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map of the book

UNITS	Interpersonal Communication	Interpretive Communication	Presentational Communication	Language Development	Culture Practice / Strategic	Learning to Learn	English and Fun	Project Work
Unit 1 Education	Express opinions. Agree & disagree.	Listening Listen for detail. Understand and interpret spoken texts. Listen and identify speaker's attitude.	Reading Read to get main idea of paragraphs. Understand and interpret written texts. Read about social problems.	Writing Write a postcard. Convey info in written form.	Vocabulary Simple Past. Relative Pronouns. Connect with other disciplines. Explore other cultures. Compare education systems.	Organise one's learning. Develop good learning habits.	Picture crossword puzzle.	
Unit 2 Society	Know and use ways of complaining.	Listening Listen to give opinions, & transfer information. Listen and identify speaker's opinions and views.	Reading Comprehend texts on social issues. Use reading strategies. Read to check predictions. Read for word association.	Writing Write about past habits. Organise ideas in written form.	Vocabulary Used to Articles: a, an, the. Gain knowledge of other cultures. Discuss social practices.	Understand & use subtleties. Develop awareness of word derivation. Develop web search skills.	Jobs.	surfing on the net to learn more about social matters.
Unit 3 Health and Welfare	Seek & give advice. Talk about health and health problems.	Listening Listen for speaker's attitude. Listen for specific information.	Reading Use strategies to understand texts. Take notes and summarise a text.	Writing Write a letter to ask for advice.	Speaking Talk about health & health problems. Engage in short debate on social problems. Talk about social practices.	Review unit 1 and 2	Develop health practices. Distinguish bad and good health practices. Explore other cultures. Talk about obesity.	Manage school activities. Use classroom language.
Unit 4 Environment and Ecology	Make & respond to suggestions.	Listening Listen to an interview. Listen for details. Analyse spoken language.	Reading Read about environmental issues. Use reading sub-skills. Read and solve problems.	Writing Expose problems in writing. Write a paragraph giving opinions.	Speaking Talk about environmental issues. Engage in debates on environment preservation.	Too & enough. Prepositions. Vocabulary related to environment, pollution, recycling.	Organise learning. Develop good learning strategies.	Acting beyond the classroom. Use posters to sensitise others.
Unit 5 Entertainment	Express pleasure and preference.	Listening Listen to an interview. Understand spoken English. Listen and check understanding.	Reading Use reading strategies. Survey, skim & scan a text.	Writing Write for communication. Write a film review.	Speaking Talk about leisure activities. Give information.	Review unit 3 and 4	Enhance learning skills. Deal with unfamiliar vocabulary.	Enhance learning skills. Deal with unfamiliar vocabulary.

INTRODUCTION

This English language teaching course has been designed for Moroccan students in upper-secondary schools (First year baccalaureate). The course consists of a students' book, a teachers' book and an audio support (tape and CD). The content of the book is designed to be covered in 34 weeks with an average of one unit in three weeks. This is just a suggested pace as the book also contains supplementary material that can be used if time and proficiency level of the students permit. This also leaves room for evaluation, assessment and remedial work. The activities suggested are organized in a flexible and varied way to give teachers more freedom to adapt the material to their teaching situation.

STANDARDS AND COMPETENCIES TARGETED

This course draws its guiding principles from two main sources :

- ✓ The National Charter of Education and Training.
- ✓ The National Pedagogical Guidelines and Syllabus.

In its part devoted to foreign languages (Art 117), the national charter of education and training sets clearly the global aims and objectives to be targeted in a foreign language course, namely, the consolidation, the maintenance and the improvement of the linguistic communication competencies. Following from this broad aim, more specific objectives are set forth in the document :

- i. The development of students' ability to communicate in a foreign language.
- ii. The development of students' ability to adapt to the ever-changing practical life.
- iii. The development of students' ability to think critically and do research.
- iv. The development of students' ability to become autonomous learners.

In terms of content and methodology the Charter states that "the teaching of each foreign language shall be connected with the teaching of cultural, technological and/or scientific modules." (Art 117).

UNITS	Interpersonal Competences	Interpretive Competences	Communicative Competences	Pragmatic Competences	Communicative Competences	Language Development	Culture / Strategic Competences	Learning to Learn	English and Fun	Project Work
Unit 6 Mass Media	Talk about emotions, feelings, attitudes	Listen to the news on the radio, Listen for specific info.	Reading Read to check predictions, Scan and scan a text on mass media.	Writing Write an e-mail	Speaking Talk about different topics, Engage in conversations, Give a presentation.	Units related to mass media, TV, newspapers, computers ...	Practice / Strategies Talk about stereotypes, Distinguish between different cultural stereotypes.	Organize own learning, Develop good learning habits.	Comic strips	Design a school magazine.
Unit 7 Celebrations	Recognize and use ways of apologizing.	Identify spoken input, Listen and identify the topic.	Enlarge reading strategies, Survey, Predict, dict on reading materials, Read and monitor class.	Write a personal letter, develop writing strategies and techniques.	Review unit 5 and 6 Talk about different celebrations and festivities, Develop oral skills.	Vocabulary related to celebrations, Customs, traditions and occasions.	Describe traditions, Compare customs, Describe similarities and differences across cultures.	Understand & use suffixes, Develop awareness of differences across cultures, Develop word search skills.	Silly question	
Unit 8 Our Cultural Heritage	Learning ways of expressing possibility.	Listen to an interview, Listen for details, Listen to take notes.	Read for writer's purpose, read for specific info, Read to sequence ideas.	Learn to write a paragraph, Write a biography.	Review unit 7 and 8 Talk about Morocco's cultural heritage, Standards of living, social behaviour ...	Units related to Morocco's artistic, scientific and cultural performances, Morocco's human values and standards.	Highlight Moroccan values and standards, Analyze culture differences, Compare Moroccan & British eating manners.	Merge school activities, Use classroom language.	Riddle	Questionnaire about Moroccan celebrations, customs and traditions
Unit 9 Human Rights	Express hopes and wishes.	Understand oral input on Human Rights, Listen to a song about human rights and solidarity.	Understand written input, Read for specific info, Read for picture association.	Write for a purpose, Write a formal letter.	Speak about human rights.	Units related to human rights.	Know about & value basic human rights across the world, Know about human right associations.	Organize learning, Develop good learning strategies.	Funny eggs	
Unit 10 Travel and Holiday	Ask for promises.	Identify the speaker, Understand spoken medium, Listen for gist, Listen to take notes.	Use reading strategies, Read to check predictions, Read for information transfer.	Correcting written mistakes, Write a personal letter.	Talk about travel, Talk about personal travelling experiences.	Vocabulary related to travel & holidays.	Know about foreign travel practices, Compare Moroccan & English travel habits.	Enhance learning skills, Deal with unfamiliar vocabulary.	Funny picture	Compiling a file about good citizenship

