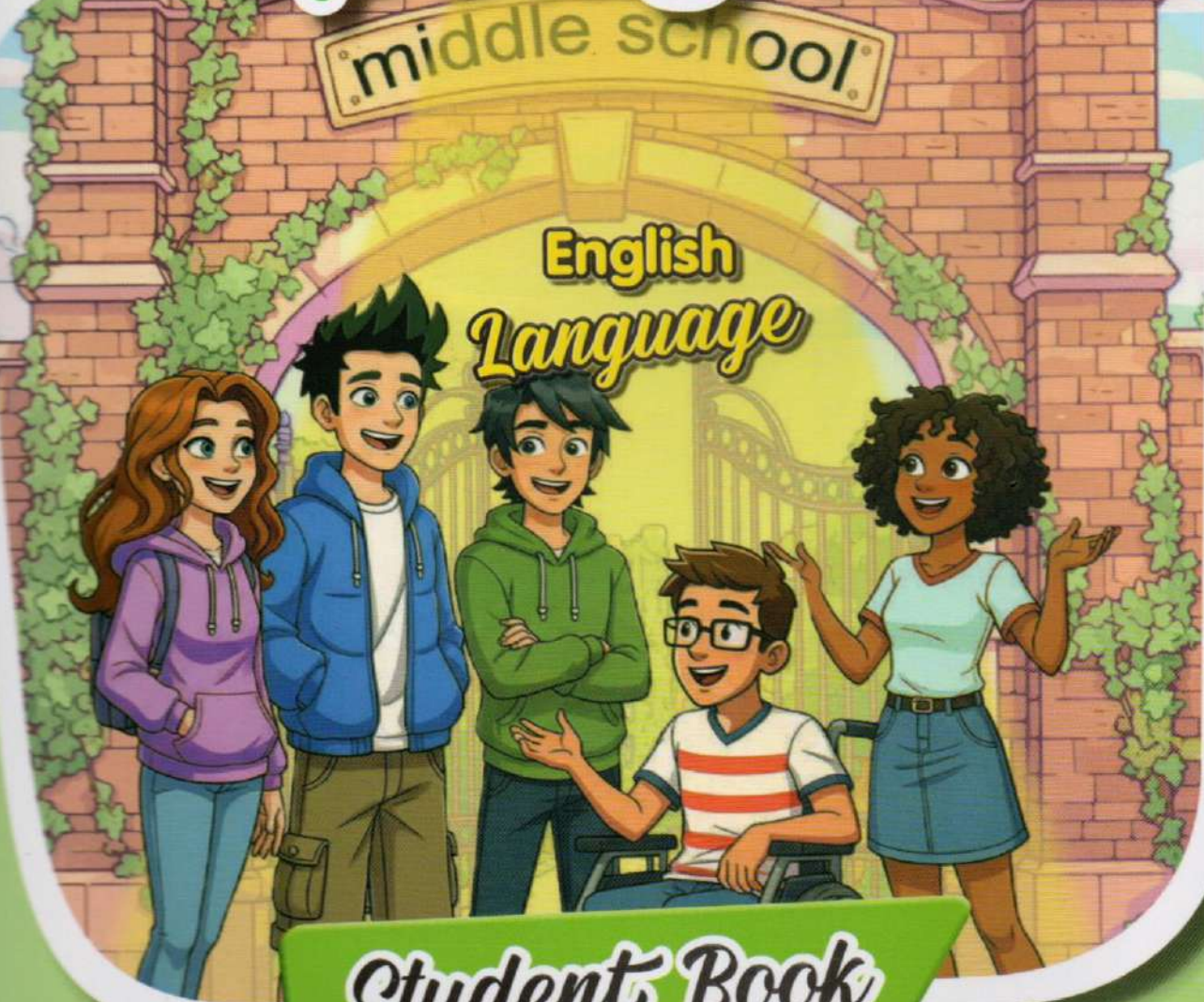


Kingdom of Morocco



Ministry of National Education
Preschool and Sports

English Spotlight 3



Year 3 of Middle School

Welcome to your English Spotlight 3!

Hi there! 🍊

Get ready for a fun year of English. This book is about you — your ideas, your goals, your future.

In each unit, you will...

- 📖 Learn vocabulary for school and life
- 📖 Read cool stories and 👁️ real-life texts
- 🎧 Listen to talks, stories, 🎵 chants and songs
- 💬 Talk with friends and 🗣️ role-play conversations
- ⚙️ Use grammar as a tool to communicate
- 🎮 Play games to learn and practice
- ✍️ Write quick posts, messages, and clear, organized paragraphs
- 📖 Try strategies that help in English — and in life
- ✈️ Build future-ready skills: communicate, collaborate, think critically, and create

At the end of every unit, you will...

- 📝 Take a test to check your learning
- 🌟 Do a Unit Task — create a poster, plan a party, invent something new, share your dreams — and let your English shine
- 🔍 Assess your progress, 🎉 celebrate your successes, and 🎯 set new goals

At the back of your book, you'll find extra help with useful words, expressions, and grammar — perfect for review and exam prep.

Let's get started — the future is yours! ✨

Middle School Grade 9 Content Map

Welcome back!
page 10

Take the "What do I remember?" Test!

- Check your grammar, vocabulary, listening, reading & writing.
- Learn about your results & set a personal goal for the year.

Unit 1
Tell me about
your summer!

page 27

Topics & Functions

Topic: Summer activities, experiences & memories

Functions:

Talk about past events & experiences

Ask Wh - & H - questions about the past

Show interest in conversations with exclamations

Tell stories with sequencing words

Vocabulary

Summer activities (visit, travel, surf, hang out...)

Feelings & experiences (awesome, cool, awful, terrible...)

Helping & community actions (volunteer, join a competition...)

Sequencing words (first, next, finally...)

Grammar

Use grammar as a tool: **talk about past events** with regular & irregular verbs

Use grammar as a tool: **ask questions about the past**

Future Ready Skills:

- Communicate:** tell stories, exclaim with interest, give short talks.
- Collaborate:** play games, roleplay & share stories.
- Reflect:** write about summer experiences & a special day.
- Think critically:** guess, order and explain in stories & games.

Unit 2
Join the club!

page 56

Topics & Functions

Topic: School clubs, activities, values, and money choices

Functions:

Describe personality traits & life experiences

Recommend clubs & give reasons

Share and compare opinions & preferences about clubs

Ask & answer questions about life experience

Vocabulary

Clubs (student council, gaming club...) & **activities** (perform, plan, create...)

Personality adjectives (friendly, shy, kind...)

Values words (hard work, courage...)

Money words (earning, budgeting...)

Grammar

Use grammar as a tool: share life experiences with **present perfect** (have/has + past participle)

Use grammar as a tool: ask **questions in present perfect**

Use grammar as a tool: choose **present perfect** for experiences and **past simple** for when they happened

Future Ready Skills:

- Communicate:** share opinions about clubs & present a new club.
- Collaborate:** design a new club & vote on ideas.
- Understand people:** describe personalities & good teammates.
- Connect:** learn from **RedOne's story** & link it to your dreams.

Review & Refresh!

- Choose review activities (with your teacher) where you need **extra practice**. Do them in pairs & groups!
- After the activities, check & reflect on your progress.

Speaking & Listening

- Listen to **Amenzu's Summer & The Ice Cream Incident**
- Talk about past events & show interest with exclamations and ? questions
- Practice **-ed endings** in past tense verbs
- Chant **Summer Fun** for rhythm
- Play games & do roleplays to practice speaking

Reading & Writing

- Read **conversations about summer** for details
- DEAR: **The Summer Adventure** & connect it to your memories
- Follow the writing process to create a clear paragraph about a special day
- Use sequencing words and time expressions to organize ideas

Global Citizenship

- Use strategies for learning English (movies, music...)
- Set a goal & practice a strategy
- Be brave, learn from mistakes & keep trying
- Do a self-check and reflect on English progress
- Celebrate success & build persistence (not giving up)

Connect: link The **Summer Adventure** to your own memories.

Use strategies: try independent learning tips.

Set goals: plan English-learning strategy to practice at home.

Unit Task:

Create a summer poster, a comic, or verb flashcards.

Speaking & Listening

- Listen to conversations about **clubs**
- Give and ? ask for opinions and suggestions about clubs
- Listen to a talk, **Smart with Money**
- Talk about life experiences
- Sing **I've Found a Club** for rhythm practice
- Play games & do roleplays to practice speaking

Reading & Writing

- Read **club** posters for details
- Read **Marty & the Animal Club** & retell
- DEAR: **RedOne** and connect it to your dreams & values
- Read a **Smart with Money** poster to learn & apply new information
- Write a camp profile & a paragraph about your life experiences
- Give reasons & details when writing

Global Citizenship

- Learn money strategies: earn, save, spend, budget & be kind
- Set a personal goal for managing your money
- Think about values in how you use & share money
- Practice teamwork & fairness when choosing clubs
- Create a budget for a school club
- Self-check and reflect on English & money habits

Be responsible: make smart money choices & a club budget.

Create: design a club profile, camp post, and a song title.

Think critically: compare clubs, solve problems, explain choices.

Unit Task:

Design a life timeline, a class survey about experiences, or invent a new club!

Unit 3
Let's celebrate!

page 86

Topics & Functions

Topic: Celebrations, invitations & festivals around the world

Functions:

- Invite someone & respond to invitations
- Ask for, give & respond to suggestions
- Describe what people do/wear on special occasions
- Express opinions about celebrations

Vocabulary

- Special occasions** (graduation, Throne Day ...)
- Celebration activities** (decorate, watch fireworks...)
- Clothes & fashion for special occasions** (caftan, suit, costume...)

Grammar

- Use grammar as a tool: **make suggestions** (How about + verb ing? Why don't we + base verb? You should + base verb.)
- Use grammar as a tool: talk about **future arrangements with present continuous** (I'm visiting... / We're having... / Are you going...?)

Future Ready Skills:

- Communicate:** invite, give/ask for suggestions, present a special occasion.
- Collaborate:** plan celebrations, role play invitations, complete team tasks.
- Connect:** relate **Isli & Tisli** to your own life & values.

Topics & Functions

Topic: Inventions, inventors & how they change lives

Functions:

- Describe inventions & their impact on daily life
- Describe & ask about habits in the past & present Ask for & give opinions
- Discuss the usefulness of inventions

Vocabulary

- Everyday inventions** (tablet, Wi-Fi, scooter ...)
- Inventions & inventors** (wheel, medicine...)
- Strategies** (avoid, plan, procrastinate, take action...)

Grammar

- Use grammar as a tool: talk about **past habits** with used to / didn't use to
- Use grammar as a tool: ask for & give **opinions with would**

Unit 4
They changed the world!

page 119

Future Ready Skills:

- Communicate:** describe inventions, ask questions, give opinions.
- Collaborate:** create games, quizzes, or group projects.
- Use information:** read timelines, bio cards & stories about inventors.
- Connect:** link values & skills in **William Kamkwamba's story** to your ideas.

Speaking & Listening

- Listen for details in **Planning Finn's Party**
- Give, ask for, & respond to suggestions
- Listen for details about **Festivals**
- Describe what people do on special occasions
- Invite someone & respond to an invitation
- Listen for details about **Weekend Plans**
- Talk and ask about future arrangements
- Play games & do roleplays to practice English

Reading & Writing

- Read **Teen Forum** posts & write suggestions
- DEAR: **Isli & Tisli** and connect it to your ideas about love & peace
- Read **posts** about **world festivals** (Carnaval, Fantasia, Diwali...) for details
- Write a paragraph about a special occasion
- Use time expressions & details when writing

Global Citizenship

- Learn & use teamwork strategies (communicate, cooperate, contribute)
- Solve challenges using teamwork skills
- Set group goals & complete team projects
- Self-check and reflect on English & teamwork skills

Think critically: compare celebrations, choose good suggestions, explain choices.

Use strategies: apply teamwork tips & group skills.

Unit Task:

Create a slide show, a poster, or a performance about a celebration.

Speaking & Listening

- Listen to interviews about inventions
- Say years (nine oh nine) & numbers clearly (sixteen/sixty)
- Listen to talks about inventions and the fields they help
- Listen to a talk on **avoiding procrastination**
- Give and ask for opinions about inventions
- Listen for opinions about strange inventions
- Compare past & present using **used to**

Reading & Writing

- Use **context clues** to guess the meanings of new texts
- DEAR: **The William Kamkwamba Story** & connect it to your ideas & values
- Read **The Story of the Smartphone** for details
- Read **inventor bio cards** for key information
- Write a paragraph about an invention
- Use time and sequencing words & phrases to organize ideas

Global Citizenship

- Get Ready-Do-Done method to complete school tasks!
- Set a personal plan to stop procrastinating & apply it
- Build persistence & responsibility from inventors' stories
- Work together to play learning games
- Self-check and reflect on English & avoiding procrastination

Think critically: compare past & present, decide useful inventions, explain why.

Create: design an invention, ad, or learning game.

Unit Task:

Design a board game or a trivia quiz or make a podcast about inventions.

Unit 5
The future is ours!

page 148

Topics & Functions	Vocabulary	Grammar
Topic: Future dreams, goals & careers Functions:  Talk about future goals, plans & dreams  Ask & answer questions about plans  Express levels of certainty  Ask for, give & respond to advice about the future	 Goals & dreams (job, family, money...)  Careers & study areas (tourism, hospitality, plumbing...)  Survey & data words (pie chart, graph, results, percentage)	 Use grammar as a tool: express level of certainty with will, might, won't  Use grammar as a tool: prepositions of time (in, at, on)  Use grammar as a tool: use the first conditional (If I try, I will succeed.) to talk about future results



Future Ready Skills:

-  **Communicate:** talk about goals, share advice, express certainty/uncertainty.
-  **Collaborate:** survey classmates, collect data, present results.
-  **Use information:** read surveys, graphs & texts about the future.
-  **Think critically:** compare goals, choose priorities, give reasons.

Speaking & Listening

 Listen & take notes about teens' skills and goals

 Give and  ask for suggestions about fields of study/careers

 Arrange a time to hang out with a friend

 Plan & give a talk about how to succeed in middle school

 Present and explain survey results to classmates

Reading & Writing

 Read a **report & a graph about teen goals** for details

 DEAR: **Asmae's Journey to a Brighter Life** & connect it to your life/values

 Read **Tips for the Future and Exam Success** for details

 Read **Tafoukt & Adam's texts about plans** & identify their levels of certainty

 Write an email about your future plans and goals

 Create & explain a pie chart from survey results

Global Citizenship

 Learn & use exam success strategies

 Set academic & career goals

 Build perseverance & a positive mindset about the future

 Self-check and reflect on English & exam readiness

 **Connect:** link themes in **Asmae's story** to your experience.

 **Create:** design pie charts, write dreams, create future stories.

Unit Task:

 **Design** a solution to a problem or create a survey or a slide show about future plans.

Welcome Back!

How much English do you remember?



In this lesson, I will:

- ▶ Show what I can do in English by completing a test.
- ▶ Review and use the English I learned last year.

Take the "What do I remember?" Test

A Listening

1. Listen to the conversations and number the pictures (1-6).



2. Listen to the conversations again. Tick the correct answer(s).

Conversation 1	Conversation 2	Conversation 3
What advice does the friend give? (Tick all that apply.) ☐ go to the doctor ☐ take some medicine ☐ don't go to practice ☐ get some rest ☐ get a bandage for her ankle	What food items does the mom offer? (Tick all that apply.) ☐ fruit ☐ eggs ☐ cheese ☐ a sandwich ☐ yogurt	What are the girls going to wear to school? (Tick all that apply.) ☐ blue t-shirt ☐ red dress ☐ white blouse ☐ jeans ☐ black skirt

Conversation 4	Conversation 5	Conversation 6
Where is the shoe store? (Tick one.) ☐ behind the coffee shop ☐ across from the park ☐ between the cafe & cinema ☐ in front of the cinema ☐ between the park & cinema	What are the parents' jobs? (Tick one.) ☐ The mother is a journalist. The father is a doctor. ☐ The mother is a doctor. The father is a journalist.	What does the mom do with technology? (Tick all that apply.) ☐ uses email ☐ shops online ☐ plays video games ☐ posts photos on social media ☐ watches videos

B Vocabulary

1. Look at the pictures. Match each person to the correct job and the place they work. Write the correct letter (a-j).

Job Word Bank

a) server b) hairstylist c) computer programmer d) teacher e) cashier

Place (works in) Word Bank

f) a salon g) a restaurant h) a school i) an office j) a store/ grocery store

1 job _____ works in _____	2 job _____ works in _____	3 job _____ works in _____	4 job _____ works in _____	5 job _____ works in _____
---	---	---	---	---

2. Complete the sentences. Use the word bank.

Job Word Bank

burn

food and drinks

river

mountain

vegetables

friendly

sneakers

leg

- Kenza is _____. She always says "hello."
- The view from the top of the _____ was beautiful.
- Farmers grow _____ like carrots and tomatoes.
- My team wears red _____ for running.
- He fell off his bike and hurt his _____. Now he can't walk.
- Be careful, that's hot! You might _____ your hand.
- We need _____ for the party. Let's go to the store.
- Let's go fishing. The _____ is nearby.

C Grammar

1. Circle the correct word or phrase to complete each sentence.

- Are you good at **[doing / do]** research?
- Can I please have **[a / some]** rice?
- Rabab **[hardly ever / sometimes]** goes online. She really doesn't like it.
- The students can bring **[our / their]** own laptops and smartphones to class.
- Look! Mounia and Brahim **[is wearing / are wearing]** bright purple sneakers.
- I'm sorry. We don't have **[some / any]** sandwiches.
- We won the tennis match last night! We **[celebrate / are going to celebrate]** with a party tomorrow!
- Do you like **[learn / learning]** new things?
- I am sorry I can't help you right now. I **[will do / am doing]** my homework.

2. Complete the conversations. Write the correct letter (a-q) in the blank.

- A**
- | | | | |
|-----------|-------------------|------------|-------------------|
| a) best | c) more expensive | e) should | g) less expensive |
| b) better | d) ought | f) How far | h) How much |

Bilal: I'm creative and I enjoy working with computers.



Serena: You (1) _____ to become a game developer!

Hanna: (2) _____ is the lake from here?



Youssef: Only about 2 km. We can walk!

Hanna: Yeah, let's go!

Customer: Excuse me. (3) _____ is this smartphone?

Salesperson: It's 4800 dirhams.

Customer: Oh, it's (4) _____ than the other ones. They're around 3500 dirhams.

Salesperson: Yes, but this one takes the (5) _____ photos.



- B**
- | | | | |
|----------------|-----------------|----------------------|-----------|
| i) the highest | k) Me neither | m) What's the matter | o) Me too |
| j) should | l) You're right | n) How high | p) ought |
| | | | q) tall |

Merta: (6) _____?

Hakim: My ear hurts.



Merta: You (7) _____ see a doctor soon.

Hakim: (8) _____. I'll go today.

Teacher: Mt. Kilimanjaro is (9) _____ mountain in Africa.

Student: (10) _____ is it?

Teacher: 5,895 meters.



Thomas: I'm really good at playing the guitar.

Allison: (11) _____! I play every weekend.

Thomas: I'm not good at singing though.

Allison: (12) _____. I always sing out of tune. Even my dog runs away!



3. Complete the conversation with words and phrases from the word bank.

some it much I play I'm surfing cheaper I'm playing
expensive was I surf them a many were

 Amal: What are you doing?

 Khalid: (1) _____ the net for (2) _____ new game controllers.

 Amal: What do you use (3) _____ for?

 Khalid: I have a game console. (4) _____ racing car video games on it.

 Amal: I bought a new set of game controllers for my virtual reality set last week.

They (5) _____ \$100.

 Khalid: That's very (6) _____. I need to find (7) _____ ones!

D Reading

1. Read the passage. Then answer the questions. Write short answers.



A Family Business & My Future Dream



My family is very busy. My parents are entrepreneurs. They own three hotels. The biggest one is the Central Hotel. It is on Main Street, across from the cinema. It is also the most famous hotel in the city. My parents manage the hotel, but they help with other jobs when they have time. My mother occasionally likes working at the hotel reception desk. She enjoys meeting and talking to new people. My father loves cooking. Sometimes for fun, he makes special meals for our hotel guests. My brother, sister, and I help at the hotel on weekends and during school holidays. We work as servers. We like helping and learning new skills. I enjoy working at the hotel now, but I have a different dream. In the future, I want to work with animals. I want to help sick animals and make them feel better.



a) How many hotels does Reda's family own?

b) Where is the Central Hotel located?

c) Why does Reda's mother like working at the front desk?

d) When do Reda and his siblings help at the hotel?

e) What does Reda want to do in the future?

2. Read the conversation. Then answer the questions.

A Doctor Visit

Dr. Hajji: Good morning. How can I help you today?

Ines: Hi, Doctor. I feel terrible. I have a sore throat and a runny nose. Also, my head hurts.

Dr. Hajji: I see. Do you have a cough or an earache?

Ines: I have a cough, and I'm very tired, but I don't have an earache.

Dr. Hajji: Okay. Let's check your temperature... Hmmm...it is normal. I think you have a mild cold. You should get some rest. And drink tea with honey for your throat.

Ines: Okay. What should I do to stop getting sick so often?

Dr. Hajji: Well, first of all, how much do you sleep each night?

Ines: Usually six or seven hours. Sometimes five or six when I'm busy.

Dr. Hajji: You ought to sleep eight to nine hours every night, even when you're busy. Also, you should eat healthy foods, especially oranges, lemons, peppers and spinach.

Ines: That's great advice.

Dr. Hajji: And you should drink plenty of water and regularly exercise too.

Ines: Thank you, Doctor, I'll try. Well, I should go. I must go to school now. After that, I want to go to the grocery store to get some vegetables.

Dr. Hajji: Ines, you should stay home for a day or two. It will help you feel better. It will also protect your teachers and classmates from getting sick.

Ines: OK. Thanks, that's really helpful.

Dr. Hajji: You're welcome! I hope you feel better soon.



1. What's the matter with Ines?

- ☐ She has an earache and she's tired.
- ☐ She has a terrible cough and a fever.
- ☐ She has a headache and sore throat.

2. Does Ines frequently get sick?

- ☐ Yes
- ☐ No
- ☐ Ines does not talk about this.

3. How many hours does Ines sleep when she is busy?

- ☐ 5-6 hours
- ☐ 6-7 hours
- ☐ 8-9 hours

4. What does the doctor suggest to avoid getting sick?

- ☐ Stay home from school.
- ☐ Eat vegetables.
- ☐ Drink tea and honey.

5. What does Ines decide to do after the doctor's visit?

- ☐ Go to school.
- ☐ Buy groceries.
- ☐ Stay at home.

E Writing

1. Read the text. Some sentences need capital letters or punctuation. Find and correct the 11 mistakes. The first one is done for you. Fix 10 more.

^S
My name is ~~s~~alma. Im from Morocco. i have one brother and two

sisters. we live in casablanca. Do you like big cities

My brother's name is omar he is 14 years old. We like to play basketball

together. what sport do you like

2. Put the words and phrases in the correct order. Write the number.

4

1

2

3

a) in her free time / Lina / enjoys / painting

b) goes / Every Saturday / to an art class / she / with her cousin

c) paints / flowers / She / and animals

3. Put the paragraph in order. Number the sentences (1-5).

___ Yousef always feels happy when he returns home on Saturday evening.

___ First, he brings his grandmother fresh msemmen every Saturday morning.

___ Yousef likes starting the weekend with family, a good book, and friends.

___ After that, he goes to the library and reads books about history.

___ Finally, he and his friends hang out at their favorite café or play sports together.

4. Read Hans' post on the Teen Forum and write a reply (4-6 sentences). Give advice about places to visit in Morocco, things to see or do, and foods to try. Use the "Useful Language" box to help you.



Hello! My name is Hans and I am from Germany. My family and I are going to visit Morocco soon! What places should we visit? What should we see? What food should we eat while we are in Morocco? I can't wait to read your advice!

@MunichtoMorocco



@Me

**Useful
Language**

- ◆ **Advice:** You should... / You ought to... / You can...
- ◆ **Places:** Marrakech, Casablanca, Fez, desert, market, restaurant
- ◆ **Activities:** go, see, eat, drive, find, try, visit
- ◆ **Foods:** vegetable tagine, couscous, mint tea, fresh fruit
- ◆ **Describe:** beautiful, delicious, colorful

F Understand your Test Results

1. Write your scores on the cards. Add them up and write the total.

Listening Score

___ / 12 points

Vocabulary Score

___ / 18 points

Grammar Score

___ / 28 points

Reading Score

___ / 10 points

Pre-writing Score

___ / 25 points

Writing Score

___ / 30 points

Total Score ___ / 123 points

2. Read about what your score means!



Atlas Lion Middle A2

Like the mighty lion, you're strong, focused, and ready to lead. You understand English in many situations. Soon, you will read harder texts, have longer conversations, and write longer paragraphs!

Try these next steps:

Try reading short articles, telling stories and writing about your hobbies and dreams. Listen to podcasts and watch videos!

86-123 points



Barb Stallion Upper A1/A2

Like this Amazigh horse, you have power and you're making progress! You can talk & write about familiar topics. You understand simple conversations. Keep going – you're on the right track!

Try these next steps:

Use English outside class – stories, videos, songs, chats with friends. Learn & use new words each week. Write short paragraphs about your life!

38-85 points



Young Camel Pre-A1/A1

Like a young camel crossing the desert, you're strong and learning new things! Every expert started small – step by step, you'll go far!

Try these next steps:

Practice new words, introduce yourself, talk about school and interests, make a picture dictionary. Use short sentences with and, but & because. Each small step makes you stronger!

0-37 points

G Set a Goal for your English Learning

Complete the sentences. Draw a picture of yourself at the END of 9th grade, when you have achieved your goal!

My English Goal for This Year

👉 This year, I want to practice _____.

🔧 I will do this by _____.

👉 I hope by the end of the year I can _____.



Welcome Back: Review & Refresh!

A Real-world Communication: Welcome Back!

1. Match the expressions on the left with their meanings on the right. Write the correct letter.

Expression

- ☐ 1. Nice to see you again.
- ☐ 2. How's it going?
- ☐ 3. Sit down, please.
- ☐ 4. Nice to meet you.
- ☐ 5. That's awesome.

Meaning

- a) That's really great.
- b) Good to meet you for the first time.
- c) I'm happy to see you again.
- d) Please take your seat.
- e) How are you?

2. Fill in the blanks with the correct word or phrase from the box.

went	did	have	sit down	What	Nice to meet you
How	hang out	had	terrible	awesome	Nice to see you again

Sara: Hi, Adam! (1) _____.

Adam: Nice to see you again too. (2) _____ was your summer?

Sara: It was (3) _____! I (4) _____ to the beach with my family.

Adam: That sounds fun. What (5) _____ you do there?

Sara: (6) We _____ picnics and swam every day.

Teacher: (7) OK, class! Please _____.

Adam: (Whispering) (8) Sorry, let's _____ and talk more later!

3. Practice the conversation in pairs.

4. Now mingle and greet 2-3 classmates. Talk about the summer.



B Write and Speak

1. Work in pairs. List 1-2 things for each activity card in five minutes.

a great food you ate 	a movie you watched 	a relative you visited
a video game you played 	something you bought 	a job or chore you did
a sport/game you played 	a song you listened to 	a person you hung out with
a store where you shopped 	something you drank 	a place you traveled to

2. Play the "Me too!" game in small groups.

Me Too! Game Rules:

-  **Goal:** Find classmates who did the same activity.
-  **Groups:** Play in groups of 4-6.
-  **Take turns:** One student reads from an activity card.
-  **"Me too!":** If you wrote the same, clap and say, "Me too!"
- 1 clap = 1 point. Clap + a detail = 2 points. No claps – reader gets 1 point!
-  **Next up:** Another student reads a new activity.
-  **Winner = Most points!**

I watched the LEGO movie.

If no one claps, reader gets 1 point

Me too!
Claps + gets 1 pt



Me too!
Claps + gets 1 pt

3. Share something you learned about your group members with the class.

C Vocabulary Review

1. Work in pairs. Match words to their categories. Write the letter.

Jobs	Clothes	Food	Places around town	Geography	Body parts
b					

- a) coat b) ~~farmer~~ c) fruit d) neck e) pharmacy f) train station
 g) desert h) cheese i) sweets j) river k) waterfall l) vegetables
 m) nurse n) skirt o) cafe p) jeans q) sweater r) veterinarian
 s) head t) forest u) ankle v) arm w) cinema x) journalist

Category Race!

Game Rules:

Goal: List the most unique items in each category!

Split into Teams –

Choose one writer per team.

Start the Timer – You've got 1 minute to list items for Category 1!

Compare Lists – Get 1 point for every item the other team didn't write.

Play Again – New category, new chance to win!

Winner = Most Points!

1 Jobs	2 Places around town	3 Body parts
4 Geography	5 Clothes	6 Food

3. Work in pairs. Read the clues and write the correct word.

1 I work in a salon and help people with their hair.	2 I'm creamy. I come from milk. Some people eat me for breakfast.	3 You can walk in me. I'm full of trees and animals.	4 I'm soft and warm. People wear me when it's cold.	5 I'm part of your leg, between your foot and your knee.
↓	↓	↓	↓	↓
Who am I? _____	What am I? _____	What am I? _____	What am I? _____	What am I? _____

4. Work with a partner. Write 2-3 clues for words in any category in C1.

_____ _____ _____	→	What / who am I? _____
_____ _____ _____	→	What / who am I? _____
_____ _____ _____	→	What / who am I? _____

5. Read your clues in small groups. Let your group guess. Take turns.

D Grammar Review

1. Write 3 daily activities and ask a partner, "What do you do every day?"

1 You write! I _____ every day.	2 You ask! My partner's name is _____.
I _____ every day.	He/She _____ every day.
I _____ every day.	He/She _____ every day.
I _____ every day.	He/She _____ every day.

Grammar Reminder:

Present Simple

Talk about habits/routines

- What **do** you **do** everyday?
- She often **plays** football.

2. What's in your classroom? Write 4 sentences. Share with the class.

Grammar Reminder:

"There is / are"

Say what exists in a place

- There is a TV in the room.
- There are 20 students.
- There isn't a window.

- There is _____.
- There are _____.
- There isn't _____.
- There aren't any _____.

