It's 150 dirhams.

Customer: Okay, I'll take it.

Salesperson: (8) _____ would you like to (9) _____?

Customer: (10) _____, please. Here you go.

Salesperson: Thank you.

3. Practice the conversation with a partner.



D. Shopping for Clothes, Shoes & Accessories

1. Match the questions to the answers.

- 1) How would you like to pay? _____
- 2) What size are you? _____
- 3) Do you have this in green? _____
- 4) Where can I try this on? _____
- 5) How much is it? _____
- 6) Would you like to try that on? _____
- 7) Is this on sale? _____

A. It's 150 dirhams.

B. Yes, it's 20% off.

C. I usually wear a medium.

D. By cash, please.

E. The changing rooms are over there.

F. Sorry, it comes in red or white.

G. Yes, thank you.

2. Who says the phrases below? Write C for Customer, or S for Salesperson.

- | | |
|---|-------------------------------------|
| 1) Do you have this in a larger size? _____ | 5) Where can I try this on? _____ |
| 2) Does this come in blue? _____ | 6) How did the jeans fit? _____ |
| 3) Yes, we have it in light blue. _____ | 7) How much is this? _____ |
| 4) Yes, that's on sale. It's 20% off! _____ | 8) How would you like to pay? _____ |

3. Complete the dialog. Use the questions in the box.

How would you like to pay?
Do you have these in size 43?

How do they fit?
Hi, can I help you?

Do you have them in blue?
Are they on sale?

Salesperson: _____

Customer: Yes, please. _____

Salesperson: Ah, great sneakers! Yes, here's your size.

Customer: _____

Salesperson: I'm sorry, we only have black or purple.

Customer: Ok, I'll try the purple please.

Salesperson: _____

Customer: They fit well. _____

Salesperson: Let me see... Yes, they're 20% off!

Customer: So 400 dirham. That's great. I'll take them.

Salesperson: _____

Customer: I'll pay by card please.



Useful Language

How would you like to pay?

cash

(credit) card



E. Speak: Shopping Role Play

1. Work in pairs. You are shopping today. Choose one of the roleplays below.
2. Student A, read role-play card A. Student B, read role-play card B.
3. Do the role play together.

Role Play 1: In a shoe store

Role Play Card A	Role Play Card B
You are a salesperson at a shoe store. • Offer your customer help. • You have the size your customer needs. • You do not have the color your customer wants. • The shoes cost 500 dirhams. They are not on sale. • Your store takes cash or credit cards.	You are a customer in a shoe store. You want to get some new shoes to wear to your brother's wedding. • Ask the salesperson for your size. • Ask the salesperson for the color you want. • Ask for the price of the shoes. • You want to pay by credit card.

Role Play 2: In a clothing store

Role Play Card A	Role Play Card B
You are a salesperson at a clothing store. • Offer your customer help. • You do not have the customer's size. Offer another similar item. • The item is 50% off. The total cost is 200 dirhams. • Your store takes cash or credit cards.	You are a customer in a clothing store. You want a warm sweater or sweatshirt for the cold weather. • Ask the salesperson for your size. • Ask the salesperson for the color you want. • Ask for the price of the item you choose. Ask if it is on sale. • You want to pay by cash.

4. Practice the role play. Remember to use eye contact! Be dramatic!
5. Perform your role play for your classmates.

Lesson

7

The brown coat is warmer than the black one.



In this lesson, I will:

- Listen for details about items people buy when shopping.
- Describe and compare items when shopping.



A. Listen

1. Listen and fill in the chart with the information you hear.

Details	① 	② 	③ 	④ 
Where?				
How much?				
Expensive or cheap?				

2. Talk with a partner. What would be a good price for the expensive items?



B. Vocabulary: Adjectives

- Match the words you know to the pictures. Then listen to check your answers.
- Listen again and repeat.

cheap	cute	large	small	ugly	loose
comfortable	expensive	long	tight	uncomfortable	short



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



C. Read

Read the conversations and answer the questions.

1. At the clothes shop

Salesperson: May I help you?

Badr: Yes, I'm looking for a new coat.

Salesperson: Okay, here they are.

Badr: Hmmm... this brown one is nice, but the black one is less expensive than the brown one.

Salesperson: True. But I think the brown one is warmer than the black one. And it looks more comfortable too.

Badr: I am always cold, so I think I will take the brown one. Overall, it's nicer than the black one.

Salesperson: Okay, would you like to try it on?

Badr: Yes, thanks.

1) What does Badr want to buy? _____

2) Does he choose the black one or the brown one? _____

3) Why? _____

2. At the jewelry store

Majda: Which necklace should I get?