The national guidelines also subscribe to the principles mentioned in the charter and adopt a standards based approach to the teaching of English as a foreign language. This is an innovative approach which is gaining ground worldwide. The syllabus for the first year baccalaureate sets five standards to be met during the course :

1. COMMUNICATION

- ☛ Students will engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions in a language other than their own.
- ☛ Students will understand and interpret a language other than their own in its written and spoken form on a variety of topics.
- ☛ Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in English.

2. CULTURE

- ☛ Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- ☛ Students will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

3. CONNECTIONS

- ☛ Students will reinforce and further develop their knowledge of other disciplines (e.g.: history, geography etc...) through English.

4. COMPARISONS

- ☛ Develop insight into the nature of language and culture.

5. COMMUNITIES :

- ☛ Participate in multilingual communities at home and around the world with communication and culture as the cornerstone for language learning, the goal is for all students to learn how, when, and why to say what to whom.

STRUCTURE OF THE COURSE

The course is structured in 10 units. Each one revolves around a theme or a topic. This structure is guided by the following principles :

- ✓ Ease of use for both students and teachers.
- ✓ Variety and flexibility of the material contained.
- ✓ Use of authentic and adapted material to cater for different pedagogical situations.
- ✓ Integration of the four language skills in most activities with focus on a specific skill in some activities.
- ✓ Inter-relation between content and activities among units as material from one unit can be recycled in another unit.

After every two units, there is a **project work** related to the themes of the units and a **review** which is geared towards self study and evaluation. The map of the book specifies the content of each unit in terms of : structures, functions, vocabulary, study skills, language skills, cultural components and fun activities. The students' book also contains a list of **irregular verbs** and an **index** of important vocabulary used in the units and related activities.

STRUCTURE OF A UNIT :

Each of the units contains the following activities in this order :

- | | |
|-----------------------|---------------------|
| • STARTING UP | • GRAMMAR ANALYSIS |
| • READING | • WRITING |
| • VOCABULARY | • LEARNING TO LEARN |
| • LISTENING | • CULTURE CORNER |
| • FUNCTIONAL PRACTICE | • ENGLISH AND FUN |

After each two units, there are two extra activities :

- PROJECT WORK
- REVIEW

STARTING UP

This activity is meant to introduce the students to the topic of the unit. It is an opportunity for the teacher to brainstorm students' background knowledge about the theme and to raise their interest and curiosity. The activity usually involves pictures, quotations, word study, and discussion. Students are encouraged to contribute by predicting and asking questions or providing their views about the target theme.

READING

The reading section contains texts of varied types, formats and length, usually accompanied with visual support like pictures or photos. This section is divided into three parts: Pre-reading, while-reading and post-reading activities. The pre-reading tasks help students to guess / predict on the basis of visual support or the titles of the texts. It can also involve a discussion based on focus questions. The while-reading activities involve tasks such as checking students predictions, understanding the structure of the text, skimming, scanning, transfer of information. The post-reading activities serve as a follow up to extend students abilities and skills beyond the target text and use them in other contexts.

VOCABULARY

This is a vocabulary analysis activity whereby students extend their vocabulary repertoire and learn how words are formed and their collocations or families. In this activity, students are usually asked to study a set of words and discover their structure and meaning, then an exercise is given to check their word study skills. The aim here is not to overwhelm students with lists of vocabulary, but to teach them ways of dealing with words they do not know.

LISTENING

Students are invited to listen to varied forms of audio texts involving interviews, news, dialogues, reports, a song, ...in male and female voices, native and non-native speakers. The listening activities also contain tasks for the pre-listening, while-listening and post listening activities.

FUNCTIONAL PRACTICE

Functions are usually presented through authentic situations where students are asked to identify the function and the different ways of expressing it. Students are encouraged to find for themselves these components, guided by a set of questions and tasks. This section usually ends with exercises used to check students grasp of the function and its use.

GRAMMAR ANALYSIS

This section starts by asking students to analyse a text or a set of sentences or examples, and leads them to find out the grammatical structure targeted in the unit. Sometimes, students are given the grammatical rule and asked to do a set of exercises to check their understanding of the rule and its use. A grammatical summary is also provided at the end of the book for students' reference or revision.

WRITING

The writing section involves students in composing different types and formats of texts: letters, e-mails, essays, articles, ads,...The students are usually given a model to study and follow in their writings, with a focus on the process and the steps students should go through to finalize their product.

LEARNING TO LEARN

This is an important activity in each unit. Students are engaged in different study-skills activities; they are given tips and models on how to organize and promote their learning for better results not only in the English subject but also in other school subjects and in life activities and life skills in general.

CULTURE CORNER

The culture corner provides students with an opportunity to know about other cultures through guided tasks. Students are also invited to search for information about the target language culture for a better understanding of their own culture and tolerance of other people's culture.

ENGLISH AND FUN

Each unit ends up with a light activity that involves funny tasks such as word games, jokes, funny signs, riddles, comic strips,...The purpose here is twofold: (i) make students more motivated to study English, (ii) at the same time practise the language in meaningful situations. Students are asked to contribute to this section by bringing their own funny activities to the class and share them with their classmates.