3. Look at the pictures. What are the people doing (👤)? What are they wearing (👕)? Write 2-3 sentences.



👤 The two boys _____.

👕 The two boys _____.

👤 The boy and the girl _____.

👕 The boy and the girl _____.



👤 The two girls _____.

👕 The two girls _____.

Grammar Reminder:

Present Continuous for
Right Now

Describe actions with "am/is/are" + verb-ing

• I am writing. • She is listening. • They are wearing hats.

4. Share your sentences in pairs. After listening, point and ask one question about your partner's sentences.

👤 What game are they playing?

I don't know – something exciting!



👤 What color is his T-shirt?

It's blue.



5. Work in pairs. Ask and answer questions about your plans. Take turns.

Conversation 1

👤 Student A: What are you going to do this weekend?

👤 Student B: I'm going to...

Conversation 2

👤 Student B: What are you going to wear to school tomorrow?

👤 Student A: I'm going to...

Conversation 3

👤 Student A: What are you going to do after school today?

👤 Student B: I'm going to...

Conversation 4

👤 Student B: What school club are you going to join this year?

👤 Student A: I'm going to...

Grammar Reminder:

Future "going to"

Talk about future plans/intentions with

"am/is/are" + "going to" + verb

- I'm going to visit my cousins next summer.
- She's going to study this evening.
- We're going to join the Reading Club this year.

6. Write 3-4 sentences about this new school year. Use will/won't. Then share with the class.

▪ This year, I will _____.

▪ I won't _____.

▪ I think English class _____.

Grammar Reminder:

Future with "will"

Talk about future intentions/ predictions with "will / will not" + base verb

- I will study more this year.
- I won't forget to do my part!
- I think it will rain tomorrow.
- I think I'll get a good score!

E Listening

1. Before you listen, look at the pictures. What do you think the conversations are about?



2. Listen to the conversations. Tick the correct answer.

Conversation 1

What does the customer want to buy?

- ☐ a blouse
- ☐ jeans

Conversation 2

What is the matter with the boy?

- ☐ He has a headache.
- ☐ He has a stomachache.

Conversation 3

What meal are the customers ordering?

- ☐ breakfast
- ☐ dinner

3. Check your answers with a partner.

4. Listen to the conversations again. Complete the tasks.

Circle the words you hear.

Conversation 1

Salesperson: Hello. (a) [Can / May] I help you?

Customer: Yes, please. Do you have this blouse in a (b) [large / small] size?

Salesperson: Yes, we do. Here you go.

Customer: Perfect. How (c) [much / many] is it?

Salesperson: It's 400 dirhams, but it's on sale —(d) [20 / 30]% off today!

Customer: Great!

Write the missing words.

Conversation 2

Doctor: Good afternoon. How can I (e) _____?

Patient: I feel terrible. I have a (f) _____ and a headache.

Doctor: I see. We should check your temperature first. ...Hmm - it's 38.3°C. You have a (g) _____. You should take some medicine.

Patient: OK. Should I go to (h) _____ tomorrow?

Doctor: No, you (i) _____ go to school. You should stay home and rest. And you (j) _____ drink tea with lemon and (k) _____.

Patient: OK. Thank you very much.

Doctor: If you don't feel (l) _____ in a few days, come back and see me.

Put the conversation in order.

Conversation 3

(m) _____ Waiter: Sure. And for you, sir?

(n) _____ Man: I would like a chicken sandwich, please.

(o) 1 Waiter: Good evening. Are you ready to order?

(p) _____ Woman: Me, too!

(q) _____ Waiter: Ok. Would you like something to drink?

(r) _____ Man: A cup of green tea, please.

(s) _____ Waiter: Alright. Would you like any dessert? We have apple pie.

(t) _____ Woman: Yes. Could I have a bowl of vegetable soup, please?

(u) _____ Man and Woman: Yes, please!

5. Check your answers in pairs. Then practice conversations 1-3 together.

F Write and Speak

1. Work with a partner. Choose one scenario. Write a conversation.



You are in a shop. You want to buy some new clothes. Get help from the shop assistant.



You are at the doctor's office. You hurt yourself in a football match. Tell the doctor about it.



You are in a restaurant. You are very hungry. Order a meal.

At a _____



A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

2. Practice your conversation together. Then perform for your class!

G Read

1. Look at the pictures in the story below. What do you think it is about?
2. Read the text. Choose the best title for the story.

☐ Amine the Baker

☐ Amine the Footballer



My name is Amine. I'm from Morocco and live in a small town near the mountains. I am a baker. I work at a bakery near the post office. I start work very early—at five o'clock in the morning! I bake bread, cakes, and cookies. Many people come to our shop because they love fresh bread.

At work, I wear a white shirt with an apron over it. I also wear special gloves to protect my hands from the hot oven. I stand up all day at work, so I always wear comfortable sneakers.

Sometimes, my back hurts after a long day, but I like my job. I enjoy talking to customers and seeing their smiling faces when they try the things I bake!

I also enjoy my weekends. I often play football with my friends at the outdoor field near the bakery. It's my favorite way to relax! I also rest at home with my family. We love to watch movies and have family video game competitions. I am really happy with my job and my family.



3. Read the text again. Answer the questions.

True False

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | a) Amine is from France. |
| ☐ | ☐ | b) Amine's bakery is near the post office. |
| ☐ | ☐ | c) He wakes up at 5:00 AM. |
| ☐ | ☐ | d) He makes bread, cakes and cookies. |
| ☐ | ☐ | e) Not many people know about Amine's shop. |
| ☐ | ☐ | f) Amine wears an apron and sneakers to work. |



g) What does Amine wear to protect his hands?

h) Does he sit or stand while working?

i) How does Amine feel after a long day at work?

j) Does Amine like his job? Why or why not?

k) What do Amine and his family enjoy doing on weekends?

4. Tick Amine's personality traits. In a group, give reasons for your answers.

☐ active

☐ energetic

☐ friendly

☐ hardworking

☐ a family man

☐ helpful

☐ lazy

☐ responsible

☐ quiet

☐ shy

☐ talkative

My idea: _____

H Fun Review

Play the game in pairs or trios: Question Challenge!

? Question Challenge

Goal: Reach 'finish' first!

Play in groups– Take turns.

Flip the coin!

Heads = Move 2 spaces

Tails = Move 1 space

Read the Space – Answer the question.

Winner = First to the End!

START

Name 3 school subjects you like.

Say your favorite movie and movie type.

What's your favorite season?

Challenge: Always answer with 3 sentences!

What are you good at?

FINISH

What are the ingredients of your favorite dish?

What are your hobbies?

Describe 3 personality traits.

Unit 1

Tell me about your summer!

Spotlight

1. Listen to Saif and Allegra talk about what they did last summer. Write **S** or **A** next to their activities.



2. How about you? What did you do last summer? Tell a partner.

In this unit, I will:

- Describe past events.
 - Show interest with exclamations.
 - Pronounce -ed correctly.
 - Write a short narrative. Use sequencing adverbs.
 - Read/listen and retell main story events.
 - Read independently and track progress.
 - Use independent learning strategies.
- Ask and answer Wh- and H- questions about the past.

Lesson 1

How was your summer?

In this lesson, I will:

- ▶ Talk about what I did last summer.
- ▶ Use exclamations to show interest in a conversation.

A Chant: Summer Fun



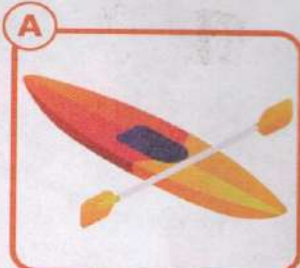
Listen and repeat.

- ☀ Sun is shining, hot and bright.
- 🧳 Pack your bag, let's take a flight!
- 🍦 Ice cream's cool, a tasty treat.
- 👒 Hat and sandals beat the heat!
- 🏖 Beach and water, swim and play,
- 🦀 Summer fun, every day!



B Use Vocabulary: Summer Activities

1. Match the pictures to the words and phrases.



Real World English
To show that you did not do something special, use "just."
I **just** stayed at home.
We **just** studied all summer.

- ___ 1. sunbathe
- ___ 2. go fishing
- ___ 3. go camping
- ___ 4. have a barbecue
- ___ 5. visit a museum
- ___ 6. visit relatives
- ___ 7. stay at home
- ___ 8. travel to another country
- ___ 9. go kayaking



2. Listen and check.

C Write and Speak

1. Write two things you did last summer. One is true. One is not!

■	
■	

2. Work in groups. Read your sentences to the group. The group will guess which one is not true. Take turns.

D Listen

1. Listen and complete the conversations.

A

Titrit: Hi Salma! Did you have a nice summer?

Salma: Yes, it was awesome! My friends and I _____ in the Atlas Mountains.

Titrit: That's _____! I want to do that some time.



B

Yanis: How was your summer, Paola?

Paola: It was so fun. I _____ my relatives in Spain.

Yanis: That's _____! I love to travel.



C

Limam: Hi, Aymane. Did you have a good summer break?

Aymane: I wish. It was totally boring. I broke my leg so I just _____.

Limam: Oh, that's _____!



2. Circle the sentences with exclamations (!) in the conversations.

3. Work in pairs. Read the conversations aloud.

E Decide and Speak

1. Write + if the exclamation is positive. Write - if it is negative.



That's awesome.



That's too bad.



That's awful.



That's great!



Oh, cool.



Oh, that's terrible



2. Talk in pairs. Student 1, read a sentence. Student 2, respond with an exclamation. Change roles.

a

I went fishing a lot this summer.



b

I broke my arm in a horse riding accident this summer.



c

I created funny videos at the beach this summer.



d

I lost my phone in the ocean this summer.



e

I helped my parents at our store this summer.



f

I went to an art camp this summer and learned to paint.



F Speak



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

Card A

You see a friend after the summer break.

- ☐ Greet your friend.
- ☐ Ask him/her about the summer.
- ☐ Use an exclamation.

Card B

You see a friend after the summer break.

- ☐ Greet your friend.
- ☐ Talk about your summer break.
- ☐ Say how you felt about it.



2. Perform your role play for your classmates.

I stayed home this summer.

In this lesson, I will:

- ▶ Ask and answer questions about what I did in the past.
- ▶ Pronounce -ed correctly when talking about the past.

A Use Vocabulary: More Activities

1. Match the phrases to the pictures.

E 1. hang out with friends

2. volunteer

3. take lessons

4. go fishing

5. create videos

6. go surfing

7. help my parents

8. join a speech competition

9. work in the garden



2. Listen to check your answers.

3. In a small group, take turns acting out an activity you did last summer. Guess by asking a "Did you..." question. Take turns.



Did you create videos this summer?



No, I didn't.



Did you volunteer this summer?



Yes, I did! I cleaned the beach.



B Read and Listen



1. Read and complete the conversation with past tense verbs.

broke
took

hung out
went

watched
stayed

visited
was (x2)

Camilla: Hey, Moustafa. How was your summer?

Moustafa: It was pretty good, thanks. I _____
a lot of videos.



Camilla: Fun! Did you take any trips?

Moustafa: Yeah, I _____ a trip to Rabat. I
_____ my relatives there. My cousin and I
_____ and we _____ fishing.

Camilla: Cool! I want to try fishing someday.

Moustafa: Did you go anywhere?

Camilla: No, my summer _____ pretty boring.
I _____ my arm so I just _____ home.

Moustafa: Oh, that's too bad.



2. Now listen to check your answers.



3. Write the regular and irregular past tense verbs from Activity B1.

Regular Past Tense Verbs (end in -ed)	Irregular Past Tense Verbs
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Pronunciation

1. Read the pronunciation tip.

Pronunciation
Tip:
-ed endings

/d/ → played, traveled

/t/ → helped, hiked

/Id/ → wanted, visited

2. Listen and tick the sound of the -ed endings.

VERB	-ed ending sounds		
	/d/	/t/	/Id/
1. stay			
2. start			
3. work			
4. volunteer			
5. watch			
6. study			

VERB	-ed ending sounds		
	/d/	/t/	/Id/
7. listen			
8. wash			
9. use			
10. upload			
11. prepare			
12. create			

3. Compare your answers with a partner.

Pronounce -ed

1. Write the -ed sound next to the correct pronunciation rule. Use the answers in Activity C to help you.

/Id/

verbs ending in
/t /or /d/

/t/

voiceless sounds
/p/ /k/ /f/ /s/ /sh/ /ch/

/d/

voiced & vowel sounds
/b/ /g/ /j/ /l/ /m/ /n/ /r/ /v/ /w/ /z/
/a/ /e/ /i/ /o/ /u/

2. Work with a partner. Student 1, say a verb from the green box. Student 2, say the past tense using the correct -ed pronunciation. Take turns.

walk	watch	add	visit	agree	love
laugh	tick	wash	like	play	follow

E Speak

- Work in small groups. Flip a coin and move the spaces. Answer the question. Use the correct pronunciation of -ed. Take turns. To win, reach "Finish" first!

What did you do...?



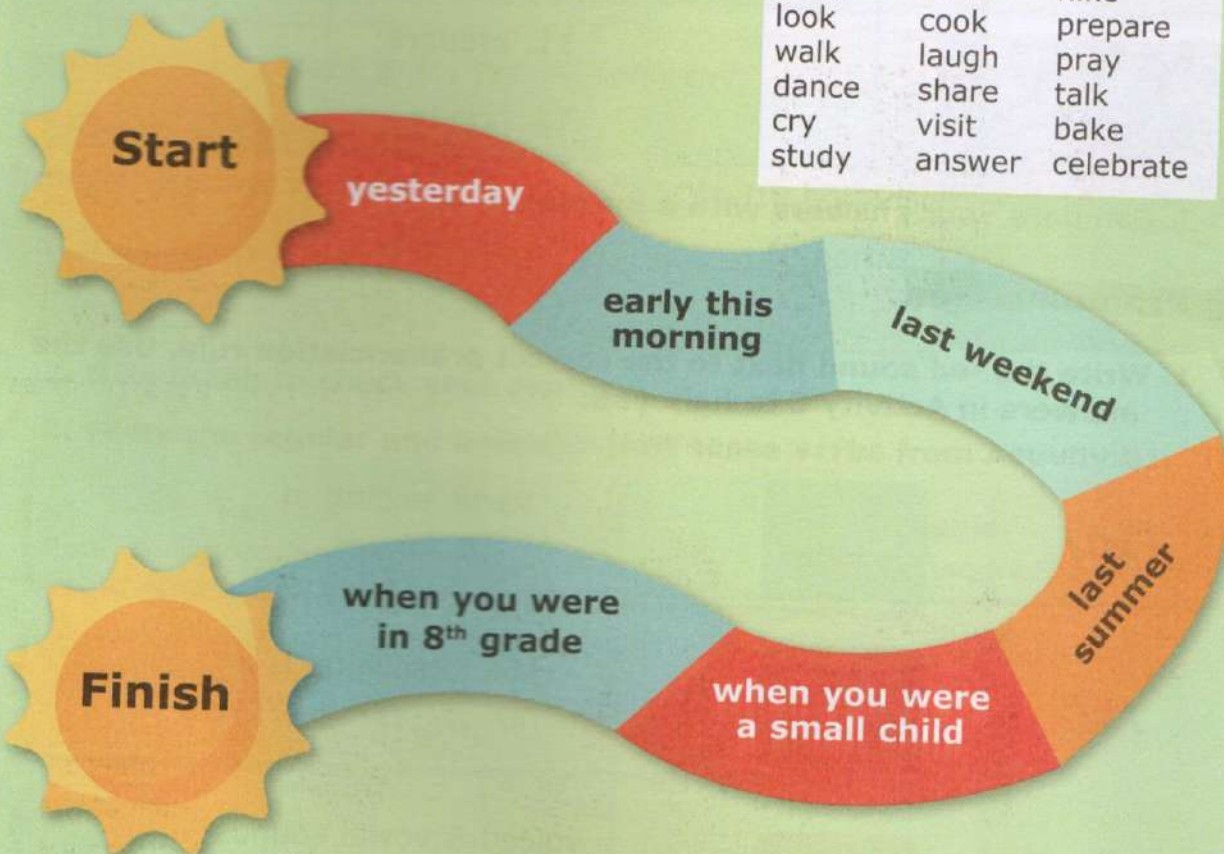
→ Move
2 spaces



→ Move
1 space

Verb Idea Box

play	enjoy	start
call	stay	volunteer
jump	work	hike
look	cook	prepare
walk	laugh	pray
dance	share	talk
cry	visit	bake
study	answer	celebrate



Last night I baked a cake for my cousin's birthday.

Lesson 3

Drop everything and read (DEAR)!

In this lesson, I will:

- ▶ Read and react to a story.
- ▶ Connect ideas from a story to my life.

A Preview the Story

1. Work with a partner. Write the letter of the word next to its meaning.

- ☐ 1. A place by the sea with sand and water
- ☐ 2. A hard cover from a sea animal that you can find on the beach
- ☐ 3. Something you buy to remember a trip
- ☐ 4. Not knowing where you are; not being able to find a place or your friends
- ☐ 5. A building or person that helps people who are in trouble



a. lost



b. police



c. seashell



d. souvenir



e. beach

2. You will read a story. Using words from Activity A1, tell your partner what you think will happen in the story.

I think
someone
will...



Maybe
one of the
characters
will...

B Read and Listen to the Story

Read the story while you listen. Were your guesses correct?

The Summer Adventure

It was the first day of summer. Two families, the Adams and the Hanafis, stayed in a house near the beach. Jason and Lily (from the Adams family) and Hiba and Omar (from the Hanafis) were excited.

"Let's go to the beach!" said Hiba. They grabbed their towels and ran to the sea. The water was clear and sparkling. While they swam, they saw colorful fish. Later, they played games and built sandcastles on the warm sand. Omar found a big crab near some rocks and Lily found a beautiful seashell.



The next day, they went to a nearby town. While their parents relaxed in a café, the four friends joined a tour. The guide showed them a lighthouse, an old castle, and the outdoor market. Hiba loved the souvenir shops. She stopped to look at a shiny bracelet.

"Hiba, stay with us," said Omar. But after the tour, she was gone. "Where's Hiba?" asked Jason.

"We need to find her," said Omar. "But don't tell our parents yet." They looked everywhere.

Jason frowned, "I think she's really lost. We should go to the police."

At the station, the officer said, "Don't worry. We'll find her."



Meanwhile, Hiba realized that she was lost. She remembered her parents' advice: "Stay in one place." She sat near a musician playing cheerful tunes. Soon, a police officer found her. "Are you Hiba?" he asked. She nodded.

"Your friends are looking for you," he said.

Her friends hugged her. "We were so worried!" cried Lily.

Back at the villa, they told their parents everything.
 "Next time, stay with the group said Mrs. Hanafi."
 Mr. Adams added, "And tell us if someone is lost."
 That night, the four friends sat on the beach under
 the bright stars.
 "This trip was unforgettable," said Omar.
 "We're a team," added Lily, smiling.



C Think about the Story

1. What happened in the story? Work with a partner to number the events.

— 
 Four friends
 went on a tour.

— 
 Hiba got lost.

1 
 Four friends played
 on the beach.

— 
 A police officer
 found Hiba.

— 
 Hiba's friends
 hugged her.

— 
 They told their
 parents what
 happened.

— 
 The friends sat on
 the beach under
 the bright stars.

— 
 The group asked
 police for help.

2. What did the story remind you of? Tick all that apply. Tell your classmates about it.

- ☐ A time I got lost
☐ Being with good friends
☐ A special holiday

- ☐ Deciding if I should tell my
 parents about a problem
☐ Other: _____

3. Work in a group of four. You will act out the "Hiba's lost" scene.

1 
Choose roles:
 Choose a
 person to be
 Hiba, Jason,
 Lily, and
 Omar.

2 **Write a short script for when
 the tour ends and Hiba is lost.**
Include:
 The friends realize Hiba is lost.
 They decide what to do.
 They find Hiba.
 Hiba explains her feelings/ actions. 

3 **Practice
 for 5
 minutes.** 

4 **Perform
 your scene
 for your
 classmates.** 

I hung out with my friends last summer.

In this lesson, I will:

- ▶ Listen for details about past events.
- ▶ Use regular and irregular verbs to describe past events.

A Listen

1. Work in pairs. Match the words and phrases to the pictures. Write the letter.

- a. laugh b. a seagull eating ice cream c. try to carry ice cream cones
d. scream e. buy ice cream cones f. drop an ice cream cone



e

1



2. Listen to the story and put the pictures in order. Write the number.

3. Work in pairs. Tell the story. Use the pictures to help you.

B Use Grammar in Context: Regular and Irregular Past Tense Verbs

1. Read the language box about past tense verbs.

	Regular Verbs (-ed)	Irregular Verbs
Grammar Focus:	I / You screamed.	went to the beach.
Past tense verbs	He / She / It looked at the seagull.	saw a seagull.
	We / They laughed.	had fun.

2. Complete the story using the past tense form of the verbs. Use the verb list at the back of your book to help you.



One hot summer day, Arinas, Elhiba, and Rachid (go) _____ to the beach. Arinas (buy) _____ three ice cream cones. She (try) _____ to carry them all. "I can do it!" she (say) _____ bravely.

But a big seagull (fly) _____ down. Arinas (be) _____ surprised. She (scream) _____ and (throw) _____ the cone in Elhiba's face.



Arinas (laugh) _____ so hard that she (drop) _____ the second ice cream cone on Rachid's foot. Elhiba (wipe) _____ ice cream off of her nose. Rachid (wipe) _____ ice cream off of his foot.

They all (look) _____ at the seagull. It was eating their ice cream. Everyone (laugh) _____. It (be) _____ a messy day, but they still (have) _____ fun!



C Write

1. Write a story to go with the pictures.









Lesson 5

Global Citizenship & Fun Review

In this lesson, I will:

- ▶ Choose an independent English learning strategy and set a goal to try it at home.
- ▶ Use language from the unit to complete a review activity.

Global Citizenship: Improving my English Independently

A Preview

Tick ways you practice English independently. Then share with a partner.

What strategies do you use to improve your English?

- | | | |
|--|--|--|
| ☐ Read stories | ☐ Write about your experiences in a journal | ☐ Draw pictures of new words |
| ☐ Watch movies and series | ☐ Listen to English songs | ☐ Talk in English with a friend |
| ☐ Play grammar or vocabulary games online | ☐ Keep a vocabulary notebook | ☐ Read and listen online |

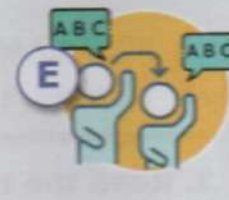
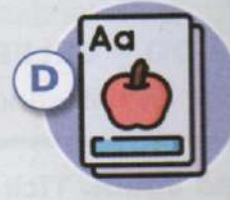
B Read

1. In pairs, look at the icons. Predict the strategies you'll read about.

www.englishbuddies.com/top10-english-tips

TOP 10 STRATEGIES: IMPROVING YOUR ENGLISH INDEPENDENTLY

English is used around the world—for business, science, tourism, and more. It can help you in school, work, and life. School is a great start, but you can also improve on your own. Read the tips and start practicing today!





2. Read. Match the strategy icons to the advice. Write the letter (A-J) in the circle.

		Doing it!	I'll try!
☐	1. SHADOW IT: Pick a video. Copy what the speakers say—same words, same tone. You're acting + learning!	☐	☒
☐	2. FLASH CARDS: Write the word on one side, the meaning or example on the other. Say it, flip it, repeat!	☐	☒
☐	3. STICKY NOTES: Put new words on sticky notes and stick them everywhere—mirrors, fridge, laptop!	☐	☒
☐	4. SWYS (Say What You See): Look around and describe things in English. Your world becomes your classroom!	☐	☒
☐	5. VIDEO P&A (Pause & Answer): Watch a movie. Pause when you hear a question—then answer out loud!	☐	☒
☐	6. USE IT DAILY: Write short stories or sentences with new words. Just a few minutes a day helps.	☐	☒
☐	7. PARTNER UP: Find a buddy. Chat in English for 10–15 minutes. Keep it fun, chill, and consistent.	☐	☒
☐	8. READ FOR JOY: Read what you love—comics, blogs, short stories. Fun reading = better learning.	☐	☒
☐	9. BE BRAVE, MAKE MISTAKES: Mistakes are proof you're learning! Keep going and grow your confidence.	☐	☒
☐	10. PLAN – DO – CELEBRATE! Make a routine, prep your tools, stick with it—and celebrate your wins, big or small!	☐	☒



3. Read the tips again. Tick (✓) the ones you already do. Color in the heart (♥) by the ones you want to try.



4. Talk with a partner. Ask and answer the questions:

1

Which learning strategies do you already use?

2

Which tips do you want to try?

3

What other ideas do you have for improving your English independently?

C Plan

1. Choose one strategy to try at home.
2. Write your plan!

Goal: I will _____ (action)
_____ (frequency) for
_____ (time period).

3. Share your plan with your classmates.

D Fun Review

1. Play the game Two Truths and a Fiction.

Game Rules:

Write two sentences
about what you did last
summer.

Write one sentence
about something you did
NOT do last summer.

Work in a group. Take
turns reading your
three sentences to your
groupmates.

The group guesses the one
thing you did NOT do last
summer. Give the answer
after they guess.

Two Truths and a Fiction

1

2

3

¹ I went to the mountains last summer. ² I went to Spain last summer. ³ I had a job last summer.

I don't think you went to Spain last summer. That is fiction.

No! It's true. I went to Spain last summer. It was fun!

I don't think you went to the mountains last summer. That is fiction.

You're right! I didn't go to the mountains last summer.

Lesson 6

Where did you go last summer?

In this lesson, I will:

- ▶ Listen to and answer questions about past events.
- ▶ Ask and answer Wh- and H- questions to keep a conversation going.

A Listen

-  1. Listen to Amenzu talk about his summer. Then write 3 questions you want to ask him.



- 1) _____ ? ☐
- 2) _____ ? ☐
- 3) _____ ? ☐

-  2. Now, listen to Amenzu and Iman's conversation. Did Iman ask the same questions as you? Tick the ones that are the same.

-  3. Listen again. Tick the questions Iman asks Amenzu.

☐ How was your summer?

☐ Why did she need help?

☐ Who did you go with?

☐ What did you do?

☐ What was your job?

☐ How old are they?



☐ How many days did you work?

☐ What did you do with them?

☐ Which park did you go to?

☐ What did you do there?

☐ How many hours did you watch them?

B Read and Write

1. Complete the conversation with Wh- and H- questions.

Abdullah: How was
your summer?

Hajar: It was great.

Abdullah: Did you take any trips?

Hajar: Yes. I went to the Atlas Mountains.

Abdullah: _____

_____?

Hajar: I went with my family.

Abdullah: _____

_____?

Hajar: We went in July.

Abdullah: _____
_____?

Hajar: We hiked and saw some beautiful waterfalls. We also had a traditional barbecue.

Abdullah: _____
_____?

Hajar: We stayed in a tent. It was a little cold but it was fun.

Abdullah: That sounds awesome. I want to go there sometime!

2. Practice the conversation with a partner. Take turns with both roles.

C Write and Speak

1. Work in pairs. You will write a conversation. Choose a scenario.



You had a summer job.



You went on a trip.



You hung out with friends.

-  **2. Work with your partner. Write a conversation. Use 3 or more Wh-questions and 1 or more H- questions.**

 **A:** _____

 **B:** _____

 **A:** _____

 **B:** _____

 **A:** _____

 **B:** _____

 **A:** _____

 **B:** _____

 **A:** _____

 **B:** _____

 **A:** _____

 **B:** _____

 **A:** _____

 **B:** _____

-  **3. Practice the conversation with your partner.**

-  **4. Perform your conversation for your classmates.**

Tell me about a great summer day!

In this lesson, I will:

- ▶ Identify the topic, detail, and concluding sentences in a narrative paragraph.
- ▶ Plan for and write a short narrative paragraph about a summer day.

Read

1. Look at the pictures of people spending the day together. Which day would you enjoy? Why?



Picture A



Picture B



Picture C

2. Read texts in A and B. Match them to the pictures in A1.

A I had a great day in Agadir last summer. My parents took me and my friend Yousef to Agadir Beach. Yousef brought his dog Bobby with us. In the morning, we played in the water with Bobby. The weather was perfect. Next, we had a picnic lunch. The sandwiches were delicious. In the afternoon, we went to the Timitar Festival and listened to beautiful music from around the world. We went home tired and happy. It was an amazing day!

Picture _____

B I had an awesome day at the Ouzoud Waterfalls last summer! My family took me there for my birthday. First, we drove through the Atlas Mountains. When we arrived in Ouzoud, we hiked to the waterfall. It is so beautiful. Next, we went to a river-side café. We had a huge birthday cake for dessert. Finally, we drove home under the stars. It was the best day of the summer!

Picture _____

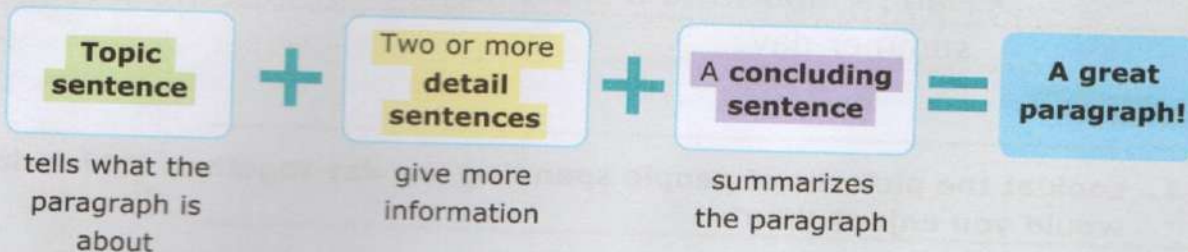
B Study a Narrative Paragraph

Writing Focus:

Narrative Paragraph

A paragraph is a **group of sentences** about one topic.

A narrative paragraph **describes an event**.



A I had a great day in Agadir last summer. My parents took me and my friend Yousef to Agadir Beach. Yousef brought his dog Bobby with us. In the morning, we played in the water with Bobby. The weather was perfect. Next, we had a picnic lunch. The sandwiches were delicious. In the afternoon, we went to the Timitar Festival and listened to beautiful music from around the world. We went home tired and happy. It was an amazing day!

Check out how this paragraph is broken down!