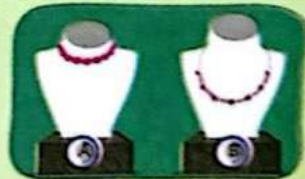
Asmae: I love them both. But this one is prettier. It's longer and the color is nice.

Majda: I agree. I also want to get some earrings. Do you like these gold ones?

Asmae: Yes, but they're really expensive. These silver earrings are nice too. And they are less expensive than the gold ones.

Majda: You're right. Thanks. I'll get them.

1) Which necklace does Majda buy?



2) Which pair of earrings does Majda buy?



D. Grammar in Context

1. Read the conversations again and complete the chart. Then answer the questions.

Adjectives ending with "er"	Adjectives with "more" or "less"
prettier	more expensive

1) Which adjectives take **-er**? Circle the correct answer.

a. long ones

b. short ones

2) Which adjectives take **more** or **less**? Circle the correct answer.

a. long ones

b. short ones

3) What word comes **after** the adjective when comparing two things? Circle the answer.

a. more / less

b. than

2. Read and clap out (👏) the examples in the grammar box.

Comparatives Comparing two or more things	
One-syllable adjectives	small - smaller long - longer cheap - cheaper
Adjectives ending with -y	pretty - prettier ugly - uglier
Three or more syllable adjectives	expensive - more expensive / less expensive comfortable - more comfortable / less comfortable fashionable - more fashionable / less fashionable
Irregular adjectives	fun - more fun (funner) / less fun

3. Complete the sentences.

1.



The green pants are _____ (cheap) than the dark pants. But the dark pants are _____ (comfortable) than the green pants. I could walk all day in the dark ones!

2.



The white T-shirt is _____ (fun) than the black T-shirt. But the black T-shirt looks _____ (cool) _____ the white T-shirt.

3.



The red scarf is _____ (warm) than _____ blue scarf. But I like the blue scarf because it is _____ (fashionable).

E. Speak

1. Work in pairs. You are shopping for gifts. Talk about the items and decide what to buy. Use the adjective box to help you, as well as other words you know.

Vocabulary Reminder!

big	healthy	fashionable	pretty
small	useful	warm	tight
large	comfortable	long	loose / baggy
expensive	fun	short	bright
cheap	cool	ugly	dark

What do you think of the blue sunglasses?

Which beach hat do you like better? The solid green one or the black and white one?

I like them. They are less expensive than the green ones. Hmm... the beach hat may be more useful than the sunglasses.

- A. It is your friend's birthday soon. You want to get him or her a gift that he/she can use in the summer. Decide what you will buy.



- B. It's the end of the school year. You want to buy a gift for your English teacher.



2. Share your decisions with your classmates.

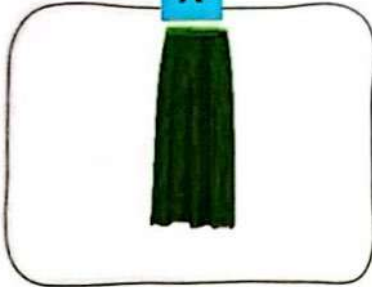
Unit 5 Test



LISTENING

1. What is Yasmine going to wear to the party?

A



B



C



2. What do students need to wear on the school trip?

A



B



C



3. Where is the boy going to go to buy his mom's gift?

A



B

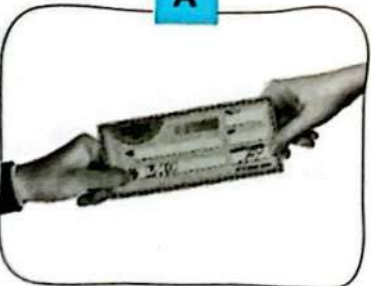


C



4. How will the woman pay?

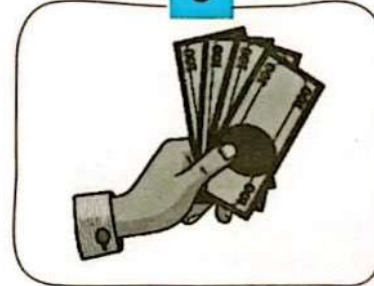
A



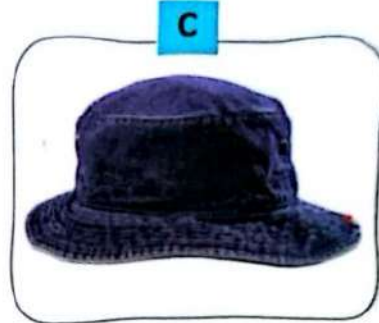
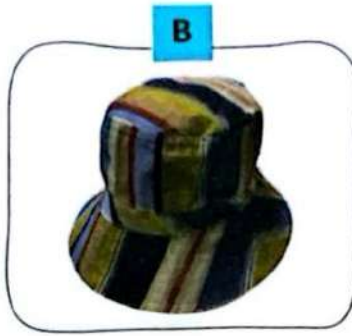
B



C



5. Which hat will they buy for their father?



GRAMMAR & VOCABULARY

A. Complete the conversation. Use the words in the box.

smaller	medium	try	help
bigger	fit	ask	thank

Salesperson: Hello, can I (6) _____ you?