The course also contains two extra activities. Each two units are followed by two extra activities called :

- PROJECT WORK
- REVIEW

PROJECT WORK

Learning a foreign language through students' projects has proven to be very effective. When students are involved in working on projects as individuals or groups, they feel partners in the learning process. Students excel in coming up with amazing projects; they learn by doing. In this course, students are invited to work on projects related to the themes of the units. They are asked, for example, to compile files about aspects of the topic or produce posters, or transfer information from one type of media to another. In this activity, students are only given hints and general guidelines, and are encouraged to use their skills and abilities to produce the desired outcome.

REVIEW

The review section contains three parts: review your grammar, review your functions, and review your vocabulary. They are meant to help students evaluate and assess their progress and revise or do remedial work accordingly. The teacher can also use this section to get feedback about students' achievements and adapt or adjust his/her teaching accordingly. It is also meant as a model for teachers to follow or adapt when they design their own test items.

The teacher's book also contains 2 tests (1 after each 5 units) in the exam format. They are meant to be used by teachers in class, and as a model for them to follow and adapt when designing their own test items.

Good luck

UNIT 1 : EDUCATION

Standards and Competencies	Understand and interpret written and spoken texts on education Convey information in written and oral form about education Organise one's learning Explore other cultures Learn about education Talk about educational experiences Talk about schooling Write a postcard Develop good learning habits Compare educational systems
Skills	Read to get main idea of paragraphs Listen for details Talk about schools now and in the past Write a postcard
Key Vocabulary	Break, timetable, courtyard, laboratory, degree, scholarship, graduate, abroad, search, single-sex, co-educational, grow up, grasp, concepts, expectations, gender, stereotypes, fellow, biostatistics, trend, awarded
Grammar	Past simple Reflexive pronouns
Functions	Express Opinions, Agree and Disagree
Culture	Education across cultures
English and Fun	Picture crossword puzzle

STARTING UP

Teacher asks students to read the quotation at the starting page and look at the pictures accompanying it.

Teacher invites students to think of other quotations or sayings or proverbs related to education (in English and/or other languages students understand). Teacher explains to students that studying and learning at schools is only part of our education. Students look at the pictures in the activity entitled "FACTORS THAT AFFECT EDUCATION" and describe them.

Students then work in groups to classify the factors that affect education in order of importance. This is a discussion activity and students' opinions are welcome as there is no "correct" order of these factors.

Students can suggest other factors they think can affect the education of children.

READING

Pre-reading

Before students read the text, the teacher asks them to read the title of the activity and discuss in class possible answers to the question of the title.

Teacher can use the suggested sub questions to encourage them to discuss the topic. (Bear in mind that this is a hot issue especially if there are boys and girls in the class.)

Reading

Students read the text to find out the writer's opinion or answer to the question of the title.

Students read again to find out the main sentence in each paragraph. Teacher discusses with students other answers they might come up with.

Key :

Paragraph 1 : Something was going wrong for girls, anyway.

Paragraph 2 : In fact, these days, 57% of university students are women.

Paragraph 3 : Younger boys and girls also show differences in academic performance, in one direction: girls do better.

Students read the text again to find out if the sentences are true or false and justify their choice :

Key :

- a. In the past, boys were doing better than girls especially in math and science. (True)
- b. At universities, there are more men than women nowadays. (False)
- c. In 4th, 8th, and 12th grades, girls do better than boys in writing and reading. (True)

Students answer the questions about the text. The last question is open to discussion.

Post-reading

As a follow-up students discuss in class whether the situation in Morocco is similar to the one described in the text.

VOCABULARY

Teacher conducts a brainstorming session complete the spider gram with verbs related to schooling. Teacher accepts any verb related to the topic of education and might explain any difficult words suggested by some students.

Students may come up with verbs such as : study – learn – read – write- discuss

Students choose the appropriate words from the list and complete the paragraph

Teacher delays explaining difficult vocabulary till the end of the activity to give students an opportunity to guess the meaning from context.

Key : graduate, degree, abroad, research, scholarship

Students look at the definitions and find the correct words for the given phrases. Teacher accepts other correct alternatives.

Key : break, timetable, courtyard, notebook, pencil case, laboratory

LISTENING

Pre-listening

Before listening, teacher encourages students to remember their experience in primary and preparatory schools. Teacher can help them by asking wh-questions.

Listening

Teacher plays CD or tape and students listen and find out if the four characters liked or didn't like their high schools.

Students listen again and do task 2.

Key : Nelly, Jimmy, Kitya, Yassine

Script

Jimmy, England

High school was quite a good experience for me really. My high school wasn't a fantastic school, but I had lots of good friends and some good teachers. Yeah, I think I came out of it relatively unscathed.

ya, India

I think I loved my high school. That was the best part of my whole school life because I had my best friends there that and a bunch of good teachers, a lot of hard work and studies, crying happy moments. It was really tough because we had our final exams in high school and it's, like all Indian exams, quite difficult. But we had great friends too. We did a lot of joint studies and made wonderful friends.

ssine, Morocco

I have to admit, I loved high school. I thought high school was the best. It's a really good time, you know, you know you play sports, you're in clubs, you're hanging out with your friends, but what I remember most about high school though, is that I thought it would never end. I mean at that point, you've only been in school your entire life and I remember thinking, "You know what, I'm always going to be a student. They're never going to let me out of school." But eventually they did.

Nelly : United States

High school was a very good experience for me. During my high school years, I was having a lot of trouble at home so school was where I went to escape all my problems and I really put myself into my work and I loved my teachers and a lot of us are still friends so, yeah, high school was great.

Post-listening

Teacher encourages students to write notes about their experience in primary and preparatory schools then asks them to use these notes to talk to the class.

FUNCTIONAL PRACTICE

Teacher devises an activity to have students review expressing their opinions, agreeing and disagreeing.