2. Now look at text B in Activity A2. Complete the steps below:

1 Underline the topic sentence.



2 Write a "D" at the beginning of each "Detail" sentence.



3 Circle the concluding sentence.



4 Draw a star above the sequence adverbs.



Sequence Adverbs
To organize events in a narrative paragraph, you can use:
First, Then, Next, Finally... After that,

3. Compare your answers with a partner.

C Get Ready to Write

Prepare to write a narrative paragraph. Think about a great day you had last summer. Make notes in the chart.

Where I went 	Who I spent the day with 
Words to describe my feelings 	Words to describe the day 
What I did 	Other information 

My Great Summer Day


D Write a Paragraph

Use your notes from Activity C to write a first draft about a great day last summer.

Remember sequence words and phrases!



First, Next, In the morning, In the evening,
Then, Finally... In the afternoon, After that,

Handwriting practice area with ten horizontal lines for writing a paragraph.

E Check and Revise

Check your paragraph. Make any corrections needed.

- | | |
|--|---|
| ☐ I wrote a topic sentence. | ☐ I spelled words correctly. |
| ☐ I wrote two or more detail sentences. | ☐ I used a period at the end of each sentence. |
| ☐ I wrote a concluding sentence. | ☐ I used a capital letter at the start of each sentence. |
| ☐ I used the past form of verbs. | |

F Share your Writing

Exchange paragraphs with a partner. Read each other's paragraphs and take turns asking questions to find out more information.

Unit Test, Task & Self-assessment

In this lesson, I will:

- ▶ Review what I've learned in this unit.
- ▶ Show what I can do in English by completing a task and self-check.

Take the Unit 1 Progress Test!

A Listening

Listen to Illy and Leo talk about their summer. Tick True or False. Before you listen, read the questions. You will hear the recording two times.

True False

- | | | |
|--------------------------|--------------------------|--|
| ☐ | ☐ | 1. Leo went to the mountains with his friends. |
| ☐ | ☐ | 2. They climbed to the top of a mountain. |
| ☐ | ☐ | 3. Leo still has all the photos he took during the trip. |
| ☐ | ☐ | 4. Illy visited relatives during the summer holiday. |
| ☐ | ☐ | 5. This summer, Illy swam but Leo didn't. |
| ☐ | ☐ | 6. Illy thought the sea water was cold. |
| ☐ | ☐ | 7. It rained more than once during Leo's trip. |
| ☐ | ☐ | 8. Illy and Leo both like the rain. |

Listening Score
___ / 8 points

B Vocabulary & Useful Expressions

Complete the sentences. Choose a word from the box. Write the letter.

- | | | | |
|----------------|----------------|--------------|---------------|
| a. seahell | b. competition | c. relatives | d. sandcastle |
| e. volunteered | f. awful | g. cool | h. barbecue |

1. We had a _____ in the garden. I love grilled meat.
2. We visited my grandparents and other _____ last holiday.
3. I gave the best speech in the _____ and won a prize!
4. I saw a pretty _____ on the beach. I could not believe it was all made of sand!
5. I _____ at the vet last summer because I love animals and like to help.
6. Ines: I got sick last summer, so I could not go to the mountains.
Harry: Oh, that's _____!

Vocabulary Score
___ / 6 points

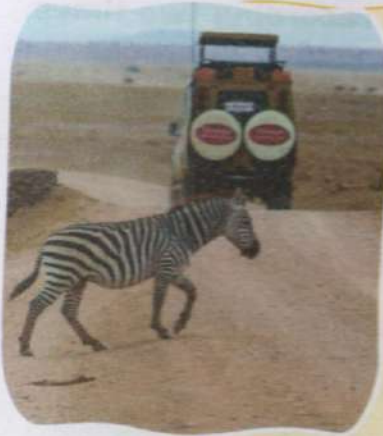
C Grammar

 Complete the conversation. Use the past tense form of the verbs in parentheses.

Adil: How was (be) your vacation in Senegal, Clara?

Clara: Great! We (1) _____ (go) to a wildlife park!

Adil: Awesome! What (2) _____ you _____ (do) there?



Clara: We (3) _____ (take) tons of photos and videos. The animals (4) _____ (come) very close to us!

Adil: Wow! That sounds amazing!

Clara: It was! But unfortunately, I (5) _____ (see/not) any giraffes. I think it was too hot for them at this time of year. How was your vacation?

Adil: Hard, but I (6) _____ (have) fun. I (7) _____ (help) my parents on the farm.

Clara: I hope you (8) _____ (relax) too!

Adil: Yes. In the evenings, we (9) _____ (tell) funny stories and (10) _____ (watch) some great movies!



D Reading

 Read the text and answer the questions. Write short answers.

Last weekend, Yasmine, Aya, Bilal, and Nabil joined a city photo challenge. They started at nine o'clock with a list of places and funny tasks: dance in front of a statue, find a stranger with red shoes, take a group photo on a tram, sing a Moroccan love song for a tourist. They ran across the medina to do the tasks. They laughed with people and took crazy pictures. At four in the afternoon, they sent their photos to the contest website. That night, they won second place—and free pizza! "Next time, we'll win first," Bilal said. The four friends didn't care about the prize. The real fun was the challenge and the memories they made.

Grammar Score
____ / 10 points

1. What kind of competition did the friends join?

2. What were two of the funny tasks they had to do?

3. Where did they take a group photo?

4. Who does "they" refer to in the sentence: "They ran across the medina, laughed with people, and took crazy pictures"?

5. Why do you think the friends didn't care about the prize?

Reading Score

Q 1, 3, 4, 5 = 1pt Q 2 = 2 pts

___ / 6 points

E Writing

Write a paragraph (5-6 sentences) about a past weekend or vacation. Include ¹ where you went, ² who was there, ³ what you did, ⁴ and how you felt.

Writing Reminder!

- ✓ Plan what you will write.
- ✓ Include a topic sentence, details, and a conclusion.

- ✓ Sequence your ideas.
- ✓ Use past tense verbs.
- ✓ Check spelling and punctuation.

Writing Score

___ / 10 points

Stop & Check your Progress in Unit 1!

What can you do well?

Read each skill below. Tick the box that shows how you feel about your English language abilities. Be honest—it's all part of learning!

☒ I can describe past events.

- We had fun on vacation!
- I drank tea on the beach.
- It started to rain.

☐

I'm great at this!

☐

I want more practice!

☒ I can pronounce "-ed" endings correctly.

- It started to rain. /Id/
- I helped my parents. /t/
- We stayed home. /d/

☐

I'm great at this!

☐

I want more practice!

☒ I can show interest using exclamations.

- That's cool! Oh, awesome!
- You're so lucky!
- Oh no! That's awful!

☐

I'm great at this!

☐

I want more practice!

☒ I can write a paragraph about a past experience.

- I plan before I write.
- I include a topic, details, and a conclusion.
- I use sequencing words (first, next, then...).
- I check and improve my writing.

☐

I'm great at this!

☐

I want more practice!

☒ I use independent English learning strategies at home.

- I try different learning techniques.
- I schedule time to practice each week.
- I track and celebrate my progress!

☐

I'm great at this!

☐

I want more practice!

☒ I DEAR—Drop Everything and Read!

- I choose things I like to read.
- I focus on what I enjoy.
- I track my weekly reading!

☐

I'm great at this!

☐

I want more practice!

Unit 2

Join the club!

Spotlight

1. Listen to these teens talk about their interests. Which club is best for each person? Write the club name.

robotics club

martial arts club

music club

environment club

language and
culture club

Hamid



Adanna



Alma



Jai



2. Talk in pairs: What club do you want to join? Why?

In this unit, I will:

- Describe school clubs and activities.
- Describe life experiences and personalities.
- Use the present perfect regular and irregular forms.
- Identify main ideas and details in conversations.
- Read for key information to make decisions.
- Read for pleasure and react.
- Learn how to manage money.

Lesson 1

I want to join the gaming club.

In this lesson, I will:

- ▶ Talk and write about school clubs and activities.
- ▶ Identify key information in a school club poster.

A Use Vocabulary: School Clubs and Activities

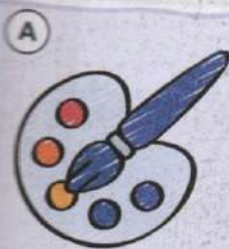
1. Work with a partner. Write the type of club under each picture.

Culture
Gaming
Drama

Student Council
Public Speaking
School Magazine

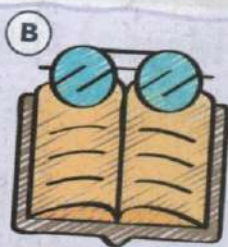
Chorus
Fitness
Reading

Band
Environment
Art

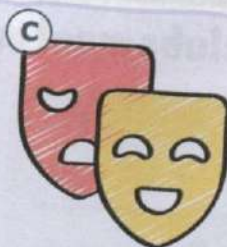


Art

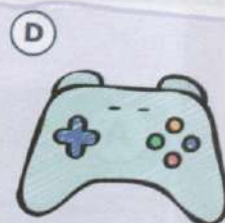
club



club



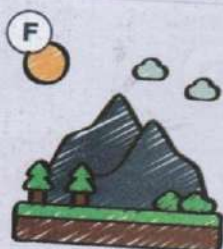
club



club



club



club



club



club



the



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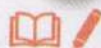
club



club

2. Listen and check your answers.

B Read and Listen



1. Read the club activities poster. Write the name of the club.

Band

Chorus

Environment

Drama

Public Speaking

Art

Photography

Culture

Fall Club Programming

All clubs meet on Fridays at 5pm.

A

Come learn lines and
act in scenes!

B

Join us to pick up
trash and plant trees!

C

Come sing songs and
practice harmony with
us!

D

We give short talks
and practice
speeches!

E

Learn Moroccan
handicrafts and paint
pictures with us!

F

Join us to play
instruments and learn
Moroccan music!



2. Compare your answers with a partner. Then discuss: Which of the clubs do you like? Why?

C Speak

1. Work in a small group. Create your own club!

1

Brainstorm ideas.



2

Choose one idea together.



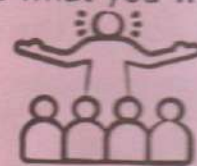
3

Complete the club poster below.



4

Get ready to introduce your club to your class.
(Practice what you will say!)



Teamwork Tip!

Talk about many ideas with your team. Then choose the best idea together.

WELCOME TO OUR

Club!



In our club, you can: _____



We meet on _____ at _____.

2. Present your club to the class.

Presentation Tips!



Smile!



Use eye contact.



Speak in a loud, clear voice.

3. Listen to the presentations. Then vote on the best new club!

Lesson 2

Have you ever played the guitar?

In this lesson, I will:

- ▶ Read and listen for details about people's life experiences.
- ▶ Use the present perfect to talk about life experiences.

A Read and Listen

1. Look at the picture. What are the students talking about?



2. Listen to the conversation. Write down clubs and activities the students mention.

3. Read the conversation and check your answers.

Amy: Hi, I'm Amy and this is Houda. You're new here, right?

Youssef: Yes, I'm Youssef. I moved here from Imlil last summer. Nice to meet you.

Houda: Nice to meet you too. Welcome to Kenitra! Have you visited the School Club Fair yet?

Youssef: No, I haven't. Does this school have many clubs?

Houda: Yes, we have a lot! My favorite is the Environment Club.

Houda: We explore parks and look for birds. And sometimes we kayak to see colorful fish.

Youssef: I've explored parks before, but I haven't kayaked before.

Amy: I haven't tried the Environment Club yet. I'm in the Public Speaking Club.

Youssef: What's that?

Amy: We give talks and have debates. We also compete with other schools.

Youssef: That's cool! I've debated before, but I have never tried a competition.

Amy: You should join us - it's fun!

Houda: We're both in the Drama Club. Have you ever acted in a play?

Youssef: No, I haven't. I don't like acting. But I created a video of a drama club performance two years ago. It was fun.

Amy: Great! You should join the Magazine Club. They take videos and pictures of the Drama Club's performances. They need you!

 **4. Work in a group of three. Practice the conversation.**

 **5. Work with your partner. Tick True or False.**

True	False
------	-------

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | 1. Amy is a new student. |
| ☐ | ☐ | 2. Youssef is from Imlil. |
| ☐ | ☐ | 3. Amy and Houda are both in the Environment Club. |
| ☐ | ☐ | 4. Youssef has never tried a debate competition. |
| ☐ | ☐ | 5. Youssef has acted in a play before. |
| ☐ | ☐ | 6. The best club for Youssef to join is the Drama Club. |

B Use Grammar in Context: Present Perfect and Simple Past

1. Read the Grammar Focus boxes.

Grammar Focus: Present Perfect with Regular Verbs

Present Perfect

We use it to talk about something we have done in our life (but we don't say when)



	have / has	+	past participle
	have / has not	+	past participle

Statements

I	have cooked	
You	have not cooked	for the first time before.
We	haven't cooked	
They		
He	has danced	
She	hasn't danced	before.
It	has never danced	
I	have not finished	the book yet.

Questions

Have you ever hiked ?	✓ Yes, I have .	✗ No, I haven't .
Has he acted before?	✓ Yes, he has .	✗ No, he hasn't .
Have they finished yet?	✓ Yes, they have .	✗ No, they haven't .

Time words

before never yet

Grammar Focus: Simple Past with Regular Verbs

Past

We use it to say when something happened in the past.



	regular verb	+	-ed
	did not	+	regular verb

Statements

I	cooked	
You	did not cook	for the first time a week ago.
We	didn't cook	
They		
He	danced	
She	did not dance	at the wedding yesterday.
It	didn't dance	
I	didn't	finish last night.

Questions

Did you hike last summer?	✓ Yes, I did .	✗ No, I didn't .
Did he act in the play last week?	✓ Yes, he did .	✗ No, he didn't .
Did they finish the project last night?	✓ Yes, they did .	✗ No, they didn't .

Time words

yesterday a week ago last year

2. Read the conversation in Activity A3 again. Find the present perfect:

1

Underline questions.



2

Tick positive statements.



3

Circle negative statements.



C Write

1. Complete the sentences with the present perfect form.

- a) Anna and Katie _____ at the animal shelter before. (volunteer)
- b) Sami _____ never _____ the guitar. (play)
- c) I _____ not _____ on stage before. (act)
- d) They _____ many countries. (visit)
- e) She _____ Spanish. (never, learn)
- f) Salim and Silin _____ in the mountains many times. (camp)
- g) _____ you _____ a school club yet? (join)
- h) _____ he ever _____ videos for the drama club? (create)

2. Check your answers with a partner.

D Read and Suggest

1. Student council members are having a conversation about classmates' experiences and suggesting the best club for them. Read it in pairs.



2. Work in pairs. Use the student information to suggest the best clubs for Sam and Siham. Use the conversation in Activity D1 as a model.



Taylor	Sam	Siham
Played a musical instrument ☒	Played a musical instrument ☐	Played a musical instrument ☒
Cooked a meal ☐	Cooked a meal ☒	Cooked a meal ☒
Hiked or camped ☒	Hiked or camped ☒	Hiked or camped ☐
Created videos ☒	Created videos ☐	Created videos ☐
Acted in a play ☐	Acted in a play ☒	Acted in a play ☒
Planted new trees or flowers ☒	Planted new trees or flowers ☒	Planted new trees or flowers ☒
Clubs I suggest: Band Cooking club	Clubs I suggest: 	Clubs I suggest:

Real World English To suggest something, use "should", "ought to", or "shouldn't."

✓ She **should / shouldn't** join the Art Club.
 ✓ He **ought to** try the Fitness Club!

3. Share your suggestions with the class. Remember to give reasons!

Drop everything and read (DEAR)!

In this lesson, I will:

- ▶ Read and react to a story.
- ▶ Connect ideas from a story to my life.

A Preview the Story

1. Work with a partner. Answer the questions.



Do you know any famous Moroccan musicians? Who?



What do you think makes a musician successful?



Imagine you move to a new country to follow your dreams. What challenges might you face?

2. Match the words to their meanings. You'll see these words in the story!

- ☐ 1. succeed
- ☐ 2. nickname
- ☐ 3. famous
- ☐ 4. produce music

- a) well known or popular
- b) to do well and reach your goal
- c) a short or fun name people call you
- d) to make or create songs and albums

3. Look at the story title, pictures, and vocabulary from Activity A2. What do you think the story is about?

I think it's about...



Maybe it's about...

B Read and Listen to the Story

 Read the story while you listen. Were your predictions correct?

"RedOne": The Famous Moroccan Musician

Nadir Khayat, nicknamed RedOne, was born in 1972 in Tétouan, Morocco. As a child, he loved music. He played the guitar, sang, and listened to many kinds of songs.

He told his mother, "I want to be a musician."
She said, "Work hard, and you will succeed."



At 19, Nadir moved to Sweden to study music. Life was difficult. He didn't speak Swedish well and had little money. He often thought of his mother's words. He worked small jobs during the day and made music at night.

A friend asked, "Why do you work so much?"
Nadir said, "Because I have a dream."

Many musicians have nicknames and Nadir wanted one too. He came up with the name "RedOne" himself. He took the first part of his musician friend Redouane's name—"Red"—to honor him. Then he added "One" because it sounded catchy and fun, like his music! Everyone began to call Nadir "RedOne."

After many years, RedOne started producing music for Swedish and European artists. Later, he moved to the United States and worked with stars like Lady Gaga, Enrique Iglesias, and Jennifer Lopez. His music mixed Moroccan rhythms with pop and dance styles. People loved it!

A producer once said, "Your music is fresh and exciting!"

RedOne smiled and said, "I work internationally, but I always keep my Moroccan sound."



RedOne became very famous. He won Grammy Awards for songs like Just Dance and Poker Face. Even with success, he stays humble. When he produced songs for the 2022 FIFA World Cup, he included Moroccan artists in the soundtracks. In Morocco, he also supports music schools and helps young musicians who are poor.



He says, "I was once like you. If you work hard, you can do it too."

Today, RedOne continues to make music, support young talent, and stay connected to his Moroccan roots.

C Think about the Story

1. Match events in the story to RedOne's values.

- ☐ 1. He told his mom he wanted to be a musician.
- ☐ 2. When life was hard, he thought about his mother's words.
- ☐ 3. He worked small jobs by day and made music at night.
- ☐ 4. RedOne told his friends, "I have a dream!"
- ☐ 5. He combined "Red" and "One" to create his nickname.
- ☐ 6. He said, "I work internationally, but I always keep my Moroccan sound."
- ☐ 7. Though famous, RedOne still helps poor musicians in Morocco.



a. creativity



b. staying humble



c. believing in yourself



d. having a dream



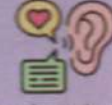
e. kindness



f. hard work



g. pride in culture



h. listening to advice

2. Think about a successful person you know. What values helped them be successful? Tell your classmates.
3. Write 2-3 dreams you have for your future self. Then write values that will help you achieve your dreams.

The worksheet is set against a light blue sky background with a yellow sun in the top left and three black birds flying. It features three large hot air balloons: a purple one at the top, an orange one on the left, and a green one on the right. Each balloon has a basket and is accompanied by a white cloud with the text 'Values that will help:' and three horizontal lines for writing.

What I hope to have:

Values that will help:

• _____
• _____
• _____

What I hope to be:

Values that will help:

• _____
• _____
• _____

What I want to do:

Values that will help:

• _____
• _____
• _____

Lesson 4

Have you ever been to Egypt?

In this lesson, I will:

- ▶ Discuss life experiences using irregular verbs.
- ▶ Give information about a schedule using in, at, and on.

A Sing

1. Listen to the song. Then sing along!

Yo, yo!

Uh—what's up, friends?

Let's vibe with it...

Check it out now—uh!

I've found a club for me—

Hey!

I've taken dance, come see!

Let's go!

Have you ever read a book so cool?

Oooh yeah! That story ruled!

Have you ever seen a comic that pops?

Boom! Pow! Can't make it stop!

Have you ever sung with friends so clear?

Voices strong

Join a club— cheer, cheer, cheer!

Yeah! Join a club— cheer, cheer, cheer!

Say what? Join a club— cheer, cheer, cheer!

Let's go!



2. Work with a partner. Decide on a name for the song and write it above. Share your song title idea with your classmates.

B Use Grammar in Context: Present Perfect with Irregular Verbs

1. Circle have and has and the verbs in Activity A. What do you notice?
2. Read the Grammar Focus box.

Grammar Focus: Present Perfect with Irregular Verbs

Subject + **have/has** + **past participle**.

I / You / We / They **have** **gone** to Egypt.

He / She / It **has not** **written** a play.

have/has + **Subject** + **past participle** ?

Have I / You / We / They ever **been** in a club?

Has He / She / It **seen** the club schedule?

3. Write the past participle for each verb. Use the verb chart in the back of your book to help you.

Have you ever _____ (be)  to another country?

Friend Name: _____

Have you ever _____  (see) a shark?

Friend Name: _____

Have you ever _____  (swim) in a river?

Friend Name: _____

Have you ever _____  (go) to Chefchaouen?

Friend Name: _____

Have you ever _____  (have) a pet?

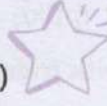
Friend Name: _____

Have you ever _____  (sing) in public?

Friend Name: _____

Have you ever _____  (eat) frog legs?

Friend Name: _____

Have you ever _____  (meet) a famous person?

Friend Name: _____

Have you ever _____  (ride) a camel?

Friend Name: _____

C Play Walking Bingo

Use the chart in Activity B3.

1

Walk around and ask your classmates the questions.

1

Write the names of the students who say "yes!"

1

When you get three in a row, call "Bingo!"

Lesson 5

Global Citizenship & Fun Review

In this lesson, I will:

- ▶ Learn about tips for being smart and kind with money.
- ▶ Use language from the unit to complete a review activity.

Global Citizenship: Being Smart & Kind with Money

A Read

1. Preview: Look at the poster below. What is it about?

☐ How to use money wisely

☐ How to help others in need

2. Read the poster. Write the missing headings.

Saving

Budgeting

Spending

Earning

Smart with Money, Kind in the World

Money is a tool—use it wisely and kindly!

1

Get money by working or receiving gifts. Try a summer job or help out on weekends.

Kind World Tip: Be honest, helpful, and fair in your work.

2

Keep money for later. Plan for emergencies or something special.

Kind World Tip: Save to care for yourself—and to help others too.

3

Before you buy, pause. Ask yourself: Do I need this?

Kind World Tip: Spend wisely to avoid waste.

4

Plan how to use money. Spend 60%, save 30%, use 10% for others. No extra money? Share your time instead!

Kind World Tip: Even volunteering builds a stronger world.

 3. Read the poster again. Answer the questions. Choose one option.

1. Which is a smart way to earn money?

- a. Asking friends for money every day
- b. Working on weekends or in the summer

2. Why is saving money important?

- a. So you can spend it all at once later
- b. To be ready for emergencies or future goals

3. What should you do before buying something?

- a. Pause and ask yourself a few smart questions
- b. Buy it quickly before it's gone

4. What can you do if you don't have extra money to give?

- a. Save nothing at all
- b. Share your time by helping others

Speak and Write

 1. Work with a partner. Read the situation. Discuss and decide what to do. Then, write your best ideas.

Smart Money, Kind in the World Case Study

Situation: Your Public Speaking Club won 1,000 dirhams in a competition! Use the 60%- 30%- 10% budgeting to decide how you will use the money.

 Total DH	 Total DH	 Total DH
We need _____ _____ We want _____ _____	We want to save for _____ _____ _____	We want to share/ give _____ to _____ _____

 2. Share your plan with the class. Vote on the best plan!

C Fun Review

Play the game: Guess the Club!

Guess the Club!

Game Rules:

Goal: Use the present perfect to guess the secret club!

Split into Teams- Team A picks a club—but doesn't say it!

Team B Gets 3 Questions- Ask present perfect questions.

Guess the Club!- Get it right = 1 point! Take turns and keep score.

Winner = Most Points!

Chorus

Environment Club

Gaming Club

Band

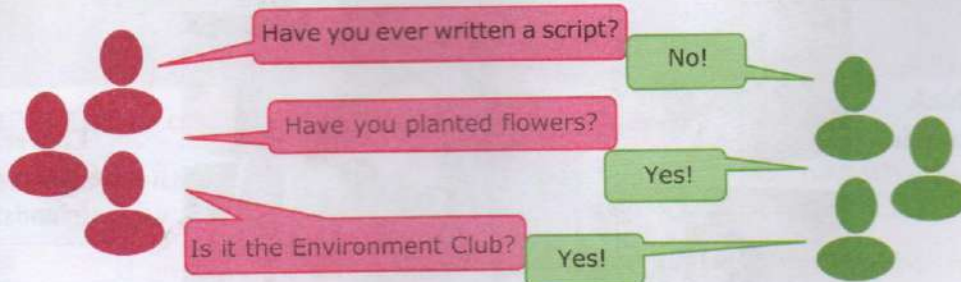
Book Club

Fitness Club

Public Speaking Club

Culture Club

Drama club



Lesson 6

What's your new friend like?

In this lesson, I will:

- ▶ Listen and talk about people's personalities.
- ▶ Read for details to make a decision.

A Chant

1. Complete the chant with the personality traits. Use the word bank.

helpful shy quiet responsible
talkative serious friendly hardworking



Real World English

To describe someone's personality, say what they're like + give an example!

She's shy. She doesn't like public speaking.

He's talkative. He always tells funny stories.

- 👋 Leta is _____. She says hi everyday.
- 🕒 Kote is _____. He's never late - no way!
- 🗣️ Touda is _____. She really loves to talk!
- 🔧 Harry is _____. He loves to work and walk.
- 😬 Fama is _____. She doesn't speak in public much.
- 😬 Ichou is _____. He never talks at lunch.

2. Listen and repeat the chant together.

3. In groups, discuss which of your friends has these personality traits.

I think
Adnane is
friendly.



I agree.
He has many
friends!

B Use Vocabulary: Personality Traits

1. Work with a partner. Match the pictures to the words. Write the letter.

- | | | | |
|------------------|------------------|--------------|-----------------|
| <u>E</u> 1. rude | ___ 4. energetic | ___ 7. lazy | ___ 10. selfish |
| ___ 2. polite | ___ 5. generous | ___ 8. neat | ___ 11. nervous |
| ___ 3. mean | ___ 6. messy | ___ 9. funny | ___ 12. calm |



2. Listen to check your answers. Then repeat.

3. Work with a partner. Circle + for positive and - for negative traits. Then say which adjectives describe your personality.



I am **energetic!**

Me too!



Not me. I am **calm.**



C Read

1. Read these intro posts from campers on the summer camp forum. Then, post a comment on who should be their roommate! Write A-D.

A



@minttea_reads

I am a quiet and calm person. I like to read and do arts and crafts. I am neat and I like to keep my bedroom tidy. I'm a little nervous about camp, but hoping to meet someone kind.



You should be roommates with _____!

B



@cafenoir_comedy

My friends say I am funny. I love to laugh and make jokes. But I'm always kind. I'm energetic and don't need a lot of sleep. I'm a member of the drama club. I love to act. I can't wait to make everyone laugh at camp!



You should be roommates with _____!

C



@taghazout_trails

I'm friendly and talkative. I like to be helpful and I'm hardworking. A neat room is not important to me. I've been in the outdoor adventure club at my school. I love to hike and explore. I'm so excited for outdoor activities!



You should be roommates with _____!

D



@boardboss_ma

I am responsible and hardworking. I am a serious person. I like to play board games and chess. I'm in the chess club at my school. I'm looking forward to good conversations!



You should be roommates with _____!



2. Share your decisions with a partner. Say why.



I think _____ should room with _____ because....



3. In pairs, discuss who you would like for a roommate. Say why.

D

Write

- Post your own summer camp profile! Write about your personality, what you like to do, and how you feel about joining the camp.



@ _____

Lesson

7

I think I'm in the wrong club!

In this lesson, I will:

- ▶ Read a comic and identify key events.
- ▶ Describe the personalities of characters in a story.

A Game: Swat It!

 Listen to the word. Swat the word on the board that has the opposite meaning. Get points for your team!

HARDWORKING

MEAT

ENERGETIC

FUNNY

FRIENDLY

CALM

LAZY

NERVOUS

SERIOUS

SELFISH

POLITE

MESSY

RUDE

B Read

1. Look at the pictures. What is the comic about?
2. Read the comic and check your guesses.



 3. Answer the questions.

1. What club is Marty going to join?

2. What do they do in the club?

3. How does Marty feel about the club?

4. What does Marty do at the end of the comic?

5. Would you like to join this club?

 **4. Work in pairs. Retell the story. Use pictures in the comic to help you.**

A Speak

-  **1. Write 2-3 adjectives to describe the personalities of Janie, Andrew and Marty.**



Janie



Andrew



Marty

-  **2. Share your ideas with your classmates. Give reasons.**

Lesson

8

Unit Test, Task & Self-assessment

In this lesson, I will:

- ▶ Review what I've learned in this unit.
- ▶ Show what I can do in English by completing a task and self-check.

Take the Unit 2 Progress Test!

A Listening

 Listen to Aya and Rayan talking about school clubs. Tick the correct answer.

1. Aya and Rayan think it's difficult to select a club because _____.
 - ☐ there are too many choices
 - ☐ there are only boring choices
 - ☐ there are only a few choices
2. Aya wants to join a club to have fun and _____.
 - ☐ become confident
 - ☐ make new friends
 - ☐ learn new skills
3. At first, Rayan wants to join the _____.
 - ☐ robotics club
 - ☐ drama club
 - ☐ student council
4. Aya says she is _____.
 - ☐ hardworking
 - ☐ serious and shy
 - ☐ funny and talkative
5. Aya thinks the _____ is good because she likes to solve problems.
 - ☐ robotics club
 - ☐ science club
 - ☐ math club
6. Rayan says Aya is a good team member because she is _____.
 - ☐ funny
 - ☐ helpful
 - ☐ hardworking
7. Rayan and Aya finally decide to _____.
 - ☐ make posters for their favorite clubs
 - ☐ wait and think more about clubs
 - ☐ sign up for the volunteer club

 Listening Score
____ / 7 points

B Vocabulary & Useful Expressions

 Read each statement. Then select the matching response. Write the letter.