Customer: Yes, do you have these trousers in a (7) _____?

Salesperson: Yes, here you are.

Customer: Thank you. Where can I (8) _____ these on?

Salesperson: The changing rooms are just over there.

Customer: Okay, (9) _____ you.

Salesperson: How do the trousers (10) _____?

Customer: They're really big. Do you have a (11) _____ size?

Salesperson: Sure. I'll get them and be right back.

B. Complete the sentences with the comparative form of the adjective.

12. My sister is _____ (tall) than me.

13. The souk is usually _____ (expensive) than the mall. The souk always has great prices!

14. Let's buy the blue shirt. I like it _____ (good) than the black one.

15. These baggy jeans are _____ (comfortable) than the fitted jeans. I'll take them.



READING

Read the advertisements and the sentences about what people want to buy. Write the letter of the shop that each person should go to.

Ready for the Summer? Sale Sale Sale

A Best Accessory Shop

Protect yourself from the sun this summer! All of our sunglasses and hats are 30% off!

B City Sports Shop

Planning to surf or hike this summer? Check out our summer surfing and hiking gear. Hiking pants and surfing shorts are all 50% off until June 20.

C Top Jewelry & More

Looking for fun summer accessories? Get sunglasses, head bands, bracelets, earrings, beach bags and more. Sale on all jewelry through June 10.

D Modern Electronics

Do you want to stay connected while enjoying the summer holiday? All of our smartphones, earbuds, and tablets are on sale through June 5.

E Clothes for All Sho

Are you looking for hot men's and women's summer fashions? Get 25% off all T-shirts, shorts, and skirts. Sneakers and sandals are 50% off through June.

16. Hamid wants to buy a new T-shirt to wear to the beach this summer. _____
17. Siham wants to find hiking pants on sale. _____
18. Rajaa is going to go to the beach so she is looking for a sale on sunglasses. _____
19. Brahim wants to listen to music on the airplane. _____
20. Lhoussaine and Said want to find sneakers on sale. They plan to play sports all summer! _____

My score: _____ out of 20 = _____%

Unit 5 Task – Choose One!

Option 1: Design an Outfit to Wear

Follow these steps:

- Choose an event to go to (wedding, party, concert, sporting event).
- Design an outfit to wear to the event.
 - What does it look like? Draw a picture of it.
 - Write a paragraph to describe the outfit. Explain why it is a good outfit for the event.



Option 2: Presentation about what to Bring on Vacation

Follow these steps:

- Choose a vacation to go on (a trip to the beach, a weekend in the mountains or the city, etc.)
- What do you need to pack? Write a packing list.
- Give a reason why you need the clothing or accessory item.
Example: I'm going to pack my sunglasses. It's going to be sunny.



Option 3: Celebration Fashion

- Choose a celebration from Morocco or another country.
 - o Research the clothes and accessories people wear during the celebration.
 - o Create a poster or a PowerPoint to show the clothes. Write a short description under each picture.
- Hang the poster or PowerPoint slides on the wall in your classroom or school.



Unit 5 Self Assessment

Think about your English. What can you do well? What do you need to practice more?
Complete the chart.

Unit 5: Those are cool shoes!	 I'm great at this.	 I want to practice more.
Identify, talk, and write about the clothes and accessories people wear. She is wearing a white T-shirt, baggy jeans, and a floral scarf. He often wears casual clothes to school. They have on comfortable sneakers.		
Identify, talk, and write about shops where you can buy things. Did you get those gloves at the new accessories shop? For medicine, you can go to a pharmacy. The department store has clothes for the whole family. I got this necklace at the outdoor souk in Meknes.		

Ask and answer questions when shopping for clothes and accessories. Do you have this jacket in a large? Where are the fitting rooms? Are these earrings on sale? How would you like to pay, cash or credit card? I'd like to pay by cash, please.		
Describe and compare two items when shopping. The blue long-sleeved shirt is more expensive than the red one. The green skirt is shorter than the striped one. I think the black sneakers are uglier than the pink ones.		
I use English when I work in a pair or a small group.		
DEAR: Drop Everything and Read I can set a goal. I can make a plan. I can read a book on my own. I can track my progress in my notebook.		
I can help protect the environment by finding new ways to use old things.		