Teacher exploits the conversation in students' books to recycle expressing opinion and agreeing/disagreeing.

Students read the conversation and answer the focus question.

Whole class correction. Students have to justify their answers.

Teacher asks students to copy the chart in their note-books.

Students re-read the conversation and fill the chart with expressions of opinion, agreement, and disagreement.

Key :

Expressing opinion	Agreeing	Disagreeing
- He thinks they will do better in single-sex schools.	- I agree with you.	- Alex and Suzy can't agree.
- It seems to me that co-educational schools are better.	- I can't agree more ! - I share the same view.	- Well, it's quite true, but ...

Teacher elicits more exponents of the target functions.

PRACTICE

Teacher asks students to express their opinions about the issues given.

Teacher encourages students to express their agreement or disagreement with their mates.

GRAMMAR ANALYSIS

Teacher reviews with students the simple past forms : interrogative, affirmative and negative.

Students read about Kitya's typical day, then complete the sentences with the things she did and the things she didn't do yesterday.

Whole class correction

Key :

1. got up	7. finished work
2. had	8. was - got
3. walked	9. cooked
4. took her about half an hour	10. didn't go
5. started work	11. went to bed
6. didn't have	12. slept

Students copy the chart into their note-books and fill in the table with regular and irregular verbs from the passage.

Key :

Regular Verbs	Irregular Verbs
walk- start - finish - cook	get - take - have - go - sleep

Teacher explains the instructions of task 2 and gives students an example to make students understand what they have exactly to do.

Students write the questions.
Whole class correction.

Key :

- | | |
|----------------------------|------------------------------|
| a. Where did you go ? | e. Did you enjoy yourself ? |
| b. Did you go alone ? | f. Was the weather fine ? |
| c. How long did you stay ? | g. Did you stay at a hotel ? |
| d. How did you travel ? | h. Was the food good ? |

Teacher checks whether students understand the meaning of the verbs in the list (task3) before they actually engage in the task.

Students fill in the blanks with the suitable verbs.

Whole class correction

Key :

- a. wrote b. taught c. sold d. drank e. threw/caught f. spent/bought/cost

Teacher asks students to look at the irregular verb list in the end of their books and complete the chart about the verb families.

Teacher explains that some verbs undergo the same changes in the past form.

Key :

drink drank	fly flew	sleep spoke	feel felt	buy bought	cost cost
swim swam	know knew	write wrote	sleep slept	teach taught	let let
run ran	throw threw	drive drove	keep kept	think thought	set set
ring rang	blow blew	get got	leave left	bring brought	burst burst
sit sat			send sent	catch caught	cut cut
			spend spent		

Reflexive Pronouns

Teacher takes students through a review of reflexive pronouns, and invites them to do the multiple choice exercise.

Key :

- 1 → a 2 → b 3 → a 4 → b

After students have completed the table with reflexive pronouns, they do the gap-filling exercise.

Key :

- | | | | |
|-------------|-------------|---------------|----------------|
| a → himself | b → herself | c → myself | d → herself |
| e → itself | f → himself | g → ourselves | h → themselves |

WRITING

Students read the introductory paragraph and the questionnaire.

Teacher checks if students understand all the questions.

Students answer the questions in class orally, then write the answers in their note books.

Students use their answers to write a postcard as a response to their friends'.

LEARNING TO LEARN

Students read and discuss in class the quotation from Confucius and relate it to their experience in learning.

Teacher draws students' attention to the verbs used in the quotation and their importance in learning.

Students work in pairs and discuss the answers to the questions. The aim here is to help students reflect on their ways of learning and compare with peers. From the previous discussion, students fill in the chart with a list of good habits and bad habits in learning languages and other school subjects.

CULTURAL CORNER

Students read the quick facts about education in England.

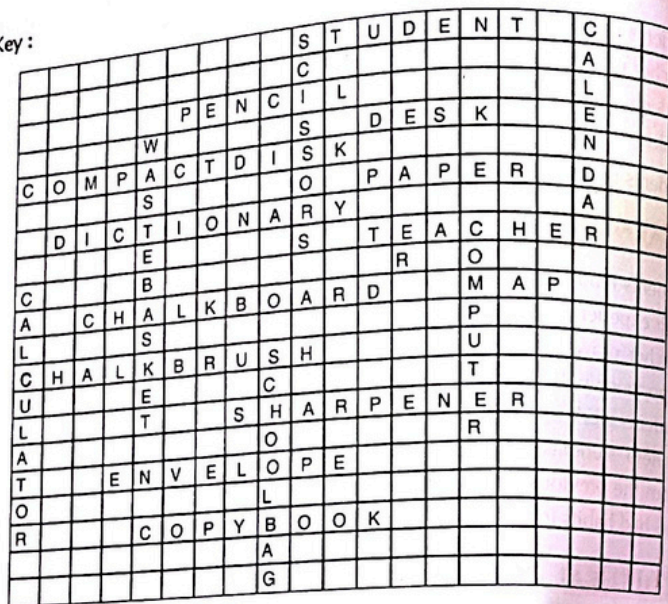
Students check in the internet or other sources similar facts about education in the USA.

Teacher suggests websites or books to students to use.

ENGLISH AND FUN

Students look at the pictures, find out the names and put them in the appropriate column or row in the crossword puzzle.

Key :



UNIT 2 : SOCIETY

Standards and Competencies	Comprehend texts on social issues Write past recordings Use the net in learning Understand and use suffixes Talk about social practices Use technology appropriately Write past recordings Use the net in learning Understand and use suffixes Develop awareness of word derivation
Skills	Read for word association Listen to give opinions, and transfer information Engage in short debate on social problems Write about past habits
Key Vocabulary	generation gap, disabled, adolescents, take care, shelter, non-profit, juvenile, delinquent, sick, hospitality, adolescence, to socialize, homeless, autonomy, divorce, jobless, joyriding, tolerance, to complain, childhood, handicapped, drugs, dissatisfied, intolerance
Grammar	Used to / Articles
Functions	Know and use ways of complaining
Culture	Social Practices
English and Fun	Joke
Project Work	Surfing on the net to learn more about social matters

STARTING UP

Teacher invites students to read the title of the unit and the quotation and find out any proverbs or other quotations related to society and societal problems. Students might use other languages for the quotations and proverbs.