Statement

1. I love chatting with everyone I meet. ☐
2. Ayoub doesn't have many friends. He is shy, serious and quiet. ☐
3. Heinrich is a leader for other students in the class. ☐
4. Philippe joined the fitness club. ☐
5. Jenny is so helpful, kind, and generous. ☐
6. Tina is kind of lazy and selfish. ☐
7. I have never given a speech. ☐
8. Mr. Hofstra always makes me laugh. ☐

Response

- a) He is a really funny teacher.
- b) Yes, I agree. He is kind, responsible and hardworking.
- c) That's perfect! He is very energetic.
- d) You'll be nervous at first but take a deep breath and you will feel more confident.
- e) He should join a club and meet new people - he might like the book club!
- f) That's why she is the president of the volunteer club.
- g) You are so friendly, talkative, and confident.
- h) She should try to be more helpful and generous.

Vocabulary Score
___ / 8 points

C Grammar

 1. Circle the correct verb form.

- a) Have you ever [eat / ate / eaten] sushi?
- b) I have never [rode / ridden / ride] a horse.
- c) My sister hasn't [went / go / gone] hiking in the mountains yet.
- d) We have [learn / learned / learning] a lot this year.
- e) Have you ever [meet / met / meeting] a famous person like RedOne or Ronaldo?

 2. Write the words in the correct order to form questions.

a) you / have / skydiving / ever / gone

_____?

b) ever / written / a / Said / has / 500-word report

_____?

 3. Fill in the blanks with the correct form of the verbs

a) I _____ in a tent before. (never / sleep)

b) She _____ to Paris twice. (travel)

c) We _____ cooking lessons. (never / take)

 **Grammar Score**

____ / 10 points

D Reading

 **Read the text and answer the questions. Write short answers.**

Big Moments in My Life (So Far!)

I'm only 15, but I've already had many exciting experiences in my life! I've travelled to five different countries with my family. My favorite trip was to Turkey. We visited beautiful mosques and rode a boat on the Bosphorus Strait.

I've also learned two languages—English and a little bit of Spanish. Last year, I took a Spanish class at school. It was hard at first, but now I can speak a little Spanish. I haven't been to Spain before but I practice speaking Spanish with friends online. It's fun!

I've tried lots of interesting food, too. I've eaten baklava, Indian curry, and frog legs (only once!). The strangest food I have ever eaten is a shark burger. It was delicious!

The biggest moment in my life was last year. I won a singing competition in my school. I sang in front of 400 people! I was nervous, but I did it!

I haven't done everything yet, but I've learned that trying new things makes life amazing.



By Sarah M., School Magazine Club

1. How many countries has Sara visited?

2. What is ONE thing she did in Turkey?

3. How many languages has she learned?

4. Has she visited Spain before?

5. How does Sara try to improve her Spanish?

6. What is the strangest food she has eaten?

7. How did she feel during the singing contest?

8. Why does Sara enjoy trying new things?

Reading Score

___ / 8 points

E Writing

Write a paragraph (5-6 sentences) about your life experiences. Say two cool things you've done. Write about when you did it, who you did it with, and how it felt. Add one thing you've never done but want to try.

Writing Reminder!

- ✓ Plan what you will write.
- ✓ Include a topic sentence, details, and a conclusion.
- ✓ Sequence your ideas.
- ✓ Use present perfect & past tense.
- ✓ Check spelling and punctuation.

Writing Score

___ / 10 points

Choose and Complete One Unit 2 Task!

Option 1 — Timeline of My Life

Work individually. Make a timeline to show key events in your life.

1

Draw a line across a big paper.



On the left, write your birth year.
On the right, write "Today."

2

Show key events like:

- Birth of siblings
- Family trips
- New house / schools
- Special celebrations



Add pictures, titles, and 1-2 sentences for each event.

3

Challenge!

Use **present perfect & past tenses**. (I've been to Safi. I went with my family in 2024).

Add online images/icons to decorate!



4



Share your timeline poster with your classmates.

Option 2 —Class Survey

Work in pairs or individually. Create a survey about your friends' life events!

1

Think of 4-6 questions to ask friends about their life. Use present perfect tense. Add follow up questions:

Have you ever cooked a dish by yourself?

[] Yes — What was it? _____

[] No — I want to make _____

2

Write your survey or create an online form.



Ask 5 classmates to complete it.

3

Challenge!

Use **present perfect** in all questions.

Use Google Forms to make your survey!



4



Share a summary with the class.

Two friends made zaalouk, and three made chebbakia.

Option 3 — Club Poster

Work in a group or individually. Create your own club and make a poster.

1

Create a club!

A fun name: like the Friendly Bookworms!

Activities: What do you do? When do you meet?

Members: What kind of person should join?

Slogan: Short + catchy!

2

Make a poster or ad. Include name, activities, who should join, and your slogan.



Add pictures and short sentences!

3

Challenge!

Use personality and activity vocab. Add time words.

Try Canva or make a video with music!



4



Share your club poster with the class!

Stop & Check your Progress in Unit 2!

What can you do well?

Read each skill below. Tick the box that shows how you feel about your English language abilities. Be honest—it's all part of learning!

☒ I can describe school clubs and activities.

- The chorus sings on stage.
- The science club experiments.
- The environment club plants trees.

☐

I'm great at this!

☐

I want more practice!

I use present perfect and the simple past correctly.

- My sister **has been** to Tanzania **before**.
- She **went** there **last year**.

☐

I'm great at this!

☐

I want more practice!

? I use present perfect to ask questions about life.

- **Have you ever** joined a club?
- **Have you visited** the Atlas Mountains before?

☐

I'm great at this!

☐

I want more practice!

I try to manage money responsibly.

- I "Stop / Ask / Decide" before I buy something.
- I use 60%, 30%, 10% method to budget my money.
- I set goals to save my money for future needs.

☐

I'm great at this!

☐

I want more practice!

I know how to use regular and irregular past participles.

- Have you **started** on a project yet?
- Have you ever **eaten** shark meat?
- Has Souad **seen** any of my online videos yet?

☐

I'm great at this!

☐

I want more practice!

I DEAR—Drop everything and read!

- I choose things I like to read.
- I focus on what I enjoy.
- I track my weekly reading!

☐

I'm great at this!

☐

I want more practice!

Unit 3

Let's Celebrate!



Spotlight



1. Look at the pictures. Write the occasion name.
2. Listen and number the pictures in order.



Mother's Day
birthday party
Eid Al Fitr
wedding

3. Talk in pairs: What special occasions do you enjoy most? Why?

In this unit, I will:

- Read and listen for details about plans and occasions.
- Use present continuous for future arrangements.
- Ask for, give, and respond to suggestions.
- Invite someone and respond to invitations.
- Tell about future arrangements.
- Describe how I celebrate holidays.
- Read and react to a story.
- Use teamwork to solve challenges.

Lesson

1

How do you celebrate?

In this lesson, I will:

- ▶ Talk and write about what I do for special occasions.
- ▶ Listen for details about special occasions.

A Use Vocabulary: Celebrations and Special Occasions

1. Work with a partner. Match the occasions to the pictures.

- E** 1. birthday ___ 2. Father's Day ___ 3. anniversary ___ 4. Rose Festival
 ___ 5. Throne Day ___ 6. Teacher's Day ___ 7. Earth Day ___ 11. Independence Day
 ___ 8. graduation ___ 9. Mother's Day ___ 10. Eid Al Adha



2. Listen and check your answers. Then repeat.

B Speak

1. What do you do on special occasions? Write the letter(s) of the activities you usually do for each holiday. You can use letters more than one time.

1. Graduation day
2. Earth Day
3. Wedding
4. Eid al Adha
5. Throne Day
6. Teacher's Day
7. Father's Day
8. Independence Day



a. plant trees



b. visit relatives



c. dress up



d. decorate



e. have cake



f. give gifts



g. give a speech



h. pray in an open area



i. have a party



j. watch fireworks



k. eat a special meal



l. watch a parade



m. dance and sing

2. Talk in pairs. Share what you do for special occasions.

What do you do on Mother's Day?

We give gifts and eat a special meal.

Yes, and we decorate too!

C Listen

1. Look at the pictures. What are the people talking about?



2. Listen to the conversations. Tick the correct answers.

A

1. How will they celebrate Gregoire's birthday?
☐ have a party ☐ take a day off
2. How will Christol help?
☐ decorate ☐ bake a cake
3. What will Majda do?
☐ buy snacks ☐ dress up
4. Will Christol dress up?
☐ yes ☐ no

B

1. What is the occasion?
☐ Japan Festival ☐ Cherry Blossom Festival
2. What season is it in?
☐ spring ☐ summer
3. What do people do at the festival?
☐ indoor parties ☐ picnics
☐ sing under trees ☐ sit in trees
4. Karim thinks the festival is _____.
☐ strange ☐ wonderful

3. Check your answers with your partner.

4. Discuss in pairs: Which occasion most interests you? Why?

D Write

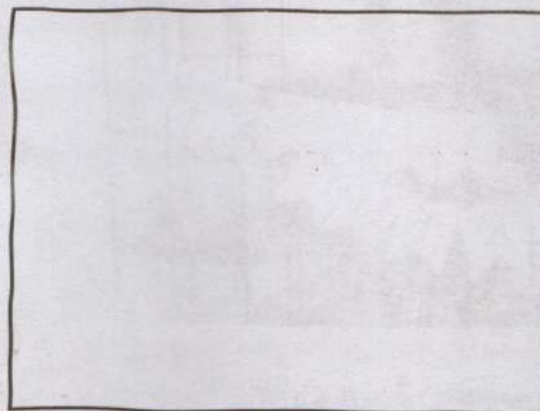
1. Write sentences about a special occasion you like.

A special occasion I like!

 I like celebrating _____
name of special occasion

 It is _____
when it is

I usually _____
activities, traditions, food, etc.



Draw the celebration!

 2. Read what you wrote to your classmates.

E Speak

 Work with a partner. Describe what you do for a special occasion. Don't say what it is. Your partner will guess! Take turns.

This occasion is in spring. We buy flowers and gifts for a very special person. My father I also cook a lovely meal on this day.

A birthday?

No.

Mother's Day?

Yes!

Lesson 2

What should I wear to the party?

In this lesson, I will:

- ▶ Listen for details about celebration plans.
- ▶ Ask for, give and respond to suggestions.

A Listen

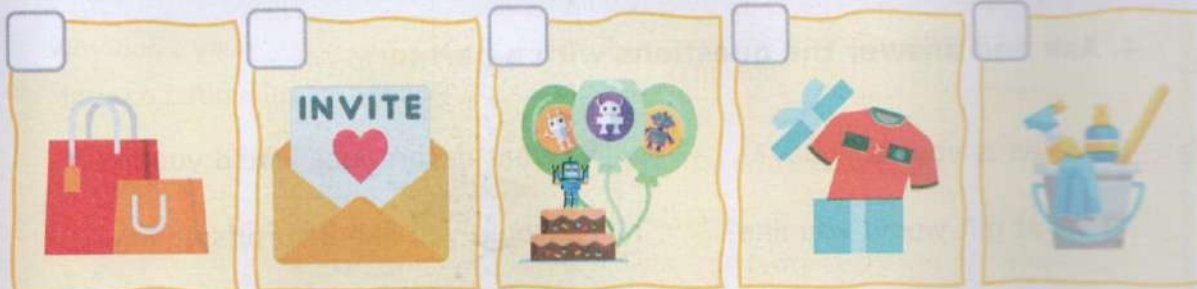
1. Oona is planning a party. Listen and answer.

1) The party is for _____.

2) The occasion is _____.



2. Listen again. Tick the suggestions Oona's friend, Chaima, makes.



3. Check your answers in pairs. Then read the conversation together.

Oona: [Phone rings] Hello?

Chaima: Hi, Oona. How are you?

Oona: Busy! I'm planning my little brother Finn's birthday party. It's in two weeks!

Chaima: Oh, fun. Have you sent the invitations yet?

Oona: Yes, I sent them last week. Now I'm planning the decorations. What do you suggest?

Chaima: Finn loves robots. How about decorating with a robot theme?

Oona: Great idea, thanks. What should I get him for a gift?

Chaima: Hmmm...He loves football and he visited Morocco last summer. Why don't you get him a Morocco national team jersey?

Oona: Thanks! He will love that. Wow - there's a lot to do.

Chaima: True - you should go shopping today!

Oona: You're right. I think I'll go right now.

Chaima: Ok, see you soon.

Oona: Wait! I forgot to tell you! It's a surprise. Shhhh.

Chaima: Ok. Don't worry. It's our secret!

 4. Ask and answer the questions with a partner:

 When is your birthday?

 What decorations would you like?

 What gift would you like?

 Would you like a surprise party?

B Communicate

 **1. Read the conversation in Activity A3 again and complete the steps below.**

1

Underline ways to **ask** for suggestions.



2

Circle ways to **give** suggestions.



3

Draw a star next to ways to **respond** to suggestions.



2. Complete the Language Focus box with phrases from the conversation.

Language Focus: Suggestions in English

Giving Suggestions

How about



base verb-ing

How about



base verb

should



base verb

How about _____ with a robot theme?

Why don't you _____ him a Morocco national team jersey?

You should _____ today.

Asking for Suggestions

What do you _____?

What _____ I get him for a gift?

Responding to Suggestions

Thanks!

You're _____

3. Match the suggestions to the questions. Write the letter in the box.

Questions

Suggestions

- ☐ 1. I want to have a party. Who should I invite?
- ☐ 2. Tomorrow is Father's Day. What should I give my dad?
- ☐ 3. Today is a day off from school. What should we do?
- ☐ 4. I'm visiting Morocco in February. Where should I go?

- a) How about cooking breakfast for him?
- b) Why don't we have a picnic in the park?
- c) How about Tafroute? The Almond Festival is in February this year.
- d) You should invite the members of our music club.

C Read and Write

1. Read the advice in the Teen Forum. Answer the questions.



@CasaLights12

I live in Ben Slimane. My classmate invited me to her birthday party, but I don't know her very well. What gift should I get her?



@SafiSmarty

How about giving her a gift card or some candy?



@CasaLights12

Good idea!



@ChillWithSilin

I'm going to a Moroccan wedding next weekend. It's my first time attending one, and I'm not sure what to wear. Any advice?



@ChaabiVibes

You should wear formal clothes. Have fun at the wedding!



@ChillWithSilin

Thanks!



@KasbahCarlos

My neighbor in Morocco invited my family to dinner. I have never been to his house before. What should we bring?



@HakimtheWise

Why don't you bring some flowers and a dessert?



@KasbahCarlos

Thanks, man.

1. Select the items the writer recommends as a good birthday gift.

☐

a birthday card

☐

candy

☐

dessert

2. How should you dress for a Moroccan wedding?

☐

formally

☐

casually

3. What does the writer suggest to bring when you are a dinner guest?

☐

candy

☐

flowers

☐

dessert

2. Give suggestions in the Teen Forum.



@AtlasKicker7 I just moved to Morocco. What fun things should I do with friends after school? We want to explore and try local snacks!



@FezFeels18 _____



@AtlasKicker7 Sounds cool, thanks!



@ZelligeQueen18 I'm going to visit my cousin in the countryside. We will definitely spend a lot of time outside. What should I pack?



@ZakInZagora _____



@ZelligeQueen18 Got it, great ideas.

3. Ask for a suggestion on the Teen Forum. Use the ideas in the box to help you or think of your own question.

Idea Box!



How to prepare for a big test



How to make friends



Nervous about a presentation



What to do if you're bored



Gift ideas for a birthday party



How to eat healthier



@ _____

?



@ _____



4. Trade papers with your partner. Read your partner's question and write back with a suggestion.

Lesson

3

Drop everything and read (DEAR)!

In this lesson, I will:

- ▶ Read and react to a story.
- ▶ Connect ideas from a story to my life.

A Preview the Story

1. Match the words and phrases to the pictures. Write the letter.

- | | | | |
|--------------|--------------|--------------|------------------|
| ___ 1. tribe | ___ 3. peace | ___ 5. love | ___ 7. lake |
| ___ 2. enemy | ___ 4. river | ___ 6. tears | ___ 8. wild dogs |



2. Work in pairs. Look at the story title, pictures, and vocabulary from Activity A1. Tell your partner what you think will happen in the story.

I think
someone
will...



Maybe
one of the
characters
will...

B Read and Listen to the Story

 Read the story while you listen. Were your predictions correct?

Isli and Tislit

A long time ago, in the Atlas Mountains of Morocco, two tribes were enemies. Their names were Ait Brahim and Ait Iazza. They fought many times. People tried to make peace, but it never worked.

One sunny day, a kind young man named Isli from the Ait Brahim tribe walked near a river. On the other side, he saw a girl. Her name was Tislit. She was the daughter of the Ait Iazza chief. Wild dogs were chasing her, and she was crying for help.



At first, Isli did nothing. She was from the enemy tribe. But then he felt sorry for her and ran to help. Tislit smiled and thanked him. Isli thought she was very beautiful. After that, Isli and Tislit met every day at the river. They talked, laughed, and fell in love.



Tislit said, "Maybe our love can stop the fighting." Isli said, "I will talk to my mother." But his mother was angry. "No! She is our enemy! I cannot forget what her people did!" she said.



Tislit's father was also angry. "You must stop meeting him! If you don't, I will punish you, and the saint Sidi Ahmed Olmghanni will curse you," he warned.

Isli and Tislit still loved each other. But they were sad and alone. They cried in the mountains near their homes. Their tears fell to the ground. After many days, two lakes appeared—one for Isli and one for Tislit.



The families saw their pain and started to change. They saw that love is stronger than hate. The tribes began to talk and become friends.

At last, Isli and Tislit got married. Today, people celebrate their love every year with a three-day festival. The two beautiful lakes still shine, showing that love can bring peace.



C Think about the Story

1. Work with a partner. How did characters feel during the story? Match the scenes to the emotions. You can use emotions more than one time.

	1. Isli saved Tislit from wild dogs.	a. 😊 happy
	2. They ask their parents if they can marry.	b. 😞 sad
	3. The parents said, "No!"	c. 🙌 hopeful
	4. Isli and Tislit cried and cried.	d. 😡 angry
	5. The tribes became friends.	e. 😨 scared
	6. Isli and Tislit got married.	f. 😮 surprised

2. Work in small groups. Choose 2-4 questions and discuss. Then share your ideas with the class.



What advice would you give Tislit?



Do you think Isli and Tislit were brave? Why?



Do you think love can stop hate? Why?



What advice would you give Isli's mother?



What if your family didn't like your friend?



Have you ever helped a stranger? Explain.

Lesson 4

Would you like to come to my brother's wedding?

In this lesson, I will:

- ▶ Listen, read, and speak about festivals and holidays.
- ▶ Invite someone and respond to invitations.

A Use Vocabulary: Activities for Special Occasions

1. Listen and point. Then listen and repeat.



pray



watch a parade



perform a dance



attend a ceremony



gather



wear traditional clothes



watch fireworks



have a competition

2. Work in pairs. Student A mimes a word or phrase from section C1. Student B guesses. Take turns.

B Read and Write

1. Read about the festivals and holidays. Write the missing words.

food gather traditional money
competition pray decorate India Moroccan



Diwali

Hindu people in India and around the world celebrate this holiday. People _____ their houses with lights. People _____ for money and happiness.



Fantasia (Tbourida)

In Morocco, many towns hold a horse-riding _____. Teams of riders wear _____ clothes and show dramatic horseback displays. The best team wins a big prize. Fantasia celebrates strength, bravery, and _____ culture.



Chinese New Year

Chinese families watch fireworks and _____ to pray together. People give red envelopes with _____ to children. They eat special _____, like long noodles, for good luck.

2. Discuss in pairs: Which of the celebrations do you like? Why?

C Use Vocabulary: Fashion for Special Occasions

1. Listen and point. Then listen and repeat.



2. Have you ever worn the clothes in the pictures? Talk with a partner.

Have you ever worn a **costume**?

Yes, I have. I wore a Spiderman costume to a party last year.

No, I haven't. But I want to!

D Listen

1. What are Nora and Hassna talking about? Write your ideas on the line.



2. Listen and check your predictions(s).

3. Listen again and answer the questions with ONE word or number.

- | | |
|---|------------------------------|
| 1. Who is getting married? | Hassna's _____ |
| 2. How does Hassna invite Nora? | "Would you _____ to come..." |
| 3. What does Nora want to wear? | a _____ |
| 4. What time will the wedding start? | around _____ PM |
| 5. How will Nora know the wedding location? | a _____ |
| 6. Will they sing at the wedding? | _____ |

E Speak

1. Read ways you can invite someone and respond to an invitations.

Language Focus:

Invitations in English

Invite Someone

Can you come to my party?

Would you like to visit us?

Accept an Invite

Yes, thank you.

Yes, I would love to!

Decline an Invite

I'm so sorry but I have other plans.

I wish I could but...

I'm afraid I can't because...



2. Work in pairs. Take turns inviting someone and responding.

Student A, invite someone!

Student B, respond!

1. come to a fireworks festival?
2. come to my house for dinner?
3. celebrate Eid with my family?
4. go to the Fantasia festival with me?



☒ Accept

☒ Accept

☒ Decline

☒ Decline



3. Prepare to speak. Think of a special occasion you enjoy. Use the organizer to help you make notes for inviting a friend.

Name of special occasion: _____

When: _____

Why: _____

What to wear: _____

What we'll do: _____



4. Work in pairs. Use your notes from Activity 3 and invite your friend to your special occasion, and answer their questions. Take turns.

Would you like to come to _____?
Include details from your notes!
Answer the questions!



When is it?
What will we do?
What should I wear?
Accept or decline the invitation.



5. Perform your role play for your classmates.

Evaluate yourself after you perform!

☐ 😊 I smiled!

☐ 👁 I used eye contact.

☐ 🗣 I used gestures to make my point.

☐ 🗣 I spoke in a loud, clear voice.

Lesson 5

Global Citizenship & Fun Review

In this lesson, I will:

- ▶ Use teamwork skills to solve a team challenge.
- ▶ Use language from the unit to complete a review activity.

Global Citizenship: Teamwork

A Preview

1. In pairs, read the quotes. What do the quotes mean? Which do you like?

If you want to go fast, go alone. If you want to go far, go together.
—African proverb



Great things in business are never done by one person.
—Steve Jobs



Two heads are better than one. —John Heywood



2. Think of other quotes about working together. Share with your class.

B Read

1. Read the poster, "Teamwork makes the dream work!" Put a star next to the tips you already follow. Circle the tips you want to use.

Teamwork Makes the Dream Work!

Teamwork and collaboration help in school, work, and life.

Communicate	Cooperate	Contribute
- Listen actively, let everyone speak. - Show interest! - Share your ideas. - Keep calm when you disagree.	- Check if everyone understands. - Plan before starting. - Split up the work. - Solve it together!	- Do your part. - Help others when you're done. - Keep trying, even when it's hard!

2. Talk in pairs: What tips do you already use? Which do you want to use?

C Compete!

1. Use your teamwork skills to complete this team challenge.

1 Work in teams of 4-5 people. 	2 You can only use pencils, pens, and items on your desk. 	3 You have 5 minutes to plan and build a pen/pencil tower. 	4 The team with the tallest freestanding tower wins! 
---	--	--	---

2. Discuss the questions with your classmates:

- What teamwork tips did you use in the tower challenge? How can you do even better next time?

D Fun Review

- Play the game: Category Race!

Category Race!

Game Rules:

Goal: List the most unique items in each category!

Split into Teams – Choose one writer per team.

Start the Timer – You've got 1 minute to list items for Category 1!

Compare Lists – Get 1 point for every item the other team didn't write.

Play Again – New category, new chance to win!

Winner = Most Points!

1 Celebrations in Morocco & around the World

2 Things & Activities at a Party

3 Things People Wear to a Celebration

4 Celebration Foods

Lesson 6

Are you going to the festival?

In this lesson, I will:

- ▶ Talk about future arrangements using the present continuous.
- ▶ Listen and read for details about people's holiday plans.

A Read and Listen

1. Describe the pictures. Say what you see. What is happening?
2. Listen. Write D next to Daria's plans. Write H next to Hana's plans.



- ☐ 🦋 Go to the Butterfly Festival
- ☐ 🍓 Pick strawberries
- ☐ 🍦 Make ice cream
- ☐ 🎭 March in a parade
- ☐ 🎪 Wear a costume



3. Work with a partner. Check your answers. Then read the conversation together.

Hana: Hi, Daria. Would you like to join my family for the Butterfly Festival this weekend?

Daria: Oh, Hana, I wish I could, but I am going to pick strawberries with my sister. Then we're making strawberry ice cream. Are you excited about the Butterfly Festival?

Hana: Yes, super excited! I am marching in the parade!

Daria: Really? I want to see you! What are you wearing?

Hana: I'm wearing a green dress and a pink butterfly costume.

Daria: That sounds amazing! Text me a picture!

B Use Grammar in Context: Present Continuous for Arrangements

- Go back to the conversation in Activity A3. Underline the present continuous verbs.
- In pairs, discuss the sentences you underlined. Tick the correct rule for using the present continuous.

Use it to talk about future plans you are **not sure** about.

Use it to talk about future arrangements you are **sure** about.

- Complete the sentences with the present continuous.

Grammar Reminder: Present continuous

Statements			Questions	
I	+	am (not)	+	verb- ing
He/ she/ it	+	is (not)	+	verb- ing
You/ we/ they	+	are (not)	+	verb- ing
			Am I verb- ing?	✓ Yes, I am. ✗ No, I'm not.
			Is he/she/it verb- ing?	✓ Yes, he/she/it is. ✗ No, he/she/it isn't.
			Are you/we/they verb- ing?	✓ Yes, you/we/they are. ✗ No, you/we/they aren't.

- I _____ (visit) my cousins tomorrow.
- Yasmin _____ (turn) 15 next month.
- My father _____ (not ride) a horse in the Fantasia Festival.
- _____ the graduation ceremony _____ (start) at 6:00 this evening?
- _____ Genghis and Lily _____ (meet) us before the parade?

- Work in pairs. Talk about your weekend plans.

What are you doing this weekend?



I'm going to a music festival. How about you?

C Read

1. Read the online posts. What are teens around the world celebrating next weekend? Write the name of the celebration in the boxes.



@Marta_TravelandDance

Brazil



A.



We are celebrating Carnaval this weekend. It's a big fun festival to celebrate spring!

✨ My friends and I are gathering at the train station early Saturday morning. I'm wearing a butterfly costume, and my friends are wearing flower and bird costumes.

🦋🌸🐦 First, we're watching the parade downtown. After that, we're competing in a dance competition. We practiced every day for a month, so I

hope we win! 🐾 It will be such a special day!

🎉 #CarnavalBrasil

#FestivalFun #ButterflyVibes

#SpringCelebration



@Silvia_LiveLaughLove

Mexico



B.



This weekend is my Quinceañera—my 15th birthday party! 🎂 All over Latin America, we have a special birthday celebration when a girl turns 15. I'm turning 15 this weekend, so my family is having a huge party for me. I'm wearing a beautiful light pink, long gown. 👗 I'm also wearing high heels for the first time! 👠 My family and friends are wearing formal clothes too. They're dressing up in gowns, suits, and tuxedos. We're having lots of delicious traditional food and a popular 🎵 band. I hope everyone will dance and have fun. #Family #BigBirthdayEnergy

 2. Read the online posts again. Complete the sentences.

- a) Marta and her friends are preparing for a dance _____ this weekend.
- b) Marta is dressing in a _____ at Carnaval.
- c) Guests are dressing in _____ clothes for Silvia's 15th birthday party.
- d) Silvia is wearing _____ for the first time this weekend.
- e) Both Marta and Silvia are _____ at this weekend's celebration.

D Write and Speak

-  **1. Work individually. Create a Festival! It can celebrate anything you want. You can do, eat, and wear anything! Write your ideas in the chart.**

 Create Your Dream Festival!

 Festival Name	 With Who?	 What You're Doing	 What You're Eating	 What You're Wearing

-  **2. Interview your classmates about their festivals. Take notes.**

	Festival Name	With Who?	Doing	Eating	Wearing
_____'s Festival					
_____'s Festival					



What festival are you going to?

Who are you going with?



What are you doing at the festival?



Celebrate Morocco!

In this lesson, I will:

- ▶ Read about and discuss Moroccan celebrations.
- ▶ Write about my favorite celebration or festival.

A Preview

1. Create vocabulary-study cards. Read each word and its meaning. Then add a picture, icon, or keyword to help you remember it.

a pillow

a soft thing you put under your head when you sleep



to fast (verb)

to eat no food for a period of time



a feast

a special meal for many people



the moon

the round object that shines in the sky at night



sunrise

the time in the morning when the sun starts to rise in the sky



sunset

the time in the evening when the sun starts to go down



2. In pairs, show each other your vocabulary flashcards. Then, predict what Moroccan celebrations you think you will read about.

I like your flashcard for sunset!



Thank you! I think we will read about the _____ celebration we have in Morocco.

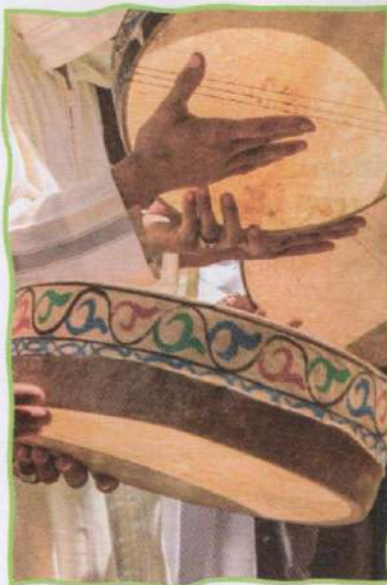
B Read

 Read the texts and fill in the blanks with the holiday or special occasion.



People in Morocco celebrate different special times of the year in different ways. Each year, there is the Islamic holy month, _____. During this holiday, Muslims **fast** every day from **dawn**, just before the sun rises, to **sunset**. Many people go to mosques to pray. They also see and talk with friends. In the evening, families and friends gather for a special meal. This delicious **feast** is called iftar.

One of the most important holidays in Morocco is _____. This holiday is celebrated after Ramadan. The exact date changes depending on the **moon**. People dress up in traditional clothes, like colorful caftans and jellabas (tunics), and visit family and friends. People gather for special meals and give gifts of money to children. Friends and family have fun being together and talking on this special day.



_____, or Id Yennayer, is on January 14th. It is an official holiday for all Moroccans. The day is especially important to the Amazigh people. Families prepare traditional dishes like couscous or "tagoula," a warm porridge served with honey, olive oil, or milk. On this day, people play music, dance, and play games. In some families, parents hide a gift under their children's **pillow** - this is a fun tradition! Moroccans all around the country enjoy this special day.

C Discuss

1. Write down 2 things you remember about each holiday from the texts.



Ramadan

1. _____
2. _____



Eid Al Fitr

1. _____
2. _____



Amazigh
New Year

1. _____
2. _____

2. Talk with a partner. How do you celebrate the three holidays?



What do you do
for _____?



Who do you
spend time with?



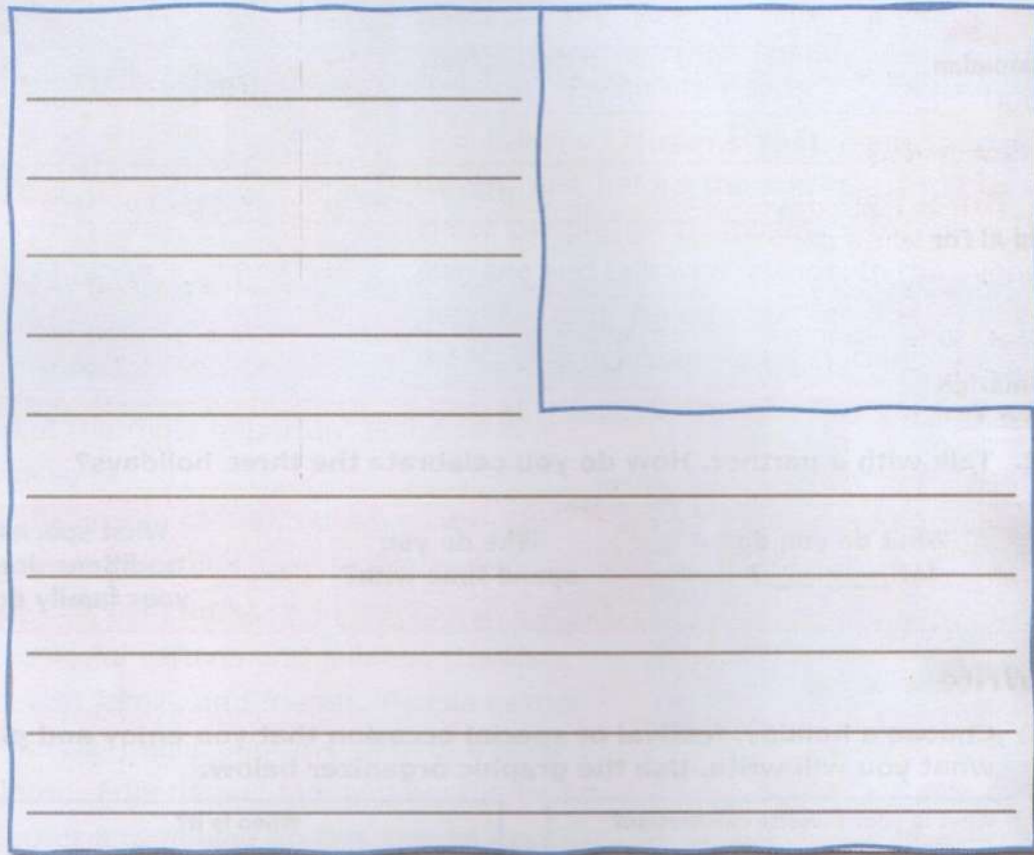
What special
traditions does
your family do?

D Write

1. Choose a holiday, festival or special occasion that you enjoy and plan what you will write. Use the graphic organizer below.

What is your favorite celebration?	When is it?
What do you and your family do to celebrate?	What do you eat?
Let's Celebrate _____!	
What do you wear?	Other information?

-  2. Talk with a partner. Ask and answer the questions in the graphic organizer. Then, add any new ideas to your graphic organizer.
-  3. Write a paragraph about the special occasion. Write at least 5 sentences. Draw a picture that shows something about the occasion.



-  4. Check your paragraph. Make corrections if needed.

Evaluate your paragraph!

- | | |
|---|---|
| ☐ I wrote a topic sentence. | ☐ I have a period at the end of each sentence. |
| ☐ I wrote at least 2 detail sentences. | ☐ I spelled words correctly (and I checked my book when I was not sure). |
| ☐ I wrote a conclusion sentence. | |
| ☐ I used a capital letter at the start of each sentence AND for names. | |

-  5. Share your paragraph with your classmates.

Lesson

8

Unit Test, Task & Self-assessment

In this lesson, I will:

- ▶ Review what I've learned in this unit.
- ▶ Show what I can do in English by completing a task and self-check.

Take the Unit 3 Progress Test!

A Listening

Listen to the conversations. Choose the correct answer(s). You will hear each conversation twice.

Conversation 1

What will Youssef do this weekend? (Tick all that apply.)

- ☐ Go to a festival
- ☐ Watch fireworks
- ☐ Gather with relatives
- ☐ Decorate a cake
- ☐ Watch a parade
- ☐ Go to the beach
- ☐ Eat with family
- ☐ Study for a test

Conversation 2

1. What is Fatima doing on Saturday? (Tick one.)

- ☐ Going to a wedding
- ☐ Going shopping
- ☐ Dressing formally

2. This weekend Fatima is wearing _____. (Tick one.)

- ☐ high heels
- ☐ a caftan
- ☐ a new dress

Conversation 3

What do people in Senegal do during Tabaski? (Tick all that apply.)

- ☐ Visit family
- ☐ Eat sheep
- ☐ Donate food
- ☐ Wear new clothes
- ☐ Go to the beach
- ☐ Watch fireworks
- ☐ Sing and dance

Listening Score

Conv 1 = 3pts Conv 2 = 2pts Conv 3 = 5pts
____ / 10 points

B Vocabulary & Useful Expressions

1. Complete the conversation. Write the letter (a-e) of the word or phrase.

Word Bank

- a. Great idea
- b. I can't
- c. How about
- d. should
- e. Why don't we

Rachid: I'm bored. What (1) _____ we do this afternoon?

Massin: Hmm. (2) _____ going shopping at Game Zone?

Rachid: (3) _____. I'm saving my money for a new tablet.

Massin: Okay. Then (4) _____ watch a movie at your house?

Rachid: Sure! Let's watch The Secret Team. It's funny and not too long.

Massin: (5) _____!

2. Complete the sentences. Select the correct word or phrase.

1. During the ceremony, students will ___ a dance while teachers and parents watch.

☐ perform ☐ attend

2. On World Environment Day, students ___ near the school.

☐ plant trees ☐ wear costumes

3. During the wedding, all the women wore colorful _____ and gold jewelry.

☐ suits ☐ caftans

4. For Spring Festival, families ___ their houses with flowers and bright paper.

☐ decorate ☐ dress up

5. During the school festival, Fatima Zahra and Abdelatif wore superhero ____.

☐ tunics ☐ costumes

C Grammar

Vocabulary Score
___ / 10 points

Write the present continuous or present simple verb forms.

Dear Aziz ,

How are you? I'm great. Did you know that June is a very special month in Brazil? We call (call) it Festa Junina, or June Festival. We (1) _____ (celebrate) it every year to give thanks for the harvest. There is a lot of singing, dancing, and eating. It's a lot of fun!

My brother and I (2) _____ (have) a Festa Junina party tomorrow. My cousin (3) _____ (help) us decorate the back garden with colored leaves. I (4) _____ (buy) snacks and soda. And my brother (5) _____ (make) a fire for the evening. Every year, all of our neighbors and friends (6) _____ (come). Everyone always (7) _____ (eat) a lot and (8) _____ (dance) around the fire. I can't wait!

Write soon,

Camila

Grammar Score
___ / 8 points

D Reading

 Read the text. Tick the holiday(s) each statement describes.



Loy Krathong Holiday

Loy Krathong is a holiday in Thailand that celebrates rivers and water. It happens in November every year. People make small boats and decorate them with flowers, leaves, and candles. Then they dress up in beautiful traditional clothes. They gather by the river, light candles, and float their boats on the water. Many people make wishes on this special day. People also celebrate the occasion with music, dancing, and fireworks.



Inti Raymi Holiday

In June every year, people in Peru celebrate Inti Raymi, a holiday to give thanks for the sun. On this special day, people wear traditional clothes and gather near an old temple. They watch famous actors perform a play to thank the sun for its light and energy. After the play, there is a big parade with musical bands, dancers, and colorful floats. After the parade, families and friends gather to eat special food like corn cakes and different kinds of potatoes.

Statements

Loy Krathong

Inti Raymi

Example: It is celebrated every year.

1. People watch actors perform a play.
2. People float boats on water.
3. The celebration is connected to nature.
4. People wear traditional clothes.
5. It's celebrated around mid-year.
6. There is special food for this holiday.
7. People make wishes on this day.
8. The holiday is celebrated in Peru.

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Reading Score
___ / 8 points

E Writing

 You and your friend Amina are planning a surprise birthday party for your classmate. Complete the conversation below. Use the present continuous to talk about your plans and use language for making suggestions.



Amina: Hey! Are you free this weekend? I'm planning a surprise party for Salma's birthday!

You: _____?
(Ask about the party guests.)

Amina: All our friends are coming! It's going to be so fun. I'm just not sure where to have it.

You: (1) _____
(Make a suggestion about where to have the party.)

Amina: Good idea! I'm preparing a big cake and decorations.

You: (2) Fun! _____
(Say what food and drinks you are bringing.)

Amina: What about clothes?

You: (3) _____
(Suggest what people should wear.)

Amina: Great! What activities should we do?

You: (4) _____
(Suggest fun activities for the party.)

Amina: Awesome! We have a plan. I'm texting everyone now!

Writing Score

Q 1-4 = 2pts each

____ / 8 points

Choose and Complete One Unit 3 Task!

Option 1 — My Favorite Celebration

Work individually. Make a slide show or card set about your favorite celebration.

1 Plan Slides/ Cards:  • What it celebrates • Who celebrates • What people wear • Activities involved • Why it's your favorite	2 Write short bullet points for each slide/ card.  Check your spelling!	3 Challenge!  Use present simple to describe the general celebration but past tense to talk about your family celebrating. <i>My favorite holiday is Eid al-Fitr. After the morning prayer, we have a big feast. Last year, my family celebrated in Oujda.)</i>  Use Google Slides or paper cards. Add your own photos/ drawings!	4  Present your cards or slides to the class! Tips: Practice, speak clearly, make eye contact, smile, and don't read!
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Option 2 — Celebrations around the World Poster

Work individually. Create a poster about a celebration in another country.

1 Choose & research a celebration.  Find out the name, date and country. Include what it celebrates, who celebrates, what people wear, and what activities are done.	2 Make your poster! Include pictures and show how you feel about it.  Write short captions for each picture. Check your spelling!	3 Challenge!  Use words for activities and clothes.  Record audio describing your poster.	4  Present your poster to the class! Tips: Practice, speak clearly, make eye contact, smile, and don't read!
---	--	---	--

Option 3 — Plan an International Celebration Fair!

Work in a small group. Create a fun performance about a celebration.

1 Choose a celebration: Pick a celebration from anywhere in the world. Find these facts: Name, country & date, what it celebrates, customs (songs, dances, clothes, food, games)	2 Choose how to perform: • Make simple costumes • Learn a song or dance • Present a game or activity • Create a short play Perform & introduce the celebration, its country, date, and how people celebrate!	3 Challenge!  Use varied words for activities & clothes.  Make a short video with music!	4  Perform for your class! Tips: Practice, speak clearly, make eye contact, smile, and don't read!
---	--	--	--

Stop & Check your Progress in Unit 3!

What can you do well?

Read each skill below. Tick the box that shows how you feel about your English language abilities. Be honest—it's all part of learning!

☒ **I can describe how I celebrate special occasions.**

- We **watch fireworks** on Throne Day.
- We **decorate and have cake** for birthday parties.

☐  I'm great at this!

☐  I want more practice!

 **I can invite someone and respond to invitations.**

- Can you come to my party? / Yes, thank you! / I'm sorry, I can't.
- Would you like to visit? / I'd love to! / I wish I could, but I have plans.

☐  I'm great at this!

☐  I want more practice!

 **I communicate when I work with a team.**

- I listen actively and show interest.
- I share my ideas.

☐  I'm great at this!

☐  I want more practice!

 **I can ask for, give, and respond to suggestions.**

- **What should I get** her for a gift? / **How about getting** her flowers?
- **What should I wear?** / **Why don't you** wear a dress? / You **should** wear formal clothes.

☐  I'm great at this!

☐  I want more practice!

 **I contribute when I work with a team.**

- I complete my work and help others.
- I try, even when it is hard.

☐  I'm great at this!

☐  I want more practice!

 **I can use present continuous to tell about future arrangements.**

- **What are you doing** tomorrow? / **I am visiting** my parents tomorrow.
- **What are they doing** next weekend? / **They are celebrating** Amazigh New Year.

☐  I'm great at this!

☐  I want more practice!

 **I can cooperate when I work with a team.**

- I check if everyone understands.
- I plan and split work with my team.

☐  I'm great at this!

☐  I want more practice!

 **I DEAR—Drop everything and read!**

I choose things I like.

I focus on what I enjoy.

I track weekly reading!

☐  I'm great at this!

☐  I want more practice!

Unit 4

They changed the world!

Spotlight

1. Listen to the interviews. Write what each person cannot live without.

Souad



Mohamed



Salima



2. Talk in pairs: What is something you can't live without? Why? How often do you use it?

In this unit, I will:

- Talk about how often I use inventions.
- Use context clues in new texts.
- Describe inventions and their impact.
- Learn about inventions in history.
- Describe things people did in the past.

- Use "used to" to describe past habits.
- Say years and numbers clearly.
- Use tips to avoid procrastinating.
- Ask for and give opinions with "would."
- Read for pleasure and react.

Lesson 1

I use it every day!

In this lesson, I will:

- ▶ Identify common inventions and how often I use them.
- ▶ Write and talk about why an invention is important.

A Use Vocabulary: Everyday Inventions

1. Listen and point to each invention. Then, listen and repeat the words.



Wi-Fi



toothbrush



wheel



scissors



calculator



money



stove



ear
pods



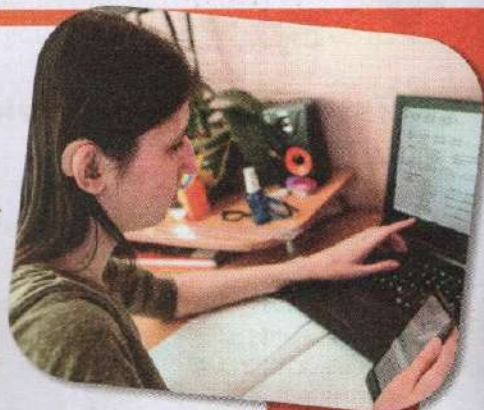
nail
clippers



smart
watch



electric
scooter



2. Discuss the questions with your classmates:

Which three inventions from Activity A1 are the most useful? Why?

What other everyday inventions do you often use?

B Read, Listen and Speak

1. Work in pairs and take turns. Read the descriptions and let your partner guess the invention. Then ask and answer: Did you use _____ today?

Student A: It's your turn to quiz! Read #1-6 to Student B. Let them guess!

1. We use this to get around quickly without a car or bicycle.
2. We use this to buy things.
3. We use this to clean our teeth.
4. We use this when it's raining.
5. We use these to cut our fingernails and toenails.
6. We use this to study and watch movies.

Used it today?

☐
☐
☐
☐
☐
☐

Answer key: 1) electric scooter 2) money 3) toothbrush 4) umbrella 5) nail clippers 6) tablet

Student A: It's your turn to guess! Student B will quiz you. These are your options:

stove

keyboard

calculator

scissors

smart watch

Wi-Fi

ear pods

mouse

Student B: It's your turn to guess! Student A will quiz you. These are your options:

scissors wheel nail clippers toothbrush electric scooter money umbrella tablet

Student B: It's your turn to quiz! Read #1-6 to Student A. Let them guess!

Used it today?

1. We use this to cut paper.
2. We use this to solve math problems.
3. We use these to listen to music.
4. We use this to click and move around a computer screen.
5. We use this to cook couscous and tajine.
6. We use this to connect to the internet without wires.

Answer key: 1) scissors 2) calculator 3) ear pods 4) mouse 5) stove 6) Wi-Fi

C Speak

1. How often do you use these inventions? Write them in the chart.

every day	every other day	sometimes	once in a while	never
nail clippers Wi-Fi scooter	toothbrush scissors umbrella	calculator wheel tablet	smart watch ear pods keyboard	stove mouse

2. Talk in pairs. Talk about how often you and your family use inventions.

I use a tablet to study nearly every day. My little brother plays games on his tablet once in a while.



I never use a tablet. But I use a laptop to study every other day.

Reminder:
Adverbs of Frequency
how often we do things

- ☐ every day
- ☐ every other day
- ☐ sometimes
- ☐ once in a while
- ☐ never

D Write



1. Read the online post. Then, write your reply about an invention you like. Include what it is, why you like it, and how often you use it.



@DrariDash12

This week at school, we've been talking about inventions, and I've been thinking a lot about the little things that make life better. I am so grateful for my ear pods 🎧. I love them! I use them to listen to music on the bus 🚌 and to take calls while cleaning the house 🧹. I don't know what I would do without them! What about you? What everyday inventions do you use the most? 🤔



@YasStar11

I'm very grateful for Wi-Fi! It helps me do my work for school and I use it to watch videos. I use Wi-Fi to talk to my friends, too. Without it, everything is slow! I use it every day at home.



@ZwinDays11



2. In pairs, read your online posts. Then answer these questions:

**Evaluate
your
partner's
post!**



Did your partner name the invention?



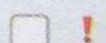
Did your partner say why they like it?



Did your partner say how often they use it?



Are the sentences clear and easy to understand?



Did your partner use punctuation at the end of sentences?



3. With your partner, share your ideas:



Say one thing you liked.



Give one suggestion.

Lesson 2

People used to light their homes with candles.

In this lesson, I will:

- ▶ Use context clues to guess the meaning of texts.
- ▶ Read and write about what people used to do.

A Read

1. Read the descriptions. Guess the invention and write it down.

Use Context Clues to Guess the Meaning!

- ✓ 1. Look at the emojis and pictures. They give clues!
- ✓ 2. Find the "old" ideas. Look for what people used to do.
- ✓ 3. Read the last sentence. It often explains the new idea in a funny or simple way.



@Past2Present

📱 Before... 📷 🗺️ 📺 People **used to** carry cameras, recorders, and paper maps in big backpacks. 📱 Now it all fits in your pocket. Need a map? Open an app! 📱 #OldTech #UsedTo



@Me

I think the invention is a _____!



@Past2Present

✉️ Remember the mail? 📧 🏠 We **used to** write a letter, go to the post office to send it, and wait days for a reply. 📧 Now we just click "send!" #UsedTo #OldStyleCommunication



@Me

I think the invention is a _____!



@Past2Present

🐎 Have you ridden a horse? 🏠 🏠 Running late for school? People **used to** jump on a horse! 🚗 🚗 Now we jump in a vehicle instead. #TraditionalRides #UsedTo



@Me

I think the invention is a _____!



@Past2Present

👨‍⚕️ Wrist doctor ❤️🔥👤 It **didn't use to** check your heart or count your steps. ✅ 👤 📱 Now it's like a doctor on your wrist! #Didn'tUseTo #HealthTech



@Me

I think the invention is a _____!

Lesson 2

People used to light their homes with candles.

In this lesson, I will:

- ▶ Use context clues to guess the meaning of texts.
- ▶ Read and write about what people used to do.

A Read

1. Read the descriptions. Guess the invention and write it down.

Use Context Clues to Guess the Meaning!

- ✓ 1. Look at the emojis and pictures. They give clues!
- ✓ 2. Find the "old" ideas. Look for what people used to do.
- ✓ 3. Read the last sentence. It often explains the new idea in a funny or simple way.



@Past2Present

📱 Before... 📷 📹 🗺️ 📖 People **used to** carry cameras, recorders, and paper maps in big backpacks. 📱 Now it all fits in your pocket. Need a map? Open an app! 📱 #OldTech #UsedTo



@Me

I think the invention is a _____!



@Past2Present

✉️ Remember the mail? 📧 📬 We **used to** write a letter, go to the post office to send it, and wait days for a reply. 📧 Now we just click "send!" #UsedTo #OldStyleCommunication



@Me

I think the invention is a _____!



@Past2Present

🐎 Have you ridden a horse? 🏠 🏫 Running late for school? People **used to** jump on a horse! 🚗 🚘 Now we jump in a vehicle instead. #TraditionalRides #UsedTo



@Me

I think the invention is a _____!



@Past2Present

🩺 Wrist doctor ❤️🩹🩺 It **didn't use to** check your heart or count your steps. ✅ 🩺 📱 Now it's like a doctor on your wrist! #Didn'tUseTo #HealthTech



@Me

I think the invention is a _____!

B Use Grammar in Context: Used to

1. Underline the sentences about the past in Activity A.
2. Complete the Grammar Focus box. Use Activity B1 to help you.

Grammar Focus: Used to

Used to talks about something that happened in the _____ but does _____ happen now.

used to + verb

did not use to + verb

People used to travel by horse.
Now we travel by cars and trains.



- ✓ People _____ carry big backpacks to hold maps, cameras, and music players, but now we have smartphones.
- ✓ People _____ ride horses to travel, but now they use cars and trains.
- ✓ I _____ not _____ count my steps, but now my smartwatch does.

3. Complete the sentences with "used to + verb" or "didn't use to + verb." Use verbs from the word bank.

listen

dry

look at

solve

travel

~~light~~



- a) Before the invention of the light bulb, people used to light candles.

- b) People _____ their meat in the sun, but now they use a refrigerator.



- c) People _____ to the radio for the news, but now they use social media or watch TV.

- d) Before the invention of GPS, people _____ a map.



- e) Before the invention of the airplane, people _____ (not) _____ faraway.

- f) Before calculators, people _____ math problems with paper and pencil.



C Write and Guess

1. Think of 1-2 inventions. Then, think about what people used to do before that invention and complete the sentences below.

Invention 1

Before this invention, people

Invention 2

Before this invention, people

2. Work in a small group. Read your sentence aloud but don't say the invention name. Your group mates will guess the invention. Take turns.

Before this invention, people used to write letters to friends and family by hand.



3. In small groups, talk about what people do now instead. Complete the sentences together.

Invention 1: _____

People used to _____.

Now they _____

instead.

Invention 2: _____

People used to _____.

Now they _____

instead.

Drop everything and read (DEAR)!

In this lesson, I will:

- ▶ Read and react to a story.
- ▶ Connect ideas from a story to my life.

A Preview the Story

1. Match the words with their meanings. Write the letter.

- ☐ 1. A machine that moves water from one place to another
- ☐ 2. A place where people can borrow books
- ☐ 3. Wanting to learn more about something
- ☐ 4. A machine that uses wind to create energy
- ☐ 5. Something new that a person creates to solve a problem
- ☐ 6. A group of people living in the same area
- ☐ 7. Power that makes light and machines work



a. curious



b. electricity



c. windmill



d. invention



e. pump



f. community



g. library

2. Work in pairs. Look at the story title, pictures, and vocabulary from Activity A1. What do you think the story is about?

I think
the boy is
trying to...



B Read and Listen to the Story

 Read the story while you listen. Were your predictions correct?

The Boy Who Made Light: William Kamkwamba

William was a boy who lived in a small village, Masitala, in Malawi. Every morning, he woke up early to help his father in the fields. The land was dry, and the family had little food. After work, he eagerly ran to school.

One day, William heard his father sigh. His father looked very sad and worried.

"Dad, are you okay?" he asked. His father said, "We don't have enough money for school this year. I'm so sorry."

William felt sad. He went to his mother and said, "Mum, I want to learn, but I can't go to school." She said, "Go to the library. You can read books for free."



William visited the library. He looked for books about electricity because his village had no lights or water pumps. He found an old book about windmills. And he got a big idea!

William ran to his friend Gilbert's house. "Gilbert, if we build a windmill, we can have electricity and water," William

said. "But how? We have no money," Gilbert said.

"We can use old things. Let's go find some junk," said William, running towards the village junk yard. Gilbert followed excitedly.

The boys found metal, old bike parts, and wire. They worked behind William's house. William's mother asked, "What are you doing?"

"We're building a windmill," William said.

The neighbors watched and laughed. But William and Gilbert didn't give up.



After many months, the windmill was ready. William put a small light bulb on it. The wind blew, the blades turned, and the light came on! William's family and the neighbors cheered. Later, William built another windmill to pump



water. With water for the plants, the village grew more food.

William's teacher asked, "How did you learn this?" William answered with a smile, "I read books and worked hard with my friends."

C Think about the Story

1. Tell the class: What is one thing the story makes you think about?
2. Work with your partner. Tick True or False.

True False

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | 1. William's father thinks school is important. |
| ☐ | ☐ | 2. William learns about windmills from his teacher. |
| ☐ | ☐ | 3. William builds a windmill using only new materials. |
| ☐ | ☐ | 4. At first, the village people don't believe in William's invention. |
| ☐ | ☐ | 5. William's windmill helps provide water for the fields. |

3. In small groups, talk about what people do now instead. Complete the sentences together.

@ William's Skills and Values

Use words or phrases from the story to explain how he shows each trait.

Traits	Words and phrases from the text
Skill: Reading to learn	
Value: Persistence	
Skill: Engineering design	
Value: Believing in yourself	
Your idea: _____	

4. Discuss with your class: What skills and values do you think are most important for a person to have? Why?

Lesson

4

The internet transformed lives!

In this lesson, I will:

- ▶ Correctly pronounce dates and numbers.
- ▶ Read and listen for the gist and details about inventions.
- ▶ Write Wh- and H- questions about inventions.

A Listen and Pronounce

1. Listen and read along: Say numbers and years.

Language Focus:

Numbers in English

Saying numbers

Numbers with **-teen** and **-ty** have different syllable stress.

fourteen	forty
fifteen	fifty
sixteen	sixty

Saying years

Most* years are easier to say if you divide the number into parts.

1980: nineteen eighty
1918: nineteen eighteen
1900: nineteen hundred
2024: twenty twenty-four
2005*: two thousand five

2. Listen and write the years.

- _____
- _____
- _____
- _____
- _____

3. Work in pairs. Student A, say a year. Student B, point to the year. Take turns.

2014 2040 2019 1980 2016
 1838 1790 1860
 1714 1953 1999 2009

Your idea:

B Listen

1. Preview: In pairs, match the inventions to the fields they improved. Write the letter(s) in the box. You can use letters more than once.

Education	Health	Disability inclusion	Transportation	Energy
a. windmill	b. medicine	c. wheel	d. internet	e. light bulb
f. wheelchair	g. electric scooter	h. X-ray	i. hearing aid	j. smartboard

2. Share your ideas with your classmates.



The smartboard improved education.

Yes, and it also improved disability inclusion.



3. Listen. Number the inventions and write the field(s) they improved.

 university	 penicillin	 wheel

4. Listen again. Fill in the missing information.



Inventor Alexander Fleming changed health worldwide when he invented Penicillin. Penicillin is a _____ that helps sick people. Before penicillin, many people used to _____ from diseases.

The wheel changed transportation. People invented it in around _____. BCE. Before wheels, people used to move things with animals or on their _____. Today, because of the wheel, we can drive cars, ride _____, and use many machines that make life easier.



Fatima Al-Fihria transformed education when she invented the idea of _____. She opened the University of Al-Qarawiyyin in Fez, Morocco, in _____ CE. Before having a place to learn together, people used to study in mosques or in their _____. Now in universities, people share knowledge across many different fields of study.

5. Check your answers with a partner.

C Read

1. Read the bio cards. Write the inventor's name under each invention.

the Internet



scalpel



wheelchair lift



Al-Zahrawi Born: Al Andalus, 936 Spain   scalpel (small knife)  1000 CE Problem: Doctors used dangerous practices like big knives or even hands! Solution: Used in hospitals worldwide. Impact: Safer surgery, saved lives!	Ralph Braun Born: Indiana, 1940 USA   motorized wheelchair lift  1966 Problem: Wheelchair users couldn't get into cars or buses easily. Solution: Found in buses and vans worldwide. Impact: Gave people independence.	Tim Berners-Lee Born: London, 1955 England   the World Wide Web (the Internet)  1989 Problem: No fast way to share information on computers. Solution: Involved in every part of our lives! Impact: We can play, search and message!
--	---	---

 2. Read the inventor bio cards quickly and choose the correct answer.

1. Who saved lives with his invention?

- ☐ Al-Zahrawi
☐ Braun
☐ Berners-Lee

2. Which invention helped people work faster?

- ☐ scalpel
☐ wheelchair lift
☐ the Internet

3. When was the scalpel invented?

- ☐ 1940
☐ 1000
☐ 936

4. What inventions improved education?

- ☐ scalpel
☐ wheelchair lift
☐ World Wide Web

 3. Work with a partner. Write 2-3 Wh- and/or H- questions to test your classmates about the inventor bio cards in Activity C1.

■	_____?
■	_____?
■	_____?

 4. Work in small groups. Ask a question from Activity C3. The group has 20 seconds to answer! Get 1 point for the right answer. Take turns.

Lesson 5

Global Citizenship & Fun Review

In this lesson, I will:

- ▶ Use new strategies to stop procrastinating.
- ▶ Use language from the unit to complete a review activity.

Global Citizenship: Getting Things Done

A Preview

Discuss the vocabulary word and questions with your teacher and class.

procrastinate *verb*

🔊 /proh-KRAS-tuh-nayt /
waiting to do something important
because you don't feel like doing it now.

"I **procrastinated** so I had to stay
awake all night to write my report."