Teacher asks students to look at the pictures and words and guess their meaning. Students work in pairs and check the meanings of the words in the list.

Students work in pairs to guess the connection and/or what is special about these social groups.

Teacher might help them to find out that they need special care or they face social problems and need our help.

Students think of other groups of people who also need special care from society.

READING

Pre-reading

Before students read the text, teacher asks them questions on their childhood. Students answer the questions suggested. Teacher might add other questions during the conversation.

Teacher invites students to look at the title of the text and the accompanying pictures to guess the topic and content of the text.

Teacher writes students' guesses on the board.

Reading

Teacher asks students to read the text and check their guesses.

Teacher discusses with students why the association is called "Bayti"

Students read the text again and find out the main sentence in each paragraph :

Key :

Paragraph 1 : There are thousands of children who live most of their time in streets

Paragraph 2 : Bayti has worked with these children...

Paragraph 3 : More than 4970 children have benefited from the association's various workshops and/or services.

Students answer comprehension questions.

Students complete the sentences with figures from the text :

Key :

Bayti has helped a total of 4970 children.

40 children got a job and 50 are trained for other jobs.

250 children returned to their homes.

Post-reading

Students guess the meaning of the compound words taken from the text. Teacher invites them to look at different parts of the words.

VOCABULARY

Students look at the list of words and categorise them in three lists : words they know, words they don't know, and words they aren't sure of.

Students work in groups and use the brief definitions suggested to move words from one list to another till they can match all the words with their definitions.

Key :

1 → K	2 → C	3 → E	4 → F	5 → B	6 → A	7 → G
8 → J	9 → M	10 → N	11 → L	12 → D	13 → H	14 → I

Students use appropriate words to fill in the blanks.

Key :

- One way of being integrated in society is to **socialise** with other members and live in peace.
- Most of the problems between parents and children are due to the **generation gap** that exists between them. That's why they usually **complain** about each other.
- Joyriding** has become more popular especially among adolescents. It is a dangerous sport and causes many accidents.
- It is a shared responsibility to take care of the **handicapped**; these are disabled people who find it difficult to do ordinary daily tasks.
- Another group of people needs our help; they are the **homeless**. They live in streets and struggle to find a **shelter** to protect them from cold and heat.

LISTENING

Pre-listening

Teacher encourages students to give different answers to the question and writes their answers on the blackboard.

Listening

Teacher plays the tape / CD and students listen to the five people and compare their answers to theirs.

Teacher presents the 5 people in the tape by asking students question about their names, ages and jobs.

Students listen again and fill in the chart with the appropriate information.

Key :

People's names	Who/what is responsible
1. J. Cook	The education system
2. A. Baker	Television
3. J. Kennedy	The environment
4. P. Stasiar	Intolerance
5. N. Farhate	Poverty

Students listen again and match justifications or arguments to the names.

Key :

1. J. Cook	If we don't save our planet from destruction, nothing will be left.
2. A. Baker	Young people are not well educated; they fall into crimes and drugs.
3. J. Kennedy	People blame their problems on other races or different groups of people.
4. P. Stasiar	We find social problems more in the poor areas. If we don't help them, our society won't develop.
5. N. Farhate	People are not satisfied with their lives; they want to imitate lives they see in the screen.

SCRIPT

J. Cook

The education system. When I was young, we were brought up to have respect for others and self-discipline. All the problems that our society faces stem from the fact that our young people have no direction in life.

I've seen it so often during my life – drugs, crime, and joyriding. The education system has to offer them an alternative. Otherwise, things are just going to get worse and worse.

A. Baker

I think a major reason for people's unhappiness is television. It gives them an unreal sense of what life should be about. No wonder people feel so dissatisfied with their lives. In my day, it was all about hard work and making your way in the world. Nowadays, all people seem to want is instant satisfaction. They'd be much happier if they just switched the thing off.

J. Kennedy

We're doing so much harm to the environment and most people don't even notice it. You can talk about drugs and crime and all you want, but if this generation doesn't start to do something now, there won't be anything for our children to worry about – because there will be nothing left. Everyone has to do their own little bit. I bet if we all worked together to save the planet, people would forget the differences between us.

P. Stasiar

Intolerance. It's amazing to me how in this day and age, people can still believe some of the things they do. When I think about all that happened in the 20th century, I can't believe that the 21st is going to be the exact same. It may not be different races any more, but people will always find someone to blame –. Maybe in time, people will change – but I'm not holding my breath!

N. Farhate

I think poverty is the cause of most of our social problems. If you look around, you see poor people everywhere. Some of our children live in the streets; they are subjects to bad habits and commit crimes. Some people still live in bad conditions without water or electricity. More and more social problems are found in poor places and districts. Help the poor and our society will develop for the best.

Post-listening

Students write notes and use them to give a brief talk about their views on social problems and what causes them.

FUNCTIONAL PRACTICE

Students look at the chart and answer the questions. Teacher explains any difficult words or expressions.

Teacher asks his students to think about more complaints to be added to the parent's column and children's column.

Teacher provides situations where students can use complaint expressions. Teacher encourages students to use different expressions (see students book).

GRAMMAR

Teacher helps students to find out the three little words most used in the English language : a, an, and the.

Students study each pair of sentences, look at the pictures, and tell the difference between the sentences in each pair in structure and meaning. The aim here is to show that the use of the article "a" or "an" in a sentence may change the meaning of the sentence.

Teacher helps students to study the sentences and find out a rule for using the definite and indefinite articles.