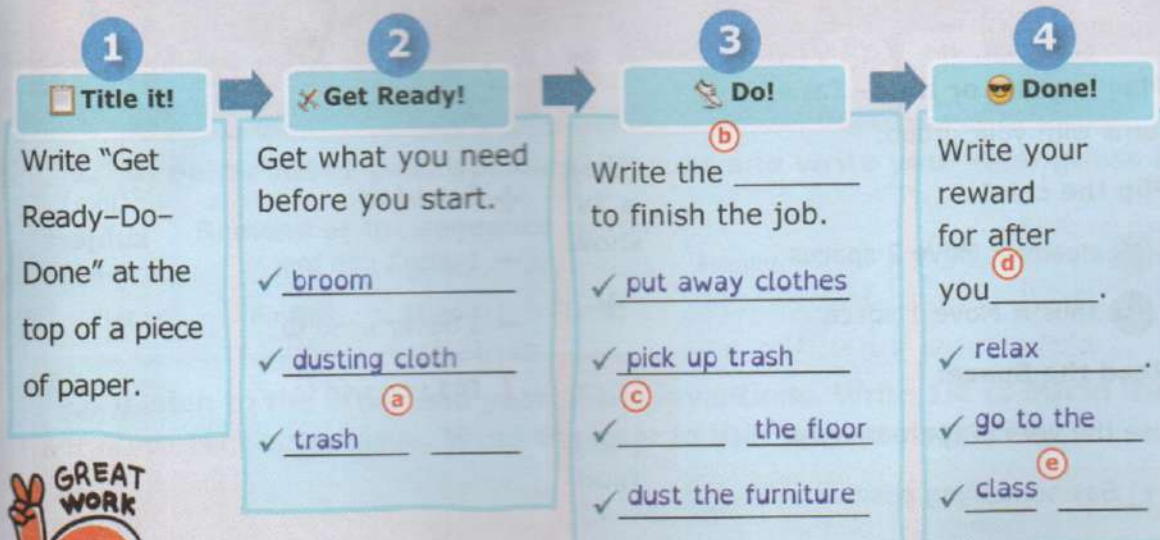
🕒 Do you ever procrastinate when
you have chores, homework, or
other jobs to do?

🔪 What kinds of tasks and chores
do you put off until later?

B Listen

1. Listen to the lecture about a technique to help you stop procrastinating.
While you listen, write the missing information.

🎯 Stop procrastinating with the **Get Ready-Do-Done Method!**



You will start faster, stay focused, and feel _____ (f) when you're done!

2. Check your answers in pairs. Then discuss: When in your life can you use the "Get Ready-Do-Done" plan to stop procrastinating?

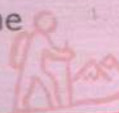
C Plan

1. In pairs, pick a situation. Make a "Get Ready-Do-Done" plan.

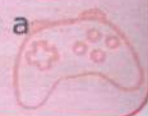
You have a math test tomorrow, but your friends keep messaging you while you study.



Your sports team application is due, but your friends invited you to the mountains.



Your science project is due tomorrow, but you're trying to reach the next level in a video game.



2. Share your Get Ready-Do-Done plan with the class.

Evaluate your plan!



I included the title.



I included the "Do" step.



I included the "Get ready" step.



I included the "Done" step.

D Fun Review

Play the game: Coin Flip Challenge!

Coin Flip Challenge Game Rules

Goal: Be the first to reach the finish!

Play in pairs or trios- Take turns with your group.

Flip the coin!



Heads = Move 2 spaces



Tails = Move 1 space

Read the Space:

Use the verb in (parentheses)

(+) Say something positive.

(-) Say something negative.

(?) Ask the group a question—everyone must answer!

Winner = First to the End!



Did (eat)
a lot of sweets
?

(watch)
cartoon
+

START

(like)
a TV
show
+

+ I used to...
- I didn't use to...
- I never used to...

(like)
subject
-

(like)
food
-

? Did you use to...?

What
(watch a
lot)
movie
?

(have)
teacher
+

(play)
game
+

What (have)
bad habit
?

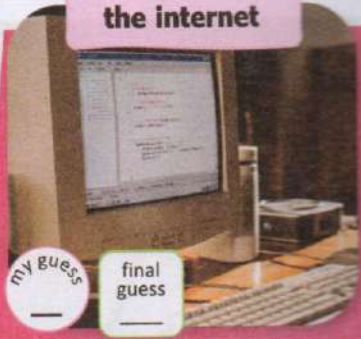
First, we had the phonograph.

In this lesson, I will:

- ▶ Read and listen for specific information about inventions.
- ▶ Use sequence words to organize my ideas.

A Speak and Sequence

1. Work individually. Sequence the inventions from 1st (oldest) to 6th (newest). Write the number in the "my guess" circle.

 the internet my guess _____ final guess _____	 wheel my guess _____ final guess _____	 telephone my guess _____ final guess _____
 paper my guess _____ final guess _____	 printing press my guess _____ final guess _____	 electric car my guess _____ final guess _____

2. In pairs, share your guesses. Discuss and write your final guess in A1.

Remember the sequence words!

First, Third, Next, After that, Finally,
Second, Fourth, Then, Last,



First we had paper, **then** we had printing. **After that**....

3. Listen to the order and year of the inventions. Write 1st to 6th in the "correct order" row. Write the year in the "correct date" row.

	the internet	telephone	printing press	wheel	paper	electric car
Correct order				1st		
Correct date				3500 BCE		

4. Finally, check your answers. Which pair got the most correct answers?

B Read

1. Before reading the article, look at the title, sub-headings, and images. Talk with a partner: What do you think the article is about?
2. Now read the article. Complete the telephone and the camera timelines.

www.snapchatofhistory.com/story-of-the-smartphone

The Story of the Smartphone: From Many Devices to One

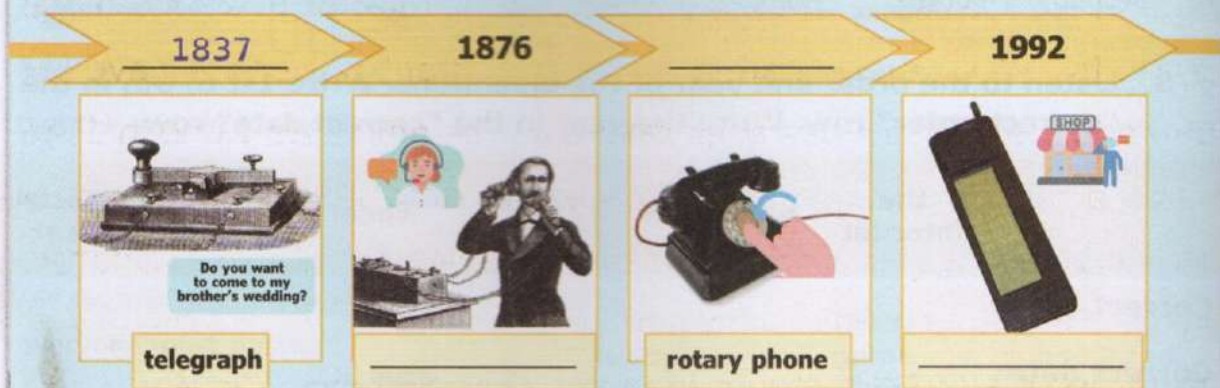
In 2000, the smartphone was invented. It can do many things. The smartphone is a telephone, television, camera, video recorder, music player, library, computer, and it has the internet. We used to have many different devices, but with a smartphone, we only need one. Putting all those tools into one small phone took many years and many inventions.



How did we get here?

To understand the smartphone, we need to look at how three important tools changed over time: the phone, the camera, and the music player. Each one had a long history before becoming part of the smartphone.

The Telephone

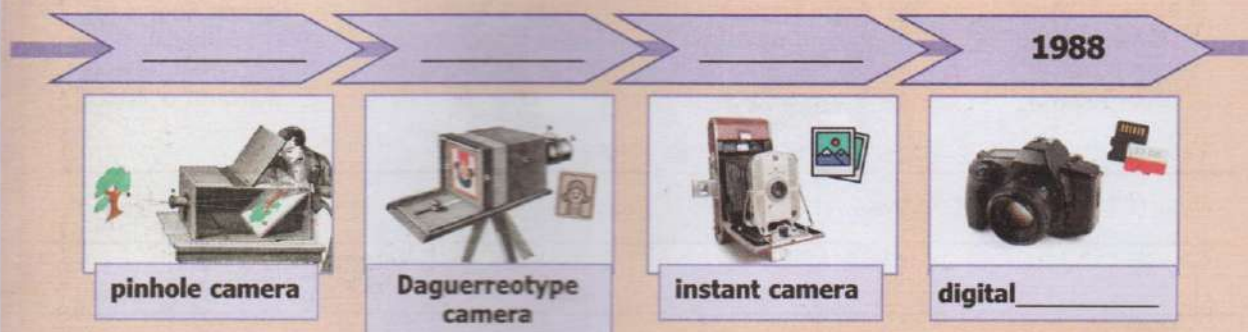


First, in 1837, Samuel Morse created the telegraph. It sent short messages using signals. Then in 1876, Alexander Graham Bell made the telephone. People could talk to each other from far away, but they needed a telephone operator to help connect the call.

Next, in 1927, people used the rotary phone. It had a round dial, and they could call others without an operator. The phone still used wires. In 1973, engineers made the mobile phone. People could carry it and make calls without wires. Finally, in 1992, a company made the first smartphone.

Now let's look at how the camera changed.

The Camera



First, around the year 1000, Ibn Al-Haytham made a simple pinhole camera. It showed upside-down images on a wall. Later, in 1839, a man in France made the Daguerreotype. It took photos on a metal plate. In 1947, people started using the instant camera. It gave the photo just a few minutes after taking it. The next step came in 1988 when a company made the digital camera. It saved pictures on a memory card. Later, people added digital cameras to smartphones, so we could take photos with just one device.

Next, let's see how music players changed over time.

C Speak and Write

1. Work with a partner. Use the timeline below to explain the history of the music player. Remember to use sequencing words.

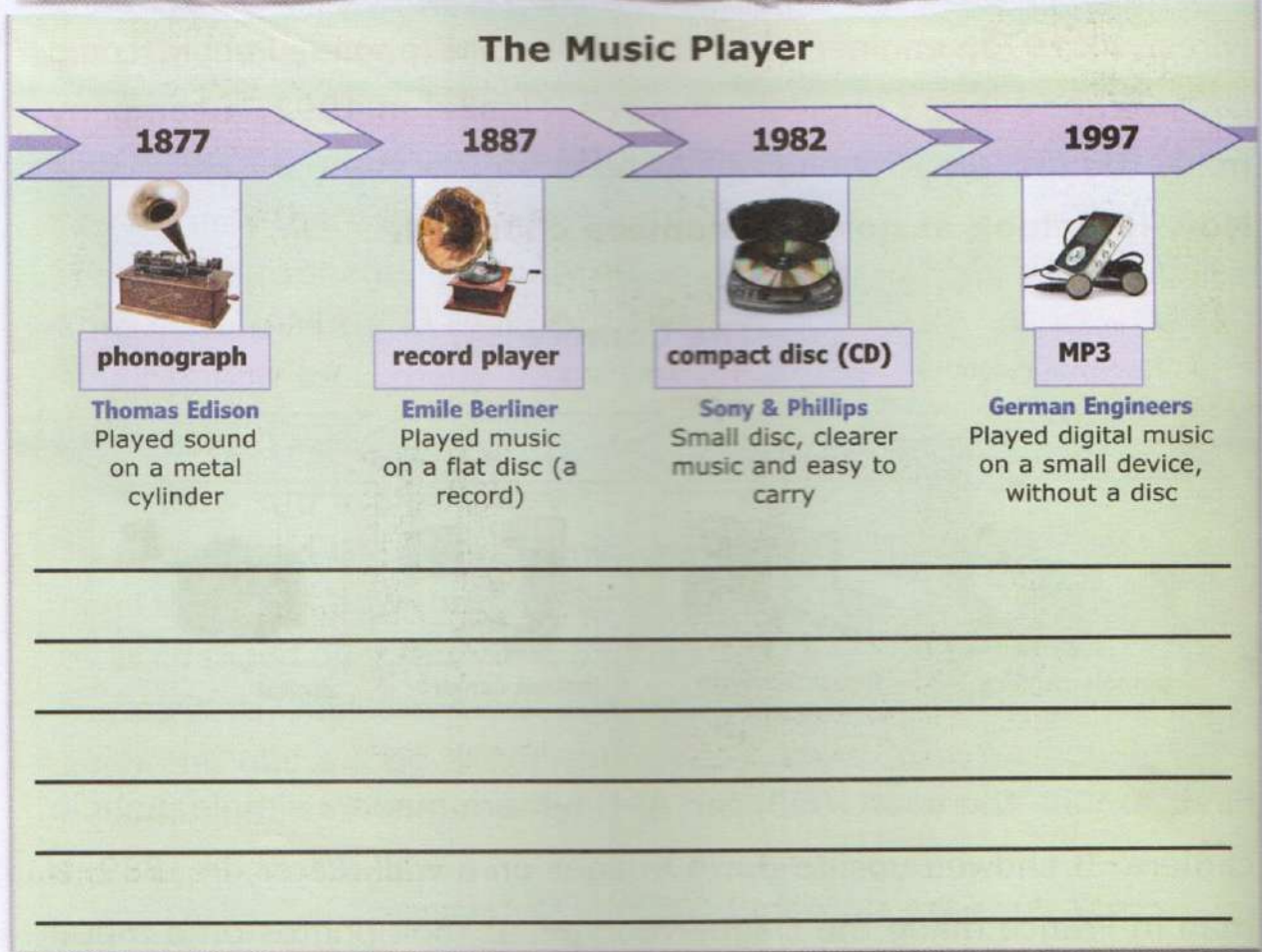


First, Edison invented the phonograph in 1877.

Yes, **and then** in 1887 Berliner invented the record player.



2. Now, finish writing the article in Activity B. Write about how the music player changed over time.



3. Check your paragraph. Make any corrections needed.

Evaluate your paragraph!

- ☐ I mentioned all the inventions on the timeline.
- ☐ I used sequencing words.
- ☐ I spelled words correctly.
- ☐ I used a period at the end of sentences.
- ☐ I used capital letters at the beginning of a sentence.

Remember the sequence words!

First,	Then,
Second,	After that,
Third,	Last,
Fourth,	Finally,
Next,	

Would you use this invention?

In this lesson, I will:

- ▶ Listen to identify people's opinions about inventions.
- ▶ Ask for and give my opinions about inventions using "would" and other opinion expressions.

A Speak and Listen

1. Look at the inventions? Which ones do you think are good ideas?



A. food face protector



B. grass shoes



C. selfie toaster



D. ice cream cone holder



E. shoe umbrellas

2. Listen to the conversations. Number the inventions the teens are talking about. Write the number (1-3) in the boxes above.
3. Listen to the conversations again. Fill in the missing words.

Conversation 1

Omar: Look! This is _____ - an invention to keep your feet dry. Would you buy these?

Rihanna: Haha, no way! They look ridiculous.

Omar: I don't know. They might be _____ on rainy days.

Rihanna: True, I suppose I would _____ them for fun. But I would never wear them to school!

Sabrina: Have you seen this? Who thinks of these _____ things?

Ines: That is crazy. I would never wear that. It covers your whole face - it looks _____.

Sabrina: I think it's clever, but I _____ never wear it either. Well, maybe in a spaghetti-eating contest!

4. Check your answers in pairs. Then read the conversations together.

B Real-world Communication: Asking for and Giving Opinions

1. Read the Language focus box.

Language Focus: Opinions in English

Ask for an opinion with "would"

Would you **wear** these?

- ✓ Yes, I would!
- ✗ No, I wouldn't.
- ✗ No way!

Give your opinion with "would"

- ✓ I **would** try it once.
- ✗ I **would** not wear that.
- ✗ I **would** never buy that.

Other ways to give your opinion

- It **looks** uncomfortable.
- They **seem** useful for rainy days.
- I **think** it's fun!
- **That's so** strange.

2. Fill in the blanks with words from the box. Then, practice the conversation with your partner. Take turns.

great looks invention never would (x2)

Yassir: _____ you use this solar backpack?

Khadija: Yes, I think it's a _____.

Yassir: Me too. It _____ really useful.

Khadija: Especially for students. I _____ use it every day.

Yassir: I would _____ carry a big charger again!

3. Work with a partner. Have a conversation about one of the inventions. Use language from B1 to help you.



butter stick



see-through umbrella



hot food fan



book light glasses

Look! Would you use the hot food fan?

Yes, I would! It's strange but it looks useful. I don't like very hot soup. How about you?

No way! I would never use that! It's ridiculous!

C Write and Speak

1. Work in pairs. Design an unusual, funny, or useful invention! Decide:

A name for your invention

How much it costs

Your opinion about the invention

When you can use it

How the invention helps you

2. Create an advertisement for your invention. Write the name and 2-3 bullet points about it. Draw it!

3. Present your invention to your classmates. Then discuss: Would you use this invention? Why or why not? Do you think it's a good idea?

I would not try it. It's too...

I would use it because...

That's so clever / weird / funny!

I think it's a good/bad idea because...

Lesson 8

Unit Test, Task & Self-assessment

In this lesson, I will:

- ▶ Review what I've learned in this unit.
- ▶ Show what I can do in English by completing a task and self-check.

Take the Unit 4 Progress Test!

A Listening

P You will listen to a student, Nassim, give a presentation about a popular invention. You will hear the recording twice.

1. Why does Nassim say he is going to talk about skateboarding?

- ☐ Because he is a skateboarder
- ☐ Because many teens love it
- ☐ Because history is really fun

2. Before the skateboard, what did surfers do when the sea was calm?

- ☐ They waited for big waves
- ☐ They made things from wood
- ☐ They invented the skateboard

3. What did the surfers first call skateboarding?

- ☐ Board surfing
- ☐ Wheel surfing
- ☐ Land surfing

4. By what year could you find a skateboard

- ☐ 1970
- ☐ 1980
- ☐ 2021

How does Nassim feel about the skateboard?

- ☐ He thinks it's too dangerous to use.
- ☐ He thinks it's a positive invention.
- ☐ He thinks it's a good indoor sport.



Listening Score
____ / 5 points

B Vocabulary & Useful Expressions

1. Complete the conversations. Use the word banks.

A

Word Bank

would

silly

useful

looks

like

hate

feels

Lena: Look at this ad. It's for a chair that you can carry like a backpack!

Tom: Wow! I think it's (1) _____. You can sit down on the beach, at the park, anywhere!

Lena: Yeah! And it is big too. It (2) _____ comfortable.

Tom: (3) _____ your dad (4) _____ it?

Lena: Oh, yes. I might get him one for Father's Day.

B

Word Bank

solve

pump

windmill

invention

electricity

water

Mammas: Hi, Mamadou. How is school going?

Mamadou: Great. We learned about how a (5) _____ works. It uses wind to make (6) _____.

Mammas: That's a cool (7) _____. It can help (8) _____ problems with energy in small villages.

Vocabulary Score

___ / 8 points

C Grammar

Complete each sentence with the correct forms: **used to + verb** or **simple present**. Use the base verbs in parentheses. The first is done for you.

- My brother used to play (play) video games on an old console, but now he plays (play) on his phone.
- A long time ago, people (1) _____ (write) letters by hand, but now most people (2) _____ (send) emails.
- Before streaming apps, people (3) _____ (watch) movies at the cinema.
- In the old days, people (4) _____ (call) each other on rotary phones with wires, but now nearly everyone (5) _____ (use) mobile phones.
- Many people I know (6) _____ (ride) their bicycle to school every day, but I usually (7) _____ (walk).

Grammar Score

___ / 7 points

D Reading



Read the passage. Then write short answers to the questions.

An Accidental Invention

Everyone loves potato chips. They are a popular snack in every country. But did you know that the potato chip was an accidental invention?

In 1853, George Crum was working as a chef in a restaurant in New York City. One day, a customer ordered fried potatoes—but he wasn't happy with them. First, he said they were too thick. After that, he said they were too soft. He sent them back to the kitchen again and again, asking for thinner, crispier potatoes. George Crum tried slicing them thinner and cooking them longer, but the customer still complained.

Finally, George became annoyed. As a joke, he cut the potatoes paper-thin, added a lot of salt, and fried them until they were extra crunchy and almost brown. But to George's surprise, the customer loved them. The chef's joke was something delicious! Soon, other customers started asking for them too. George Crum's joke became a famous snack that people enjoy worldwide.



- a) What is the invention in the story? _____
- b) When was it invented? _____
- c) What was George Crum's job? _____
- d) Why didn't the customer like the potatoes at first? _____
- e) How did George Crum feel when the customer returned the potatoes many times? _____
- e) Did George Crum plan the invention or was it an accident? _____

Reading Score

____ / 6 points

E Writing

1. Prepare to write a paragraph. Think about an invention that you think is important. Make notes in the chart.

Name of the invention		
What did people use to do before this invention?	How did the invention help people?	What do people do now because of this invention?
		

2. Use your notes to write a paragraph about an important invention.

3. Finally, check your writing. Make changes if needed.

Evaluate your paragraph!

- ☐ I wrote about what people did before the invention.
- ☐ I used "used to" about what people did in the past but don't do now.
- ☐ I explained how the invention helped.
- ☐ I used a period at the end of sentences.
- ☐ I used capital letters at the beginning of sentences.

Writing Score
____ / 10 points

Choose and Complete One Unit 4 Task!

Option 1 — Important Inventions Podcast

Work individually or in pairs. Make a 2-3 minute podcast about an invention.

1

Choose an invention!



Research it to find out who invented it and when, how it works, and why it's important today.

2

Write and record a podcast (audio or video) or perform it in class.



Explain why this invention matters and what makes it useful.

3

Challenge!

Use **used to** when talking about the past and **would** with your opinion. Include years & numbers!

Add music or images! Use a phone/ laptop to record your podcast.



4



Play or present your podcast to your classmates.

Option 2 — Would you...? Board Game

Work in pairs or small groups. Create a board game about inventions.

1

Think of 10-12 "Would you..." questions about real or imaginary inventions.

- Would you ride in a driverless taxi?
- Would you buy a homework robot?
- Would you trust a robot doctor?

2

Design your board!

- Use a large paper or digital tool (like Canva).
- Make a clear path with a START and END.
- Write a question in each square.
- Play with your group! You need a coin (heads = 1 move 1 space, tails = 2 spaces) and game pieces to move.

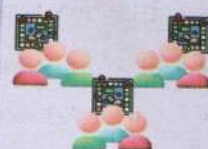
3

Challenge!

Use **I would, I would not, I would never** in your game responses!

Use tech tools to design your board digitally and make it colorful!

4



Make 4-5 copies of your game, explain the rules, and invite your classmates to play!

Option 3 — Inventors and Inventions Trivia Quiz

Work in pairs or individually. Create a trivia quiz for your classmates.

1

Write 10 quiz questions about inventors and inventions. Research to check your information!

Write 3 answer choices for each question.

What year was Apple founded?

A) 1950 B) 1976 C) 2002

2

Neatly write or type up your quiz. Make copies for your classmates.



Write an answer key.

3

Challenge!

Include **years & numbers**, use **"used to"** to talk about what was done in the past.

How were old computers different? A. They used to be faster. B. They didn't use to have screens. C. They used to be bigger.

Do it in Google slides!

4



Let your class take the quiz!

Check answers with the key!

Team with most answers correct = Winner!

Stop & Check your Progress in Unit 4!

What can you do well?

Read each skill below. Tick the box that shows how you feel about your English language abilities. Be honest—it's all part of learning!

☒ **I can use vocabulary for everyday inventions and describe how they are used.**

- We use an umbrella to stay dry in the rain.
- I use my tablet to watch movies and send texts.

☐

 I'm great at this!

☐

 I want more practice!

 **I can use "used to" to compare past and present.**

- People **used to** write letters. Now they text or email.
- Cars **didn't use to** run on electricity. They only ran on gas.

☐

 I'm great at this!

☐

 I want more practice!

? I can ask for and give opinions using "would" and other opinion expressions.

- **Would** your mom like that?
- I **would wear** that, for sure!
- I **would never** use that!
- The grass shoes **look** comfortable!

☐

 I'm great at this!

☐

 I want more practice!

 **I can correctly pronounce dates and numbers.**

- You have to be **thirteen** to use social media.
- The camera was invented in **1916**.

☐

 I'm great at this!

☐

 I want more practice!

 **I can avoid procrastination.**

- I use the "Get Ready-Do-Done" method to start and finish a task.

☐

 I'm great at this!

☐

 I want more practice!

 **I can use context clues to understand new texts.**

- I use images.
- I read titles and headings.
- I look for present and past verb tenses.

☐

 I'm great at this!

☐

 I want more practice!

 **I DEAR—Drop everything and read!**

- I choose things I like to read.
- I focus on what I enjoy.
- I track my weekly reading!

☐

 I'm great at this!

☐

 I want more practice!

Unit 5

The future is ours!



Spotlight



1. Listen to the teens talk about what they want to do in the future. Tick their goals.

Luca



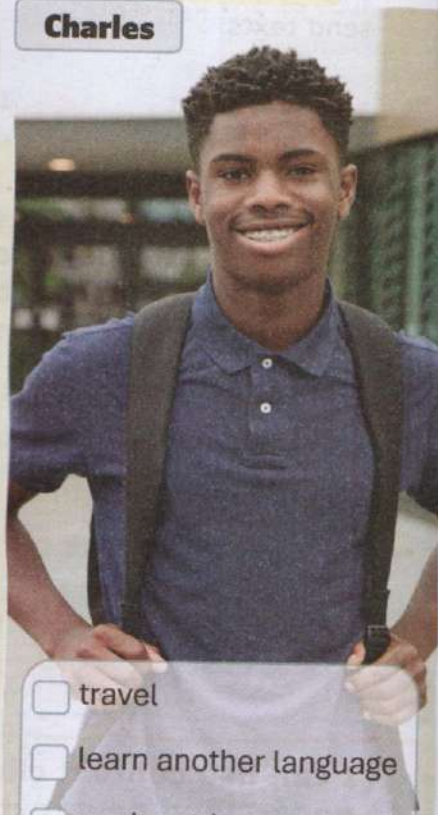
- ☐ attend university
- ☐ work for a big company
- ☐ own a business

Hidaya



- ☐ study education
- ☐ become a teacher
- ☐ make a lot of money

Charles



- ☐ travel
- ☐ learn another language
- ☐ work outdoors



2. Talk in pairs: Which goals do you share with the teens? What are some other things you want to do in the future?

In this unit, I will:



Read a report and a graph for details.



Create and explain a pie chart about goals.



Identify and suggest study areas for others.



Talk about how important future goals are to me.



Listen for gist and details about plans and goals.



Give advice using the first conditional.



Discuss future plans using time expressions.



Express certainty using modals.



Read for pleasure and react.



Use strategies to prepare for and take exams.

Lesson 1

What future goals are important to you?

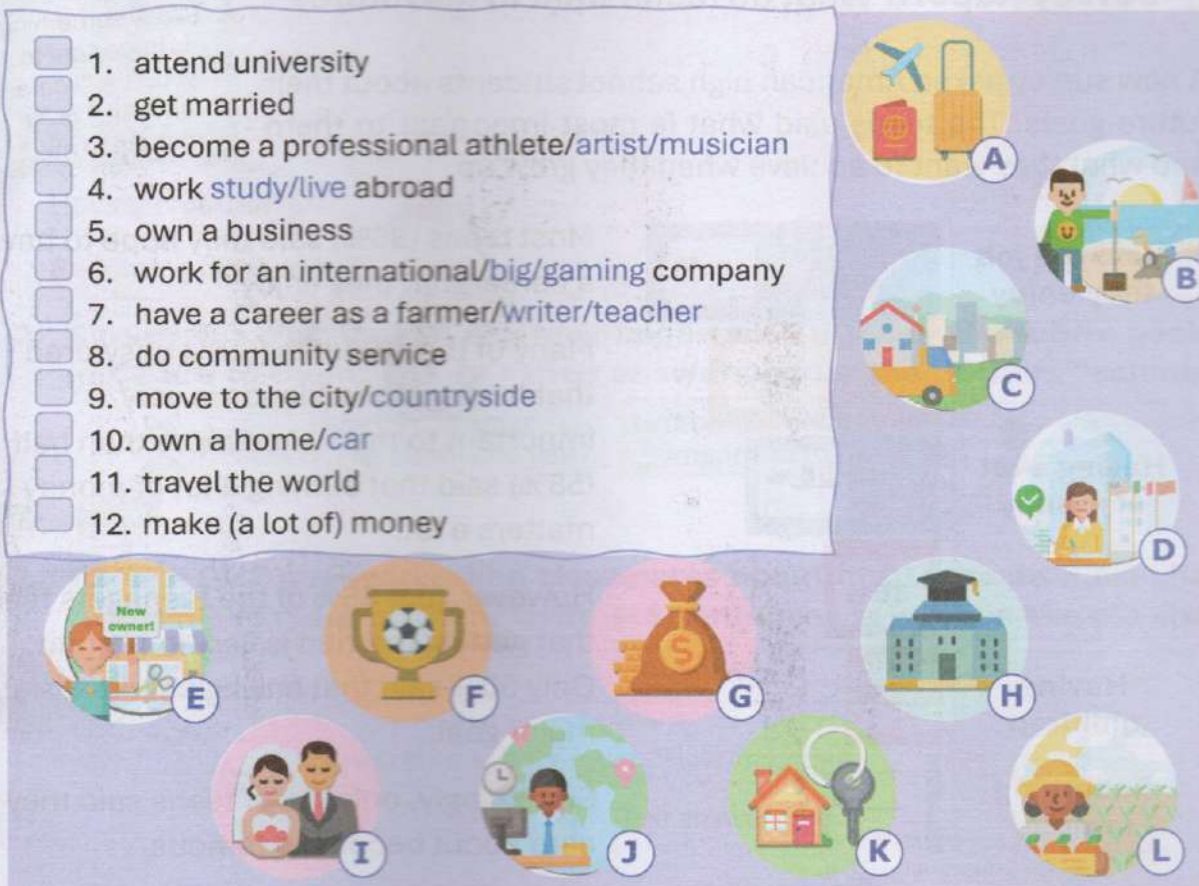
In this lesson, I will:

- ▶ Read and discuss goals using reports and graphs.
- ▶ Create a pie chart about classmates' future goals.

A Vocabulary: Future Goals and Plans

1. In pairs, match the goals and plans to the pictures. Write the letter.

- ☐ 1. attend university
- ☐ 2. get married
- ☐ 3. become a professional athlete/artist/musician
- ☐ 4. work study/live abroad
- ☐ 5. own a business
- ☐ 6. work for an international/big/gaming company
- ☐ 7. have a career as a farmer/writer/teacher
- ☐ 8. do community service
- ☐ 9. move to the city/countryside
- ☐ 10. own a home/car
- ☐ 11. travel the world
- ☐ 12. make (a lot of) money



2. Listen and check your answers.

3. Circle the future goals and plans that you have. Then tell a partner.

I plan to attend university.