Students apply the rule to fill in the blanks with "a/an" or "the" where necessary.

Key :

- This morning, I received a letter and an e-mail. The letter was from my school and the e-mail was from my friend.
- Yesterday, I bought a shirt and a pair of jeans. The shirt is black but the jeans are blue.
- We live in an old house in the centre of the town. There is a primary school near the house.
- Water is vital for life.

Students read the dialogue and answer the question. Teacher helps students make sentences using "used to".

Students study the sentences with "used to" in the dialogue and choose the correct option.

Key : option 1

Students infer the rule from the examples given.

Students complete sentences about their past habits using "used to". This is an open task; teacher encourages students to come up with as many examples as they can.

Students produce more examples about their childhood and share them with the class.

WRITING

Teacher prompts students to talk about our society in the past and at present. He/she can use the pictures provided in the textbook or his own pictures and clues.

Teacher encourages students to make complete sentences following the model provided in the students' textbook.

Teacher writes some of the students' sentences on the blackboard and helps students to organize them in a coherent and logical way.

Students write a first draft of their paragraphs and exchange them for peer correction.

Students review their paragraphs taking into account peer correction.

Three students write their paragraphs on the blackboard to be corrected by all students with the teacher's help.

Students finalize their paragraphs and hand them to the teacher for correction and scoring.

LEARNING TO LEARN

Teacher invites students to study how the words are formed. He/she can add more examples.

Students do the activities suggested in students' book.

Key :

- The state of being a man : manhood
- Full of peace : peaceful
- Without clouds : cloudless
- Without fear : fearless
- Full of power : powerful
- The state of being a parent : parenthood

Students use the skill they have learnt on how words are formed to guess the meaning of the words given.

CULTURE CORNER

Teacher asks students about what tourists like the most when they come to Morocco.

Students read the newspaper extracts and pick up three qualities Morocco is famous for worldwide.

Teacher encourages students by prompting them to think of other aspects of Moroccan culture (examples: food, clothes, sport,...).

ENGLISH AND FUN

Teacher invites students to read the joke and goes around to explain or help with any language difficulties.

Students work in groups of fours and write a joke .

Groups exchange their jokes and mark each one (from 1 to 5 marks).

The winners read aloud their joke to the whole class.

PROJECT WORK

- Teacher asks students about the Moroccan and foreign higher educational institutions they might join once they get their Bac.

- Teacher encourages students to search for more detailed and accurate information about these institutions through reliable main sources : school consultant - the net - brochures.

- Students organize their findings in folders or files.

REVIEW KEY FOR UNIT 1

REVIEW YOUR GRAMMAR

(Please accept any correct answer not mentioned in the key to these exercises.)

Key :

- A.
a) He used to smoke.
b) He used to collect stamps.
c) They used to live in Morocco.
d) She used to work before her illness.

- B.
a - herself b - her, me c - himself d - ours e - its f - themselves

- C.
a) Columbus discovered America more than 500 years ago.
b) We spent the previous weekend in the mountain.
c) The kids ate lunch hastily and went to the zoo around 5 :00.
d) Did you see yesterday's football match ?
e) We didn't go out at all yesterday.

- D.
a) Brahim likes horses.
b) Who's broken the red vase ?
c) It is so pleasant to read in the afternoon after lunch.
d) The grocer opposite the library always sells fresh vegetables.

REVIEW YOUR FUNCTIONS

- a → 2; b → 1; c → 4; d → 3

2. Students have to come up with statements containing expressions of complaining.

REVIEW YOUR VOCABULARY

1.
a) taking - having - sitting for.
b) passed.
c) marks - grades.
d) the state - the government.

2. Some of the arguments may go in either column of the chart, depending on the person's point of view.

This is an opportunity to raise a discussion in the class about divorce.
Students can use the given arguments to defend their views.

UNIT 3 : Health & Welfare

Standards and Competencies	Use strategies to understand texts Developing appropriate health practices Expose problems in writing Manage school activities Explore other cultures Distinguish bad from good health practices Write a letter to ask for advice Develop appropriate health practices Use classroom language effectively Talk about obesity
Skills	Read, take notes and summarize a text Listen for speaker's preferences Discuss health related issues Write a letter to seek advice
Key Vocabulary	Diction linked to 'health': diet, awareness, exercising, obesity, fitness
Grammar	Modals Present Perfect
Functions	Seek and give advice Talk about health and health problems
Culture	Obesity
English and Fun	Caricature decoding

STARTING UP

- Teacher introduces the topic of health and activates students' prior knowledge through wh-questions, pictures ...
- Students read the introductory paragraph, suggest and discuss ways for keeping healthy.
- Teacher asks students to match the pictures with the convenient health tips.

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

- Students do the tick-cross exercise. They have to distinguish the healthy practices from the unhealthy ones. They have to provide justifications.
- Teacher invites students to suggest other good/bad practices.

READING

Pre-reading

Teacher asks students to read the statements and to react to them, expressing their disagreement and justifying their opinions.

Reading

Teacher asks students to skim through the three passages and decide which statement summarizes which text.

Key:

Statement	Subtitle of text
a	BODY AWARENESS
b	YOUR DIET
c	EXERCISING

Students read the passages again and do the multiple choice task.

Key:

1 - c 2 - b 3 - c

Teacher invites students to copy and complete the diagram with notes from the texts.

Key:

- a. 
- it helps the individual feel better physically and emotionally.
 - it reduces the risks of getting sick.
 - it gives the body a good shape.

- b. grow properly
have strong and healthy bones
avoid dental decay
- c. know what is normal to your body
report the changes to parents and doctor

Postreading

- Teacher may devise another activity to raise students' health awareness.
- Students answer the questions about themselves.

VOCABULARY

- Teacher asks students to describe the pictures.
- Students match the pictures with the sentences describing sick people.

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

- Teacher elicits from students how certain health specialists are called.
- Students match the health problems with the specialists.