Me too! I want to have a career as a vet.



I plan to work for a big tech company.

Not me. I want to own a small business.

B Read

1. You will read a survey report about what teenagers want in the future. Before you read, answer the questions in pairs.

😊 What do you think teenagers want most in the future?

😞 What do they want least?

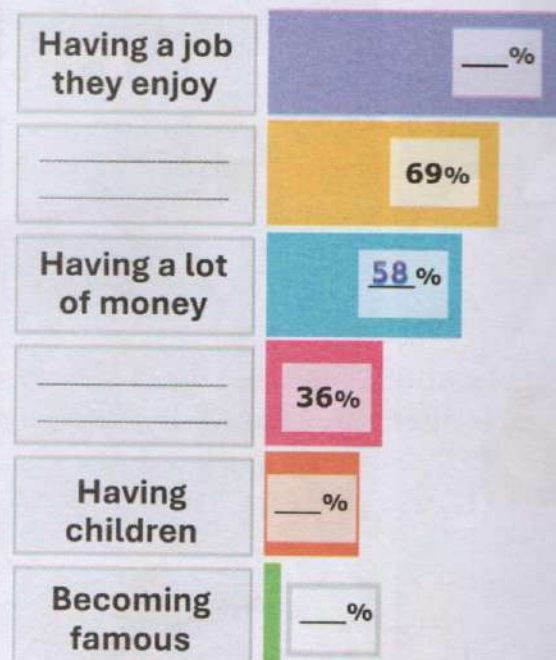
2. Read the report. What future goals are most and least important to teens?

? Survey Report: What do teens want in the future?

A new survey asked American high school students about their future goals. The teens said what is most important to them and what they want to achieve when they grow up.

Real World English

To say something is important to you, use "I care about it," or "It matters to me."



Most teens (86%) said they hope to have a career that they enjoy.

Many of the students (69%) answered that having close friends is very important to them. And more than half (58%) said that earning a lot of money matters a lot.

However, just 36% of the teenagers feel that getting married is very important. Only 30% said that having children is a major goal.

Surprisingly, only 7% of teens said they care about becoming famous.

3. Read the report again. Fill in the missing details on the graph.

4. Circle one survey result that surprised you. Tell your partner.

What survey result surprised you?



What surprised me was _____ because _____.

C Speak

1. How important are these goals to you? Tick answers in the "Me" column.

Future Goals	✗ Not at all		😞 A little		👍 Important		🌟 Very Important	
	Me	Others	Me	Others	Me	Others	Me	Others
Having a job you enjoy								
Having close friends								
Having a lot of money								
Getting married								
Having children								
Becoming famous								

2. Survey 4-5 classmates. Ask how important **THREE** of the future goals in C1 are to them. Tick (✓) their answers under the "Others" columns.



How important is becoming famous to you?

Hmmm...it's not at all important to me.



D Write

1. Choose **ONE** goal you asked classmates about in C1. Create a pie chart to show the results. Then, write 4-6 sentences to explain the pie chart.

? Survey Results:

I surveyed _____ of my classmates. I asked, "How important is _____ to you?" Their answers are _____.

_____ is _____ to _____ % of them.

_____ other results & percentages

Example:



I surveyed 4 of my classmates. I asked, "How important is becoming famous in the future to you?" Their answers are surprising! Becoming famous is **not at all** important to 25% of them. It is **important** to 25% of them. For most of my friends (50%), becoming famous is **very important**!

Math Tip: Calculate %!

2 students said "Important"
→ $2 \times 100 = 200$

You asked 4 students
→ $200 \div 4 = 50\%$ ✓

2. Show and explain your pie chart to your classmates.

You ought to study hospitality!

In this lesson, I will:

- ▶ Identify and suggest areas of study to others.
- ▶ Listen for gist and details about people's goals/interests.

A Use Vocabulary: Areas of study

1. Listen and repeat.



Electronics



Business



Hospitality



Carpentry



Journalism



Graphic design



Electrical



Construction



Medicine



Law



Auto mechanics



Education



Computer Science



Engineering



Agriculture



Plumbing

2. Which areas do you want to study in the future? Circle 2-3 and tell your partner.

B Listen

1. Listen to teens talk about their futures. What careers do they mention?

- | | | | |
|----------------------------------|----------------------------------|---|--|
| ☐ law | ☐ builder | ☐ restaurant owner | ☐ museum employee |
| ☐ teacher | ☐ writer | ☐ auto mechanics | ☐ hotel manager |

 2. Listen again. Complete the notes about the teens' skills and dreams.

Taha	Orla	Zhor
		
Skills	Skills	Skills
✓ Organized ✓ _____ ✓ Creative when solving _____	✓ Learn new things fast ✓ Good with hands ✓ Can _____ things	✓ Remembering facts ✓ _____ ✓ Notice small details
Future Dreams	Future Dreams	Future Dreams
✓ Manage a hotel ✓ _____	✓ Manage a hotel ✓ _____	✓ Work in a _____ ✓ _____
Areas of study I suggest:	Areas of study I suggest:	Areas of study I suggest:
✓ _____ ✓ _____	✓ _____ ✓ _____	✓ _____ ✓ _____

 3. Work with a partner. Compare your notes. Then decide what the teens should study in the future. Suggest 1-2 ideas for each person.

Speak

 Ask your partner about their future goals and suggest areas of study.

1 What would you like to do in the future?

2 I like helping tourists. I'm interested in starting my own hotel.

3 Hmm...How about studying business and hospitality?

4 Good ideas, thanks!



Remember how to give suggestions!

You should...

You ought to...

Why don't you...?

How about verb-ing...?

Lesson

3

Drop everything and read (DEAR)!

In this lesson, I will:

- ▶ Read and react to a story.
- ▶ Connect ideas from a story to my life.

A Preview the Story

1. You will read a story, "Asmae's Journey to a Brighter Life." Before you read, match words from the story to their pictures and definitions.

a) journey b) crops c) boarding school d) knowledge e) wings f) health clinic

1



☐ body part that helps birds fly

2



☐ a long trip from one place to another

3



☐ a small place to see a doctor or nurse

4



☐ plants farmers grow and sell

5



☐ information and skills from studying

6



☐ a school where students live & study

2. In pairs, look at the story title, pictures, and vocabulary. What do you think the story is about? Will it end happily or sadly? Why?

I think the story is about...



I think the story will end happily because...

B Read and Listen to the Story

 Read the story while you listen. Were your predictions correct?

Asmae's Journey to a Brighter Life

In the Moroccan countryside, there was a small village called L'Qsar. Asmae lived there with her big family, including her grandparents, parents, aunts, uncles, and cousins. They grew crops and took care of animals like horses, sheep, cows, and camels. They did not have much money, but there was a lot of love and care in their home.



Asmae was the first child in her family to go to school. Every morning, her father woke up early and helped her get ready. She rode a donkey part of the way, then walked the rest— five kilometers in total. The road was hot and dusty. When Asmae got tired and wanted to give up, she remembered her father's words, "Your strength will guide us all."

School was not easy. The lessons were hard, and everything was new. Asmae struggled with math and often felt frustrated. But she stayed after school and asked her teacher questions. Her friend Amina also helped her study, using games to explain numbers. In the evenings, Asmae's mother sat with her as she studied late into the night. Her mother said, "Knowledge is your wings. Fly high, Asmae."



Slowly, Asmae became more confident and even started to enjoy solving problems. At the age of 15, Asmae went to a boarding school 45 kilometers away. Her grandmother cried as Asmae left home, "You carry our dreams with you." At school, Asmae met other students from faraway villages. They became close friends and helped each other. Asmae most loved studying science. It reminded

her of the animals and plants at home. Her teacher, Mr. Khlladi, saw her passion and stayed after class to help. "Your mind is bright, Asmae," he said.

After years of study, Asmae became a doctor. She opened a small health clinic in her village. Before that, people in her village used to travel for many hours to see a doctor. Asmae's grandfather smiled at her with tears of joy, "You have changed our world, my dearest."

Over the years, Asmae has helped many people and inspired children to follow their dreams. She told them, "Every step forward makes the path brighter for others."



C Think about the Story

1. Order the events in the story.

 She had problems understanding math.	 She studied to become a doctor.	 Asmae's grandfather praised her.	 Asmae went to school on a donkey.
 Asmae moved to a boarding school.	 She opened a health clinic in L'Qsar.	 Asmae asked people to help her with math.	 Her teacher noticed she liked science.

2. Work in a small group. Read part of the story together.

1 Choose a part of the story: ✓ Paragraph 2: Asmae starts school. ✓ Paragraph 3: Asmae struggles with math. ✓ Paragraph 4: Asmae goes to boarding school. ✓ Paragraph 5: Asmae opens a clinic.	2 Read it aloud. Take turns.	3 Talk about why you like the scene.
--	-------------------------------------	---

3. Work in a small group. Choose 2-3 questions. Ask and answer them.

Do you know anyone who has had a similar experience?

Asmae's grandfather said she has "changed their world." What does he mean?

The title says Asmae has "a brighter life." Do you agree? Explain.

Was the story interesting? Explain.

Lesson 4

If you work hard, you'll go far!

In this lesson, I will:

- ▶ Read a poem for the main message and details.
- ▶ Give warnings and advice about what will happen using if (first conditional).

A Read

1. Look at the title and the first line of the poem. Predict what it is about.
2. Listen and read the poem. Were your guesses right?

Tips for the Future

If you work hard, you will go far.
 If you don't try, you'll stay where you are.
 If you make mistakes, you'll learn and grow.
 If you give up, you won't ever know.
 If you keep learning, you'll gain skills,
 You'll find a job and pay your bills.
 Your future life will be grand
 If you believe and take command.



3. Read the poem again. Match the present actions to the future results.

Present Actions

1. don't try



future
result

2. give up



future
result

3. keep learning



future
result

4. take command



future
result

Future Results

A



stay where
you are

B



life will
be grand

C



won't ever
know

D



find a job and
pay your bills

4. Work in pairs. Compare your answers. Then discuss if you agree with the writer's message. Why or why not?

B Use Grammar in Context: The First Conditional

1. Read the Grammar Focus box.

Grammar Focus: First Conditional

talk about a **future result** of a **present action**

If + **subject** + **simple present** , **subject** + **will / won't** + **base verb**

If you **work** hard, you **will go** far.
If you give up, you **won't** ever **know**.

subject + **will / won't** + **base verb** + **if** + **subject** + **simple present**

You will go far **if** you **work** hard!

2. Read the poem in A2 again. Underline more examples of the first conditional. Share with the class.
3. Complete the sentences with the correct form of the verbs in parentheses.

a) If I practice (practice) with friends, my English will improve (improve).

b) We _____ (finish) the project faster if we _____ (help) each other.

c) If Lhoussaine _____ (learn) carpentry, he _____ (build) his own house someday.

d) If Carla _____ (not/finish) her tasks, her groupmates _____ (be) disappointed.

e) You _____ (not/learn) if you _____ (not/listen).

C Write and Speak

 **Work in groups to prepare a short talk! Your school principal invited you to give advice and warnings to help new middle school students succeed. Think about your experience. Follow the steps.**

1

Think & Plan

Brainstorm with your group. Think of good tips and warnings to help 1st year middle school students succeed.

Use **if** to give advice about:

- ◆ School & tests
- ◆ Clubs & activities
- ◆ Making friends
- ◆ Other ideas

Examples:

- ◆ If you don't do your homework, the tests will be hard!
- ◆ If you're late, your teacher will get mad!
- ◆ If you join a club, you'll make more friends!

2

Write Your Tips

Write 2 or more of your group's best ideas below:

Our Tips to Middle School Success!

If you _____,
you'll _____.

3

Practice Your Talk

Your group will give a 30-second talk. Imagine your audience is a group of 1st year students. You, of course, are experienced 9th graders.

Practice your talk.

- ◆ Greet the audience.
- ◆ Introduce your group.
- ◆ Give your tips and warnings.
- ◆ Wish your audience good luck!

4

Present to the Class

It's showtime! Share your advice with your classmates.

Tips for your Talk!

-  Smile!
-  Use eye contact.
-  Speak in a loud, clear voice.
-  Look up and speak — don't read your notes word-for-word!
-  Use "if" in your tips!

Global Citizenship & Fun Review

In this lesson, I will:

- ▶ Learn about tips to prepare for and take exams.
- ▶ Use language from the unit to complete a review activity.

Global Citizenship: Tips for Exam Success

A Preview

How do you feel before an exam? Tick a feeling and share with a partner.


☐

calm and confident


☐

normal


☐

a bit stressed


☐

very anxious

B Read

1. Read the article. While you read, tick the tips you already do.

100 Exam Success: 10 tips to do your best!

	Doing it!	I'll try!
1. STUDY A LITTLE EVERY DAY: Don't cram! Review notes + daily practice = less stress, more success.	☐	☐
2. FIND A STUDY BUDDY: Studying with friends = more fun + more motivation!	☐	☐
3. BE PREPARED: Pack your bag with everything you need for the test, sleep well, and eat breakfast. Easy wins!	☐	☐
4. ARRIVE EARLY, STAY CALM: Get to the exam room early, breathe deeply, and get in the zone.	☐	☐
5. READ DIRECTIONS CAREFULLY: Slow down, read everything, and follow instructions!	☐	☐
6. WATCH THE CLOCK: Keep track of time so you finish every question.	☐	☐
7. START WITH EASY ONES: Answer what you know first to build confidence.	☐	☐
8. UNDERSTAND THE QUESTION: Underline key words and make sure you answer every part.	☐	☐
9. TAKE A PAUSE, STAY POSITIVE: If you feel stressed, take a mental break. Breathe in deeply. Breathe out slowly. Say, "I've got this!"	☐	☐
10. DOUBLE CHECK YOUR WORK: Finished? Great—check your answers one more time!	☐	☐

Lesson 6

I'm starting a band on Friday!

In this lesson, I will:

- ▶ Read a comic for the main ideas and details.
- ▶ Talk about future arrangements using time phrases.

A Read

1. Look at the pictures in the comic. What is happening?
2. In pairs, read the comic. Fill the gaps with phrases from the box. Write the letter (a-g) in the bubble.

a. you work a lot

b. at any time

c. parents' restaurant

d. Can you join us

e. every Saturday in spring

f. My mom is picking me up

g. I'm starting a band

Comic strip panels:

- Panel 1: Boy: "Bye! Have a nice afternoon!" Girl: "Bye, Aya!"
- Panel 2: Boy: "Hi, Aya!" Girl: "Hi, Bassou." Boy: "Are you walking home today?" Girl: "Not today. ___ at 4:00. I have a singing lesson."
- Panel 3: Boy: "Wow, cool! I'm not doing much. I'm working at my ___ tonight and on Saturday."
- Panel 4: Girl: "Well, if ___ on weekends and in the summer, you can save a lot of money!"
- Panel 5: Boy: "That's true! I'm saving for a guitar. ___ on Friday!"
- Panel 6: Girl: "Really? Do you need a singer?"
- Panel 7: Boy: "Yes! We're meeting on Friday at 5. ___?" Girl: "Great!"
- Panel 8: Girl: "Can I join????!!!! I'll be there at anytime, in the evening..."
- Panel 9: Girl: "...late at night, every morning in the summer, every night in the winter, ___, and any time in fall...."

 / 2. According to the tips, should you do these things before or during an exam? Tick your answer.

Before During

☐	☐	1. review your notes
☐	☐	2. read instructions and questions carefully
☐	☐	3. pack your tools: pencils, eraser, calculator, pens.
☐	☐	4. take a break if you feel stressed
☐	☐	5. get together and study with classmates
☐	☐	6. eat a healthy breakfast
☐	☐	7. plan time to complete all questions
☐	☐	8. arrive early and take breaths to focus
☐	☐	9. get a good night's sleep
☐	☐	10. remind yourself, "I've got this!"



 / 3. Read the tips in Activity B again. Tick (✓) the ones you already do. Color in the heart (♥) by the ones you want to try.

C Speak

 Answer the questions in pairs. Then, share with the class.

1

Which study tips do you already use?

2

Which study tips do you want to try?

3

What other exam tips do you use that are not mentioned in the text?

D Fun Review

 1. Work in pairs. Make an "if" sentence about a dream and let your partner respond with another "if" sentence. Take turns. Repeat until time is up.

If I dream it, I'll do it!

Choose a dream from below or write your own. Make "if" sentences about them.

List of Dreams

-  become a manga/anime creator
-  become a teacher
-  travel abroad
-  become very rich
-  win a national competition
-  learn an electrical trade

My dream: _____

If I study hard, I'll become a doctor.

If you become a doctor, you'll help many people.



 2. Share your best ideas with the class.

3. In pairs, ask and answer the questions. Write your answers.



What is Aya doing after school?
At what time?



What is Bassou doing on Saturday?



Why is Bassou saving money?



What are Aya and Bassou doing on Friday?
At what time?



How does Aya feel about being a singer in Bassou's band? How do you know?

B Use Grammar in Context: In, At, On with Time

1. Read the comic again. Complete the task.

Box all the **at** + time words/ phrases.



Underline **on** + time words/ phrases.



Circle the **in** + time words/ phrases



2. Compare in pairs. Then tick the correct rule.

Use **in** with:

- ☐ days of the week
☐ months and seasons

Use **on** with:

- ☐ days of the week
☐ exact times of day like "noon"

Use **at** with:

- ☐ months and seasons
☐ exact times of day like "noon"

3. Read about using in, at, and on. Did you tick the correct rules?

In

the most general time

parts of the day
weeks
months
seasons
years
centuries

in the mornig
in 2 weeks
in January
in Spring
in 2075
in the 21st century

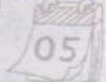


On

more specific

days & dates

on Friday
on my birthday
on May 10th
on the weekend



At

the most specific

specific hours

at 7 pm
at noon
at midnight



Exceptions: at night, at dawn, in 5 minutes
No in/at/on: tonight, today, next week, last year

4. Complete the conversations. Write at, on, or in.

Conversation 1

Achraf: Hey, Douae!

Douae: Hi! We're still meeting at the mall ____ Wednesday, right?

Achraf: Yes, I'll see you ____ five o'clock, in front of the food court.

Douae: Great. Oh! Remember Paul's party ____ the evening.

You're coming, right?

Conversation 2

Izza: Hi, Ghita! It's so hot ____ summer. Let's go for ice cream ____ the weekend.

Ghita: I'm sorry, I can't. I'm visiting my cousins in Kenitra.

Izza: Fun! Well, how about going ____ Monday?

Ghita: Sure! I have a guitar lesson ____ noon. Let's go after that.

Izza: Cool. Let's meet at Café Ice Cone ____ 3:00.

Real World English

- on the weekend

- at the weekend

BOTH

are correct!



5. Listen and check your answers. Then practice the conversations in pairs.

C

Communicate: Arrange to hang out



Work in pairs. Student A, use Calendar A. Student B, use Calendar B. Ask about each other's plans and find a time you're both free to hang out.

Calendar A

Friday

☐ 6:00 pm – Concert

Friday

☐ 10:00 am – English class

☐ 3:00 pm – Play football

Sunday

☐ 1:00 pm – Help my cousin with homework

☐ 6:00 pm – Watch a movie

Hanging out: _____

Calendar B

Friday

☐ 7:00 pm – Family dinner

Friday

☐ 10:00 am – Online gaming with friends

☐ 6:00 pm – Visit grandparents

Sunday

☐ 11:00 am – Study for test

☐ 6:00 pm – Go to the cinema

Hanging out: _____

Useful Phrases

Do you want to hang out on/at/in...

What are you doing on/at/in...?

Are you free on/at/in...?

What are you up to on/at/in...?

Dream big!

In this lesson, I will:

- ▶ Talk and write about my future plans and dreams using modals of certainty.
- ▶ Read for details about people's future plans and dreams.

A Speak

1. Listen as you read.



Someday I want to...

be an AI specialist climb Mount Everest

try skydiving  start my own company

play for the national football team

Someday I hope to...

write a book go scuba diving 

live abroad become a professional gamer

become a social media star

perform in an international movie



2. Tick (✓) the experiences in A1 that you would like to have.

3. Share your ideas with your classmates and discuss: What other experiences do you want to have?

Someday, I would like to...

I also want to...



I hope to...

B Read

1. Read the texts. What are Tafoukt and Adam writing about?

☐

Their dreams for the future 

☐

Their arrangements for summer 

A



Tafoukt

My name is Tafoukt and I have a lot of big dreams. After I graduate from high school, I will definitely go abroad for university. I might study at the University of London. I'm not sure what I want to study yet. I may choose computer science or my passion, drama. I won't stay in London after university. I'll return to Morocco and live near my family. Someday, I'll open my own cybersecurity company. Or I may start a small theater company in my town. For sure, I'll choose a career that I'll enjoy. When I'm older, I might get married and have a family. I am certainly dreaming of a wonderful future!

B



Adam

My name is Adam and I'm adventurous! I want to live life to the fullest. I won't go to university right away after high school. Instead, I might learn a skill like carpentry. Or I may learn to do electrical work. Then I can start a small business and work for myself. I also want to travel around the world. It's my dream so I'll definitely make it come true. I may not have a lot of money in the future, but I'll definitely be happy. I'll have a lot of time to spend with friends and do things I enjoy. In the future, I'll grab every chance to learn about the world, and I definitely won't waste my life!

/ 2. Read the texts again. Tick the name of the person who has each dream.

Statements

Tafoukt

Adam

- a) Live abroad ✈️
- b) Travel the world 🌐
- c) Learn a trade 🛠️
- d) Make a lot of money 💰
- e) Own a business 🏢
- f) Take computer courses 💻
- g) Get married and have a family 💍
- h) Go to university 🎓

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

3. Talk in pairs: What dreams do you share with Tafoukt and Adam?

C Use Grammar in Context: Express Certainty about the Future

1. Read Tafoukt and Adam's texts:

1

Underline sentences with **will** and **won't**.



2

Star sentences with **might/might not** and **may/may not**.



2. Read the Grammar Focus box.

Grammar Focus: Modals to Express Certainty



100% certain it will happen

subject



will definitely



base verb

I **will** definitely meet you in the afternoon.



100% certain it will happen

subject



definitely will not



base verb

You **will not / won't** play soccer at noon.

Use them to say how sure you are about the future.



Not certain

subject



might



base verb

I **will / I'll** definitely have a family.

I **definitely will not / won't** become a vet.

I **might** learn Spanish someday.

He **might not** try sky diving.

They **may** visit us next year.

We **may not** travel abroad.

3. Use the texts to tick how sure Tafoukt and Adam are about their plans.

	Sure	Not sure
Tafoukt		
a) Go to university	☐	☐
b) Study drama	☐	☐
c) Live near her family	☐	☐
d) Get married	☐	☐

	Sure	Not sure
Adam		
a) Go to university	☐	☐
b) Learn a trade	☐	☐
c) Travel the world	☐	☐
d) Waste his life	☐	☐

4. Complete the sentences with words and phrases to express certainty.

- I _____ go to university in Germany someday. I am studying German now so that I can get ready!
- Mr. Khiam _____ give us an extra day to finish the project. He said we must manage our time.
- My parents _____ give me a tablet if I fail my exam. I'll ask them about it.
- I work hard and stay positive, so my dreams _____ come true!
- Adnan _____ procrastinate. He always starts everything on time.
- It _____ rain next week. If it does, many farmers _____ be happy!



5. Compare your answers with a partner.

D Speak

1. Read the board of future goals. Tick how sure you are about achieving them in your future. Then add one or two ideas to the board.

become famous online ☐ 100% ☐ ☐ 100%	be wealthy ☐ 100% ☐ ☐ 100%	learn a Moroccan handicraft ☐ 100% ☐ ☐ 100%
run a marathon ☐ 100% ☐ ☐ 100%	start a band ☐ 100% ☐ ☐ 100%	solve a global challenge ☐ 100% ☐ ☐ 100%
My idea: ☐ 100% ☐ ☐ 100%		
My idea: ☐ 100% ☐ ☐ 100%		

2. Compare your answers with a partner.

I love attention so I **may** become famous online someday.



Oh, I **won't**. I don't like being online!

Well, I love sharing my art on social media so I'll **definitely** become famous online someday!

1

My plans after the Bac

To

SEND

1 Choose a greeting

- ▶ Hi [friend name],
- ▶ Dear [friend name],

2 Starting sentence

- It's great to hear from you!
► Thanks for writing!

3 Respond about the Bac

- ▶ I'm getting ready for the Bac.
- ▶ I'm excited about the Bac!

➡ Mention summer plans

- After Bac, I will/ might/ may..
- Maybe I'll...

5 Talk about your future

- ▶ I think I'll.../ I will...
- ▶ I may/ may not...

6 Close your email

- ▶ Write back soon,
- ▶ Take care,

Evaluate your email!

- ☐ I opened my email (greeting & starting sentence). ☐ I wrote about my summer plans.
☐ I used correct capitalization and punctuation. ☐ I wrote about my future plans/dreams.
☐ I used a variety of modals of certainty. ☐ I closed my email.

Unit 5: The future is ours!

Unit Test, Task & Self-assessment

In this lesson, I will:

- ▶ Review what I've learned in this unit.
- ▶ Show what I can do in English by completing a task and self-check.

Take the Unit 5 Progress Test!

A Listening

P Listen to Najib and Fatima talking about their future plans. Tick the correct answers. You will hear the recording two times.

1. The students are in _____ now.

- ☐ university
- ☐ high school
- ☐ middle school

2. Fatima wants to go to university and become _____.

- ☐ a teacher
- ☐ a fashion designer
- ☐ an engineer

3. Fatima _____ money.

- ☐ cares a lot about
- ☐ doesn't care about
- ☐ will make a lot of

4. Najib's family owns a _____.

- ☐ restaurant
- ☐ tour company
- ☐ hotel

5. Najib's family wants him to _____.

- ☐ study hospitality and tourism
- ☐ start his own tour company
- ☐ get married and have a family

6. Najib wants to _____.

- ☐ have a career in education
- ☐ travel to other countries
- ☐ make a lot of money

7. Fatima advises Najib to _____.

- ☐ study hospitality & tourism abroad
- ☐ get a job in the United States
- ☐ travel and do community service

8. For the future, Najib is thinking about _____.

- ☐ organizing tours of Morocco
- ☐ moving to the United States
- ☐ working for a tour company



Listening Score
____ / 8 points

B Vocabulary & Useful Expressions

Match the pictures to the words. Write a letter next to each word.

- ___ 1. plumbing ___ 2. construction ___ 3. auto mechanics ___ 4. medicine
___ 5. law ___ 6. carpentry ___ 7. computer science ___ 8. business



C Grammar

Vocabulary Score

___ / 8 points

1. Rearrange the words to form a correct sentence. Pay attention to capital letters. Use correct punctuation.

a) my / will / hard / If / study / English / improve / I

b) learn / he / abroad / ldder / a lot / if / about other cultures / studies / will

c) a lot of / money / You / make / won't / don't / if / work hard / you

 2. Circle the correct preposition of time.

- d) [At / On / In] summer, Majda's online English class is [at / on / in] 1:00 [at / on / in] Tuesdays.
- e) Jawad wants to start a small business [at / on / in] the future.
- f) Are you free [at / on / in] ten o'clock [at / on / in] the morning?

 3. Fill in the blanks with the correct modal of certainty. Write will, won't, or might.

- g) Najib's family owns a hotel. He _____ definitely work at the hotel after university.
- h) Salima _____ not go to university. She isn't sure yet.
- i) Maria is a hard worker. She _____ waste her life.

Grammar Score

____ / 9 points

D Reading

 Read the survey report. Answer the questions. Circle the correct answer.

? Survey Report: _____

A new survey asked teens how they feel about the future of the world. Many teens are hopeful, but they also have worries.

Most teens (70%) said they are worried about climate change. More than half (55%) said they are afraid of more wars in the future. At the same time, 66% of teens believe that new technology will help solve big problems. Around 60% said they think people will work together more in the future.

Just 28% of teens said they feel "very positive" about the future, but almost all (92%) said they want to help make the world a better place.

1. What is the best title for the report?

- ☐ Why are teens afraid of the future?
- ☐ What do teens think about the future?
- ☐ Will technology solve problems?

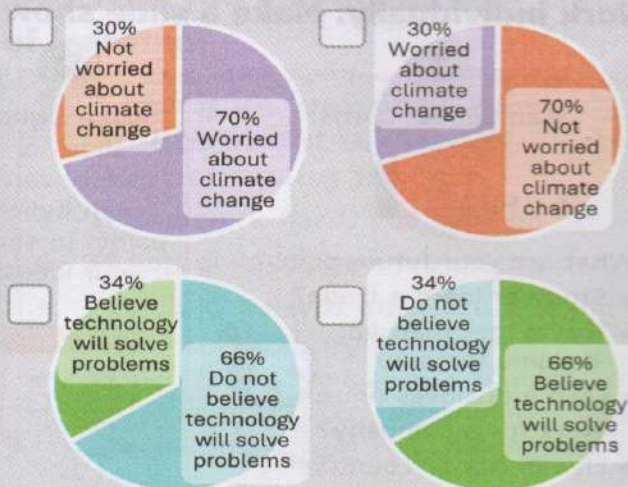
2. More than 55% of teens believe there will be more wars in the future.

- ☐ True
- ☐ False

3. What is the dream of most teens?

- ☐ work together more
- ☐ learn new technology
- ☐ improve the world

4. Which TWO graphs match the report?



E Writing

Reading Score

___ / 5 points

Write a paragraph (5-6 sentences) about your future goals. Say three goals you have for your future. Write 1-2 sentence(s) about each goal. Then say how you feel about the future.

Evaluate your paragraph!

- ☐ I included a topic sentence, details, and a conclusion.
- ☐ I sequenced my ideas.
- ☐ I used unit vocabulary and modals to express certainty.
- ☐ I used correct punctuation.
- ☐ I spelled words correctly.

Writing Score

___ / 10 points

Choose and Complete One Unit 5 Task!

Option 1 — My Future Plans

Work individually. Make a slide show or card set about your future plans.