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

- Teacher invites students to find the nouns that derive from the given verbs/adjectives
- All the words are related to the domains of health and medication.

Key:

Adjective / verb	Noun
• fit	fitness
• obese	obesity
• recover	recovery
• diagnose	diagnosis
• prescribe	prescription
• aware	awareness
• operate	operation
• grow	growth
• prevent	prevention
• able	ability

Key:

a. obese b. prescription c. recovery d. prevention e. fitness f. diagnosing

LISTENING

Pre-listening

Teacher asks students to describe the picture.
Students answer the questions about the picture.

Key :

- a. in the gym
- b. to train/ to do some physical exercise

Listening

Teacher plays the tape or CD.
Students listen carefully and do the tick-cross exercise.

Key :

- a. incorrect
- b. correct
- c. incorrect
- d. incorrect
- e. correct

Students listen again and do the multiple choice exercise.

Key :

- a. twice a week
- b. aerobics
- c. a leotard and trainers

SCRIPT

The Gym

- Hello, my name is Jane and I'd like to ask a few questions about getting fit.
- Hi Jane. What can I do for you ?
- I need to get in shape.
- Well, you've come to the right place. Have you been doing any exercise lately ?
- I'm afraid not.
- OK, We'll start off slow. Which type of exercise do you enjoy doing ?
- I like doing aerobics, but I hate jogging. I don't mind doing some weight-lifting, though.
- Great, that gives us plenty to work with. How often can you work out ?
- Twice or three times a week would be good.
- Why don't we start with an aerobics class twice a week followed by a little weight-lifting ?
- Sounds fine to me.
- You'll need to start slowly, and build up gradually to three or four times a week.

- OK, What kind of equipment do I need ?
- You'll need a leotard and some trainers.
- Is that all? How do I sign up for the classes ?
- We'll need you to join the gym and then you can choose classes which fit your schedule best.
- Great! I can't wait to get started. Thanks for your advice.
- No problem. I'll see you in aerobics class !

Post-listening

Students answer the questions about themselves.

Teacher gives students the opportunity to share their experiences with each other.

FUNCTIONAL PRACTICE

Teacher asks students to read the two letters and match them with the responses.

Key :

- Advice request 1 : B
- Advice request 2 : A

Students re-read the texts and answer the comprehension questions.
Whole class correction is preferable.

Key :

- a. He's got curly hair.
- b. She's got acne spots on her face.
- c. They want some advice.

Teacher should make sure that students have understood that the writers of the two first letters are seeking advice and that the writers of the two last letters are giving advice.

Students complete the chart with expressions of giving/asking for advice.

Key :

Asking for advice	Giving advice
- Please, tell me what I can do.	- You'd better avoid fatty food
- What should I do ?	- Why don't you try some special natural types of soap ?
- What can I do ?	- You should avoid stress because it can cause skin problems.
- What do you advise me ?	- If I I were you, I wouldn't worry so much !
	- I advise you to use some hair oils.
	- Why not consult a hair expert ?

Practice

Teacher gives students the chance to practise the target function through devising practical activities.
Students react to the different situations, giving advice appropriate to every case and using the adequate exponents of the function.
Students take turns to ask/give advice, using the prompts in the cards.

GRAMMAR

THE PRESENT PERFECT

Teacher recycles the present perfect tense.

Teacher takes students through the chart illustrating the use and meaning of the present perfect simple and continuous.
Students' attention should be drawn to the case where the present perfect tense is used.

Teacher guides students through the chart showing the target tense conjugated in the interrogative, the affirmative and the negative forms.

Teacher asks students to do the multiple choice exercise. This exercise will help students contrast the present perfect to the simple past tense.
Students should justify their choices.

Key :

- a. My brother visited London last year.
- b. Shall we leave now ? -No, I haven't packed my luggage yet.
- c. I bought this car in 1991.
- d. Can I help you? You have been driving for 3 hours.
- e. Have you ever been to Spain ?
- f. Brahim isn't at home. He has just left.
- g. You've done your homework, haven't you ?
- h. You are still busy ! You have been doing this homework since 10.00.

Teacher devises other exercises to check that students have fully grasped the difference between the simple past and the present perfect.

Modals

Students read the conversations and tick the correct explanation, displaying a clear understanding of the uses of the target modals :

- Must : certainty
- can't : impossibility
- may : uncertainty/doubt

Teacher asks students to complete the grammatical summary to check their grasp of the modals.

Key :

- We use 'must' to say that we feel sure something is true.
- We use 'can't' to say that we feel sure something is impossible.
- We use 'may' to say that something is perhaps true.

Students do the gap-fill exercise. Whole class correction.

Key :

- a. must b. must c. may d. must e. can't f. may g. can't
- h. may i. must

WRITING

Teacher may use the process writing technique.

Pre-writing

Teacher reviews with students exponents of asking and giving advice.

Teacher reviews with students layout of personal letter.

Writing

Students read the instructions and write a letter asking for advice, following the model in their books.

Post-writing

Students self-edit their draft, using the checklist given.

LEARNING TO LEARN

Teacher elicits from students ways they use to have their problems with English in the classroom solved.

Teacher makes it clear that the use of Arabic is not a good solution.

Students have a look at the types of questions they may ask the teacher or their mates for help.

Students match the questions with the situations wherein they may use them.

Key :

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

CULTURE CORNER

Students read the passage about obesity in USA and the one about obesity in Morocco.
Teacher asks students about how obesity is viewed in the American and Moroccan cultures.

Teacher asks students to answer the comprehension questions to check their understanding of the difference.

ENGLISH & FUN

Teacher asks students to look at the caricature and read the caption below it.

Teacher asks students wh-questions to help them understand the message of the caricature.

Students comment on the caricature, expressing their opinions about the wife's act to make her husband lose weight.