1 Plan Slides/ Cards:  What are your future plans? • Study or learn a trade? • Travel, get married, become famous? • Own a business or work for a company? • Live in city or countryside? 	2 Make digital slides or picture cards with bullet points to show your ideas. 	3 Challenge! 🎯 Use future verbs (want to, plan to), modals (might, will), and first conditional (If I..., I will...). 🎯 Try Google Slides, PowerPoint, or paper cards.	4  Present your cards/slides to the class! Tips: Practice, speak clearly, make eye contact, smile, and don't read!
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Option 2 — Future Plan Survey

Work in pairs or individually. Create a survey about your friends' future plans.

1 Think of 4-6 questions about future plans. • What job do you want in the future? • Is it more important to be rich or happy in your job? • Do you want to get married or have children? 	2 Create a survey (paper or online). Ask 5 classmates to complete it.  Show results in a graph. Write a short summary using unit vocabulary and percentages. 80% of students want to go to university.	3 Challenge! 🎯 Use future verbs (want to, plan to), modals (might, will, definitely), and percentages. 🎯 Try a digital tool to make your graph (Excel or Google Sheets)	4  Share a summary with the class. Tips: Practice, speak clearly, make eye contact, smile, and don't read!
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Option 3 — Problem Solving Poster

Work in pairs or small groups. Make a poster with a solution to a real-world problem.

1 Think of a real problem in your school, country, or the world. • Teens don't sleep enough • We need more spaces for teens to meet • Morocco needs more recycling programs • Climate change is getting worse	2 Think of 1-2 solutions with your group. Create a poster with the problem and solution(s). Use short bullet points and pictures.	3 Challenge! 🎯 Use the first conditional (if we recycle more, the streets will be cleaner), and modals of certainty (This will definitely help teens). 🎯 Use tech tools: Make a digital "poster" or do online research to support your idea.	4  Share your poster with the class. Tips: Practice, speak clearly, make eye contact, smile, and don't read!
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Stop & Check your Progress in Unit 5!

What can you do well?

Read each skill below. Tick the box that shows how you feel about your English language abilities. Be honest—it's all part of learning!

☒ I can talk about how important future goals are to me.

- I plan to work for a big company.
- It's important to have lots of money.
- Having a lot of money doesn't matter to me.

☐ I'm great at this!

☐ I want more practice!

? I can identify and talk about areas of study.

- I like helping tourists. I want to study **hospitality and tourism**.
- I like building things. I want to learn **construction**.
- She likes helping people. She should study **health and medicine**.

☐ I'm great at this!

☐ I want more practice!

🎯 When I prepare for and take exams, I plan to:

- make studying a daily habit.
- be prepared and manage my time.
- follow directions and check work.
- stay positive and take breaks.
- check my work.

☐ I'm great at this!

☐ I want more practice!

🗣️ I can give warnings and advice about what will happen using **if**.

- **If** you work hard, you **will** go far.
- **If** you give up, you **won't** improve.
- Your English **will** improve if you watch a lot of English movies!

☐ I'm great at this!

☐ I want more practice!

🕒 I can correctly use **in, at, and on** with time phrases.

- We are meeting at the mall on Wednesday **at** noon.
- The winter break is **in** January.
- I am starting high school **in** the fall.

☐ I'm great at this!

☐ I want more practice!

🌱 I can use modals of certainty to talk about future plans.

- I **will** definitely get married one day.
- He **might** travel abroad.
- I **won't** give up.

☐ I'm great at this!

☐ I want more practice!

📖 I DEAR—Drop everything and read!

- I choose things I like to read.
- I focus on what I enjoy.
- I track my weekly reading!

☐ I'm great at this!

☐ I want more practice!

ENGLISH SPOTLIGHT 3

USEFUL WORDS, PHRASES & EXPRESSIONS

UNIT 1: Tell me about your summer!

Activities

create videos
go camping
go fishing
go kayaking
go surfing
hang out with friends
have a barbecue
help my parents
join a speech competition
make videos
stay (at) home
sunbathe
take lessons
travel abroad/another country
travel to another city
visit a museum
visit relatives
volunteer
work in the garden
work part-time

Summer / Travel

adventure
beach
get lost
hotel
ocean
mountains
police
sandcastle
sea
seashell
souvenir
stars
sun
villa

Exclamations

I'm so sorry.
Oh, wow!
That's awful!
That's cool!

That's great!
That's terrible.
That's too bad.
You're lucky!

Learning English

conversation
create
act out a scene
do a roleplay
flip a coin
listen and check
listen and tick
match pictures to words/
phrases
mingle
present / give a presentation
read the story / conversation
share your ideas/story/plans
strategy
talk with a partner
take turns
volunteer to answer
work individually
work in pairs/groups
complete the sentence/story/
conversation

Writing paragraphs

plan to write
brainstorm
topic sentence
detail sentence
concluding sentence

UNIT 2: Join the Club!

School clubs

animal club
band / chorus → music club
book club
club fair
cooking club
culture club
drama club
environment club

fitness club
gaming club
language and culture club
public speaking club
robotics club
school magazine club

Typical club activities

act in a play
budget money
create videos / posters
explore parks
give a speech
exercise (in a fitness club)
feed animals
join a club
give a presentation
have a debate
perform a song
perform in a play
plan an event / a festival
plant trees / flowers
practice
read and discuss books
take care of people / animals
take photos / photographs
volunteer
vote on a club
win a competition
write articles

Personality traits

active
calm
confident
energetic
friendly
funny
generous
helpful
hardworking
kind
lazy
loud
mean

messy
neat
nervous
responsible
rude
selfish
serious
shy
quiet
talkative

Money & finance

budget
donate
earn money
emergency fund
personal finance
save money
share money / time
spend money

Values

asking for help
being grateful
believing in yourself
collaborating
communicating
creativity
hard work
having a dream
having pride in your culture
helping others
kindness
listening to advice
not giving up
persistence
staying humble
teamwork
trying hard

Useful Phrases

act in a play
budget money
create a poster / video
explore parks
feed animals
give a presentation
give a speech
give a talk
have a dream
have a debate
have a competition

join / win a competition
perform a song / a play
plant trees / flowers
save for emergencies
stay humble
support someone

UNIT 3: Let's celebrate!

Special Occasions & Holidays

Amazigh (New) Year
anniversary
birthday
Earth Day
Eid al-Fitr
Eid al-Adha
event
Fantasia
Father's Day
festival
graduation
graduation day
Independence Day
Mother's Day
occasion
Rose Festival
Teacher's Day
wedding
Ramadan
special occasion
Throne Day

Special Occasion Actions

accept an invitation
attend a ceremony
break (my) fast
dance
decline an invitation
decorate
dress up
eat a special meal
fast
gather for a meal/iftar
give a speech
give gifts
have cake / a meal
have a ceremony
have a competition
invite
light a candle / fireworks
make a guest list

make ice cream
march in a parade
perform a dance/song/play
pick strawberries/fruit
plan an event/a party
plant trees
play music
pray in an open area
send an invitation
take photos
visit relatives/friends
watch fireworks
watch a parade
wear traditional clothes

Celebration Clothes

caftan
costume
gown
high heels
jellaba / hooded tunic
leather slippers
sari
suit
tuxedo

At & Around a Celebration

balloons
bride and groom
candles
dawn
decorations
feast
gift card
gift
guests
invitation
meal
moon
performance
pillow
sun
sunset

UNIT 4: They changed the world!

Everyday Inventions

airplane
calculator
device
ear pods

electric scooter/car
fan
GPS
hearing aid
internet
invention
keyboard
lightbulb
medicine
money
mouse
nail clippers
paper
radio
refrigerator
scissors
shoes
smartboard
smart watch
solution
stove
toaster
tool
toothbrush
TV
umbrella
university
water pump
wi-fi
windmill
wheel
wheelchair

Invention Verbs

build
create
design
help
make
impact
invent
solve
think of (an invention)

Fields Inventions Impact

Disability inclusion
Education
Energy
Entertainment

Health and medicine
Hospitality and tourism
Transportation

Explaining a Process

first
second
third
fourth
fifth
next
then
after that
finally
last

UNIT 5: The future is ours!

Future Goals and Plans

attend university
be a hotel/museum employee
become famous
become a professional
(athlete/artist/musician)
builder
designer
do community service
get married
have a career as a (farmer/
writer/teacher/vet)
have a family / a lot of money
learn a trade/skill
make a lot of money
manage / be a manager
move to the city/countryside
own a business
own a house/apartment/car
own / be an owner
study education/drama/other
fields
study/live/work abroad
work indoors/outdoors
work for a (big/international/
local/gaming) company
travel abroad/the world

Areas of Study

agriculture business
auto mechanics

carpentry
computer science
construction
education
electrical
electronics
engineering
graphic design
hospitality
journalism
law
medicine
plumbing

Exam success

breathe deeply
double-check your work/
answers
prepare
review
study buddy
take a break
stay calm/positive

Survey & Data Language

explain
graph
most important / least
important
percent
percentage
pie chart
survey report
very important / not at all
important

Language for parts of an email

Structure

Greeting

- Dear Mariam,
- Hi Saif,

Opening sentence

- How are you?
- Thanks for your email.

Closing sentence + farewell

- Talk soon,
- Best wishes,

ENGLISH SPOTLIGHT 3 GRAMMAR

Unit 1: Tell me about your summer!

Past simple

Talk about something that happened before now. It is finished.

Form: Statements

I/You/We/ They/He/ She/It	played on the beach. swam in the sea. did not/didn't play on the beach. did not/didn't swim in the sea.
---------------------------------	---

Form: Yes/No Questions

Did	I/You/We/ They/He/She/It	play? swim?
------------	-----------------------------	----------------

Form: Answers to Yes/No Questions

Yes,	I/You/We/ They/He/She/It	did.
No,	I/You/We/ They/He/She/It	did not. didn't.

Form: Wh- and H- Questions about the Past

Qh- & H- Questions	Example Answers
How was your summer?	It was great!
Where did you go?	I went to the beach.
When did you go?	I went in July.
What did you do there?	We swam, built sandcastles, and learned to surf.
Why did you go?	We wanted to learn to surf!
Who did you go with?	I went with my brothers and sisters.
How many days did you stay?	We stayed at the beach for 5 days.
How much fun did you have?	We had a lot of fun!

Unit 2: Join the club!

Present Perfect

Talk about whole-life experience or recent experience without saying when.

Form: Statements

I You We They	have have not	eaten	sushi before.
He/She/ It	has has not		

Form: Yes/No Questions

Have	I/you/ we/they	sung	in public?
Has	he/she/it		

Form: Answers to Yes/No Questions

Yes,	I/you/we/they	have.
No,	I/you/we/they	haven't.
Yes,	he/she/it	has.
No,	he/she/it	hasn't.

Present Perfect vs. Past Simple

The present perfect and the past simple are often used together.

- Use **present perfect** to talk about life experience or actions **without saying exactly when**.
- Use **past simple** to say **when** something happened.

Examples:

- I have not finished my homework yet. I started it two hours ago.
- I have traveled to Agadir many times. I went to Agadir last week.
- Have you ever acted in a play? – Yes, I have. I acted in a play last year.
- Has she had dinner yet? – Yes, she has. She ate at 7 pm.

Ever & Yet

ever = at any time in your life

Use it in questions.

Examples:

- Have you **ever** eaten a shark burger?
- Have you **ever** gotten a 100% on a test?

yet = until now

Use it in questions and negative sentences.

Examples:

- I **haven't** finished my homework **yet**.
- Have you finished your homework **yet**?

Unit 3: Let's celebrate!

Present Continuous for Future Arrangements

Use it to talk about arranged plans.

Form: Statements			
I	am am not	meeting	her tonight.
You We They He/ She/ It	are are not		
	is is not		

Form: Yes/No Questions			
Am	I	meeting	her tonight?
Are	you/ we/they		
Is	he/she/it		

Under Form: Answers to Yes/No Questions			
Yes,	I	am.	
No,		am not.	
Yes,	you/we/ they	are.	
No,		aren't.	
Yes,	he/she/it	is.	
No,		isn't.	

More examples:

- We are having barbecue tomorrow!
- I'm going camping this weekend.
- Are you coming with us tonight?
- Is she joining the Band this year?

Making Suggestions

Give people advice and ideas.

Forms:

- **should** + base verb
- **ought to** + base verb
- **Why don't you** + base verb?
- **How about** + verb-ing?
- **How about** + a/an noun?

Examples:

- You should send the invitations early.
- You ought to decorate with balloons.
- Why don't you buy him a jersey?
- How about giving him a party?
- How about flowers for your mom?

Inviting Someone

Ask someone to do something with you.

Forms:

- **Would you like to** + base verb
- **Can you** + base verb

Examples:

- Would you like to come to the festival?
- Can you come to my birthday party?

Unit 4: They changed the world!

Frequency Adverbs

Use them to explain how often you do something.

Examples:

- We **always** cook couscous on a stove.
- He uses a toaster **every day**.
- They meet **every other day**.
- I use nail clippers **once a week**.
- She **sometimes** use an electric scooter.
- We **hardly ever** use a calculator in English class.
- They **never** send text messages after midnight.

Used to / Didn't use to

Use it to talk about things that happened in the past that do not happen now.

Form: Statements			
I/You/We They/He/ She/It	used to did not use to didn't use to	have	electricity.
Form: Yes/No Questions			
Did	I/You/We They/He/ She/It	write	with a feather?
Form: Answering Yes/No "Use to" Questions			
Yes,	I/he / she / it you / we / they	did.	
No,		did not. didn't.	

Say an opinion with "would"

Use "would" to give/ask for an opinion.

Form: Statements

I/You/We They/He/ She/It	would would not	wear	umbrella shoes.
--------------------------------	-----------------------	------	--------------------

Form: Yes/No Questions

Would	I/you/we they/he/ she/it	use	a food fan?
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Form: Answering Yes/No "would" Questions

Yes,	I/he / she / it	would.
No,	you / we / they	would not. wouldn't.

Unit 5: The future is ours!

Express level of certainty with will, may, might and won't

100% certain = will / won't

Not certain = may / might

Form: Statements

I/You/We They/He/ She/It	will will not	be	famous in the future.
--------------------------------	------------------	----	--------------------------

I/You/We They/He/ She/It	may might	own	a company someday.
--------------------------------	--------------	-----	-----------------------

Form: Yes/No Questions

Will	I/You/We They/He/ She/It	study	Engineering?
------	--------------------------------	-------	--------------

Form: Answering Yes/No "Use to" Questions

Yes,	I/he / she / it	will. may. might.
No,	you / we / they	won't.

First Conditional

Use it to give advice and warnings about future results.

Form: Starting with if

If	I/you/we/ they	win,	I/you/ we/they	will be happy.
	he/she/it	wins,	he/she/it	
I/You/ We/They	will be happy	if	I/you/ we/they	wins.
He/She/It			he/she/it	

Express plans and hopes

Forms:

- plan to + base verb
- hope to + base verb
- want to + base verb
- would like to + base verb

Examples:

- I plan to study auto mechanics.
- I hope to study in Germany.
- I want to try scuba diving someday.
- I would like to be an AI engineer.

Prepositions of Time: In / On / At

Use to talk about times, days, and time periods

Use & Examples

in	Use: months, seasons, general times Examples: in summer, in the morning, in the future
on	Use: days of the week, specific dates Examples: on Friday, on the weekend, on my birthday
at	Use: specific times, holidays Examples: at 4:00, at noon, at night

Talking About Abilities and Preferences

Say what someone is good at or interested in

Forms:

- be good at + noun or verb-ing
- like + noun or verb-ing
- interesting in + noun or verb-ing

Form	Example
be good at + noun/ gerund	She's good at remembering facts.
like + base verb / gerund	I like helping people.
want to + base verb	I want to become a teacher.

Explaining Graphs

Forms:

- # Percent said...
- Most said...
- A lot / Many said...
- Some said...
- Only a few said...

Examples:

- 80% (of teens) said they care about money.
- Most (teens) said they want to study.
- Some (teens) said they want to become famous.
- Only a few (teens) said they want to travel.

COMMON REGULAR VERBS BY -ED PRONUNCIATION

/d/ – Voiced consonant or vowel before –ed

Base Verb	Past Simple	Past Participle
agree	agreed	agreed
answer	answered	answered
call	called	called
change	changed	changed
clean	cleaned	cleaned
climb	climbed	climbed
cry	cried	cried
design	designed	designed
dream	dreamed	dreamed
earn	earned	earned
enjoy	enjoyed	enjoyed
explore	explored	explored
gather	gathered	gathered
join	joined	joined
learn	learned	learned
listen	listened	listened
live	lived	lived
love	loved	loved
mime	mimed	mimed
move	moved	moved
open	opened	opened
plan	planned	planned
play	played	played
pray	prayed	prayed
prepare	prepared	prepared
return	returned	returned
share	shared	shared
stay	stayed	stayed
study	studied	studied
travel	traveled	traveled
use	used	used
volunteer	volunteered	volunteered

hike	hiked	hiked
hope	hoped	hoped
jump	jumped	jumped
kayak	kayaked	kayaked
laugh	laughed	laughed
like	liked	liked
look	looked	looked
miss	missed	missed
pack	packed	packed
pass	passed	passed
practice	practiced	practiced
stop	stopped	stopped
talk	talked	talked
thank	Thanked	thanked
tick	ticked	ticked
walk	walked	walked
wash	washed	washed
watch	watched	watched
wish	wished	wished
wipe	wiped	wiped
work	worked	worked

/t/ – Verbs ending in /t/ or /d/

Base Verb	Past Simple	Past Participle
act	acted	acted
add	added	added
celebrate	celebrated	celebrated
collect	collected	collected
complete	completed	completed
create	created	created
decorate	decorated	decorated
decide	decided	decided
end	ended	ended
invent	invented	invented
invite	invited	invited
need	needed	needed
plant	planted	planted
start	started	started
test	tested	tested
upload	uploaded	uploaded
visit	visited	visited
vote	voted	voted
want	wanted	wanted

/t/ – Voiceless consonant before –ed

Base Verb	Past Simple	Past Participle
ask	asked	asked
bake	baked	baked
check	checked	checked
cook	cooked	cooked
drop	dropped	dropped
help	helped	helped

COMMON IRREGULAR VERBS

Base Verb	Past Simple	Past Participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
do	did	done
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten/got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
keep	kept	kept
know	knew	known
learn	learned / learnt	learned / learnt

Base Verb	Past Simple	Past Participle
leave	left	left
make	made	made
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
shine	shone	shone
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
wake	woke	woken
wear	wore	worn
weave	wove	woven
win	won	won
write	wrote	written

DEAR SOME MORE: EXTRA STORIES

Joha, His Son, and the Donkey

A folktale / Humor (funny/life lessons)

Preview the story.

Look at the pictures in the story. What do you see? What do you think the story is about?

Read the story.

Joah, his Son, and the Donkey



One day, Joha and his son were going to the market. They took their donkey with them and walked beside it.



A man saw them and said, "You are silly! Why are you walking? Ride the donkey!" So Joha got on the donkey and his son walked.



Soon, a woman saw them and said, "That is not kind! You are riding, and your little boy is walking!" So Joha got off the donkey, and his son got on.



Then, another man saw them and said, "That is not nice! Your son is riding and you are walking!" So Joha got on the donkey too.

Now, both Joha and his son were sitting on the donkey.



A woman saw them and shouted, "Are you crazy? Two people on one donkey? That is too much! The donkey looks tired."



Later, a man said, "Your donkey is tired. You should carry it to the market!" So Joha and his son picked up the donkey and carried it. At the market, everyone laughed. "Look at that donkey!" they said. "It is so lazy. You are carrying it!" Joha and his son felt very silly. They didn't sell the donkey and went back home.

Think about the story!

1. What lesson does this story teach? Select one.

- ☐ If you try to make everyone happy, you will make no one happy.
- ☐ If you don't take care of your donkey, you will not be successful.

2. Discuss the questions with your classmates:

Has someone given you advice and you changed your mind? What did you do? How did you feel?

The Lion and the Mouse
From Aesop's Fables (Life lessons)

Preview the story.

Look at the pictures in the story. What do you see? What do you think the story is about?

Read the story.

The Lion and the Mouse



One day, a big lion was sleeping in the sun. A little mouse was playing nearby.



By accident, the mouse ran over the lion's paw. It woke the lion up.

"Roar!! Who dares to wake me?" the lion shouted.



The lion caught the mouse. The mouse said, "I'm sorry! Please don't eat me! If you let me go, I will help you one day." The lion laughed. "You? Help me? You are too small!" But he let the mouse go.



A few days later, the lion was walking in the forest. Suddenly, he stepped into a trap. A net came down and held him. The lion roared loudly. He could not escape.



The mouse heard the roar and ran to help. She chewed the ropes with her small teeth. After some time, the net broke and the lion was free!



"Thank you, little mouse," said the lion. "I see now that even small friends can be great helpers."

Think about the story!

1. What is the moral of the story (the story's message)? Select one.

- ☐ Big animals are stronger than small ones.
- ☐ Even small friends can help in big ways.

2. Act out the story. Perform for your classmates!

3. Talk with your classmates: What did the lion learn? Can small people do big things?

The Fox and the Crow
from Aesop's Fables (Life lessons)

Preview the story.

Look at the pictures. What do you see? What does the fox want? What will he do to get it?

Read the Story.

The Fox and the Crow



One day, a crow found a big piece of cheese. She flew to a tree and held the cheese in her beak.

A hungry fox saw her. "That cheese looks delicious," he thought. "But how can I get it?"

The fox called up to the crow, "Good morning, beautiful crow! Your feathers shine! You must have a beautiful voice too."

The crow smiled. He liked the praise.

"Please sing a song for me!" said the fox.

The crow opened his beak to sing, "Caw!" — and the cheese fell down!



The fox grabbed the cheese and ran away.

"Next time," laughed the fox, "don't trust flattery! It's just empty words."

Think about the story!

1. What is the moral of the story? Select one.

- ☐ Don't sing in the morning.
- ☐ Be careful—don't trust flattery.

2. Answer the questions with your class.

- Was the fox clever or mean? Why?
- Have you ever liked someone just because they said something nice about you?

Flattery means...

Saying nice things about someone, even if not true, to make the person like you

The Old Man and the Sea

From the book, *The Old Man and the Sea*, by Ernest Hemingway (literature/life lesson)

Preview the story.

Look at the pictures in the story. What do you see? What do you think the story is about?

Read the story.

The Old Man and the Sea



Santiago was an old fisherman. He lived in a small house near the sea. He did not catch a fish for 84 days. People said he was unlucky.

A young boy, Manolin, used to fish with him. But Manolin's parents said, "Santiago is unlucky. We need to earn money. You must go with a different fishing boat."

Santiago was all alone. He wanted to catch a big fish. One day, he went far out into the ocean. After many hours, a huge fish bit his hook. It was a marlin. It was very big and very strong. Santiago fought to catch the fish for two days and two nights. He was very tired but he never gave up. Finally, he caught the fish. He tied it to his boat.



On the way home, sharks came around Santiago's boat. They were hungry. Santiago fought the sharks, but he could not stop them. They ate the marlin.

When Santiago got home, he had only the bones of the huge marlin. People in the village saw the size of the marlin. They respected him again. Santiago was very tired. But he was also proud and happy again.

Think about the story!

Answer the questions. Share your ideas with your class:

- Was Santiago successful? Why or why not?
- What kind of person is Santiago? Use one or two words to describe him.

The Mystery of the Missing Trophy

(mystery)

Preview the story.

Look at the picture. What do you see? What do you think happened to the trophy?

- Have you ever lost something important?
- Do you like mystery stories? Why or why not?

Read the Story.

The Mystery of the Missing Trophy

Four friends, Anna, Connor, Amal, and Rachid were excited. Their summer camp was having a talent competition. First prize was a shiny trophy! All week they practiced a new play with a lot of songs and dancing. And every day, they looked at the shiny trophy they wanted to win.

But on the morning of the talent show competition, the trophy was gone!

"Oh no!" shouted the summer camp director. "The trophy is missing!"

"We will find it!" said Amal. The four friends called themselves "The Drama Detectives."



The Drama Detectives walked outside to look. First, Rachid saw muddy footprints. "Let's follow them," he said.

The footprints led to the camp kitchen. The cook said, "I heard a noise at midnight." Anna found a gold ribbon and more prints under the table.



"Let's check the garden," said Connor.

Under a tree, a small fox was playing with the trophy!



They found it! The Drama Detectives took the trophy from the fox and ran to the director.

"You are great detectives!" said the director. The friends didn't win the talent show, but they were heroes for everyone at the drama camp!



Think about the story!

1. What is the story mostly about? Select one:

- ☐ group of friends get ready for a talent show
- ☐ a group of friends solve a mystery at camp

2. Answer the questions. Share your ideas with your group.

- What helped the Desert Detectives solve the mystery?
- Would you like to be part of a real mystery team?

The Map behind the Mirror (mystery / fantasy)

Preview the story.

1. Look at the story title. What do you think the story will be about?
2. Discuss in pairs: Have you ever found something surprising in your house or in nature?
 - What did you find? How did you feel about it?

Read the Story.

The Map behind the Mirror



One weekend afternoon, Josie and John were cleaning their grandmother's house. Behind a beautiful mirror, they found an old, rolled-up paper.

"It's a map!" said John.

"It looks very old!" said Josie.

The map showed a secret path near their grandmother's house. At the end, it said: *"The Pond of Wishes – Speak and I Will Hear."*

"Let's follow the map!" cried Josie, excitedly.

The next morning, Josie and John followed the map. They walked past trees, rocks, and a circle of stones.



After two hours, they found a small blue pond. It was surrounded by big rocks.

"Let's try it," said John. He spoke into the water, "What is this place?"

The water moved. A quiet voice said, "This is a pond of wishes. You can make one wish."

Josie and John looked at each other and smiled.

"We wish," said Josie and John, "for more adventures like this!"



Suddenly two bright paths appeared. Josie and John stared at the map. The first led to a kingdom under the sea. The other went into a magical forest.

"This time," said Josie, "you choose."

John pointed to the forest and grinned. "Let's see what's whispering in the dark."



Think about the story!

1. What happened in the story? Tell a partner.

Josie and John found a ____ behind the _____. They followed it and found a _____. Then...

2. If you could ask the pond of wishes for a new path, where would it go? What would you find there?

The Elevator Game

(sci-fi / suspense)

Preview the story.

1. Do you like science fiction? How about scary stories? Why or why not?
2. Look at the title and pictures. What do you think the story is about?

Read the Story.

The Elevator Game

It was a cloudy and dark Wednesday afternoon. Yasmine entered the tall building for her part-time job. She pressed the button: floor 7. But when the doors opened, it wasn't floor 7. It was... dark. Silent.

"Strange," she said, and pressed "G" to go back down.

The doors closed. But instead of going down, the elevator started to rise. Higher and higher. Faster and faster.

"Floor 9... 10... 18...38," said the voice.



"But this building only has 10 floors!" Yasmine whispered. Her voice shook with fear.

The elevator stopped. The doors opened. She saw a white hallway, full of mirrors. In one mirror, her reflection smiled—but Yasmine wasn't smiling.

Hands shaking, Yasmin screamed and hit the close button.

Back on floor G, the security guard asked, "Are you okay?"

Yasmine looked at the elevator. It was now showing "Out of Order."

"I'm taking the stairs next time," she said, as she ran from the building.

Think about the story!

Talk with a partner about the questions:

- What happened in the story? How did it make you feel?
- Why do you think the mirror smiled?
- What is another way to end the story? Share your ideas.

The Student Smuggler (humor/funny)

Preview the story.

1. Look at the pictures in the story. What do you see? What do you think the story is about?
2. Why do you think a border officer might stop someone with a bicycle and a big backpack?

Read the Story.

The Student Smuggler



Every week, a teenaged student rode his old bicycle across the border. He always had a big backpack with him. The border officer stopped him each time. "What's in your bag?" he asked. The student said, "Just my things — clothes, shoes, books, a copybook, my laptop - things like that." The officer looked inside the bag. He saw clothes, notebooks, pens, and a phone charger. Nothing was strange.

The student was friendly. He smiled, wore clean clothes, and spoke politely. He didn't look like a smuggler.

But the officer was not sure. The student came every week. Something felt strange. The officer felt suspicious. This happened for two years. The officer never found anything bad, so he let the student go every time.



One day, a long time later, the officer saw the student in a café. The student was older now. He was smiling and drinking coffee.

The officer said, "Tell me the truth. Were you smuggling something?"

The student laughed, "Yes. I was smuggling bicycles! Every week, I brought a new one. You can arrest me now if you want!"



Think about the story!

Talk with a partner. Answer the questions together. Then share your ideas with the class.

1

What did the officer find in the student's backpack every week?

2

Why was the officer suspicious, even though he never found anything bad?

3

What was the student really smuggling? Was it clever or wrong? Why do you think so?

Useful vocabulary: **suspicious** means...thinking something might be wrong

Kathy's Not-So-Secret Superpower

(humor / life lesson)

Preview the story.

1. Read the title. What do you think the story is about?

2. In pairs, answer the questions:

- Do you like to take naps (sleep a short time) during the day? Where do you like to nap?
- Do you ever get interesting ideas when you are napping or daydreaming?

Read the Story.



Kathy wasn't great at sports, math, or singing—but she had one amazing skill: she could fall asleep anywhere. In class, on the bus, even during a fire drill—standing up! Her teachers were baffled.

Her teachers and other students always asked, "Kathy, are you okay?" "Just thinking with my eyes closed," she answered with a dreamy smile. Her best friend Hicham teased, "You'll be a professional napper someday!"

Kathy didn't mind. She loved sleeping—and dreaming. Her naps sparked wild ideas: a mist-spraying fan for summer, a machine that made ice cream from air, even a backpack that kept you awake in class.

When their school announced a "Future Me" speech contest, Hicham joked, "Say you'll test beds for a living!"

But Kathy had a better idea.

On stage, she said, "I may sleep a lot, but I dream big and wake up with new ideas. Maybe that's my superpower! I want to be an inventor—someone who turns dreams into things that help people."

The audience was silent... then erupted in applause. All the teachers and students clapped loudly. Kathy smiled widely (and then she covered a yawn with her hand!).

Afterward, the principal smiled. "You've turned a weakness into a strength, Kathy. I believe you'll invent something amazing someday."



Think about the story!

Talk with a partner. Answer the questions together. Then share your ideas with the class.

1

Retell the story in your words. Use the pictures to help you.

2

Discuss:
Why did the audience clap loudly for Kathy?

3

Ask & Answer: What are your superpowers? Have you ever turned a weakness into a strength?

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