UNIT 4 : ENVIRONMENT & ECOLOGY

Standards and Competencies	Comprehend written input Listen to an interview Write a paragraph giving opinion Get motivated to learn Use posters to sensitize others Talk about environment associations Understand reading sub-skills Analyze spoken language Give opinions Organize learning Gain knowledge of other cultures
Skills	Read about waste problems and engage in debates on environment Listen for details, identify the speaker and the theme of the topic Engage in debates and present short presentations Write a paragraph giving opinions about nuclear and solar energy
Key Vocabulary	environment, waste, garbage, trash, rubbish, sewage, landfill, dumps, smoke and toxic fumes, pollution and recycling, solar, nuclear, wind and renewable energy
Grammar	Learn to use too and enough as adverbs of degree and quantity Learn prepositions of time and place namely in, at, on, over, under, into, between
Functions	Make and respond to suggestions Develop conversational and communicative skills Accept and decline a suggestion
Culture	Talk about local and international green associations Spot differences and similarities and compare other cultures with the mother one as far as dealing with environmental matters is concerned
English and Fun	Anagrams to form other English words Learn how to make anagrams
Project Work	Raising awareness to become a good citizen and participate in active workshops to save and preserve one's environment Learn how to make a poster

STARTING UP

Teacher elicits from students ideas and issues related to environment. Teacher may use the pictures of the Unit page as a starting point to get students talk about environmental issues. Teacher asks students to describe the two pictures and answer the given questions.

READING

Pre-reading

Students discuss the problem of waste by answering the two questions. Teacher encourages them to come up with more ideas. Teacher may pre-teach some key words needed for understanding the text.

Reading

Students read the text and do the focus question by choosing the best option

Key :

1. a

Students skim the text by saying true or false.

Key :

a. F b. T c. T

Students do the multiple choice question by ticking the correct option

Key :

- a. talk about recycling and reusing waste
- b. save energy and limit rubbish dumps
- c. dispose of waste without caring of its danger

Post-reading

Teacher tells the students to think about issues on environment in their neighbourhoods, cities / towns, surrounding.

Students discuss the questions with their partner to come up with ideas on who is responsible for dirt in their neighbourhood and what solutions they may suggest to deal with the matter.

VOCABULARY

This part of the unit introduces the vocabulary related to waste and our environment. Students generate the items that are associated with waste through the semantic mapping.

Students match the words with their definitions and then practise the vocabulary item by filling in the gap with the words they have just found.

Teacher encourages students to come up with as many items related to wastes as they can.

Teacher may devise his own practice exercises that deal with the same topic, waste and our environment.

The word map might look something like the following :



Key to the matching exercise :

- | | |
|------|-------|
| 1. f | 8. j |
| 2. d | 9. l |
| 3. e | 10. m |
| 4. b | 11. i |
| 5. h | 12. k |
| 6. c | 13. g |
| 7. a | |

Key to gap filling exercise :

- a. give off
- b. degradation - garbage/trash
- c. expanding
- d. surveys - prosperity

LISTENING

Pre listening

Students look at the pictures and say how pollution affects the air, then answer the two questions that accompany it.

Teacher encourages them to come up with more ideas on terrestrial, aquatic and air pollution.

Teacher asks students to decide on the most dangerous type of pollution and introduce them to the topic of the listening : air pollution.

listening

Teacher explains to students the task they will do.

Teacher invites them to read the introductory paragraph and complete the chart. The aim of this activity is to brainstorm them to the theme of the listening task.

Key :

Interviewer's name	Sophia - a young reporter
Interviewee's name & job	Dr Benyoussef - an expert in ecology
Topic	Air pollution and related diseases

Teacher plays the tape or CD and invites students to do the given task.

The listening should be done part by part according to the tasks in students' book.

Key :

1. irritation on the breathing system - chronic bronchitis - nausea and chronic headaches
- 2.a. discomfort
- 2.b. particles - effects
- 3.a. children - elderly people - pregnant women
- 3.b. immunity - aggressions
- 3.c. urban
- 4.a. the influence of particles on the human body
- 4.b. the category of people who are likely to be attacked by pollutants

Script

Part One :

Sophia : Good morning Mr. Benyoussef and thank you for giving me the opportunity to talk with you about the effects of pollution on human health.

Dr. Benyoussef : Well, you don't need to thank since pollution is a responsibility of all of us.

Sophia : So When our environment is polluted, the standard of living comes down. As an expert in ecology, can you tell me, Mr. Benyoussef, how the different pollutants affect people ?

Dr. Benyoussef : The effect of pollutants can go from discomfort to death. To measure them, there are tests which are made in a short or long term. The pollutant particles may have immediate effects causing irritation on the breathing system, chronic bronchitis, nausea and chronic headaches, and sometimes they even cause hospitalisation.

Sophia : So, pollutants cause many diseases and affect different parts of the body ?

Dr. Benyoussef : Surely, and they leave too many risky effects that people should be aware of.

Part Two:

Sophia : Now, could you tell me which age groups are more affected ?

Dr. Benyoussef : Well, not every one is affected by pollutants in the same way. A perfectly healthy person will only feel their effects after a long time. However, someone who is not healthy will have lower defence against these particles. As for children, old people and pregnant women, they have greater probability of being affected by atmospheric pollution.

Sophia : One more question, Could you, please, explain these differences?

Dr. Benyoussef : Ok, these differences are easily explained. Someone who is not healthy doesn't have enough immunity to defend oneself from external aggressions. Children and old people, whose defences are weaker, are immediately affected by pollution. For example, children who live in a polluted urban environment are more likely to suffer from morning and night cough than those who live in a rural one.

Sophia : Last question, Dr. Benyoussef, What do you think should be done to fight this hazardous phenomenon?

Dr. Benyoussef : Well, everybody should act and everyone should be sensitised about the danger of poisoning the environment, from individuals, to activist groups and from governments to international associations and organisations. There should be a general agreement.

Sophia : Thank you Dr. Benyoussef.

Post listening :

Students choose one topic and in pairs or small groups prepare a short presentation to give in front of their classmates.

They may choose a leader to report their findings.

Teacher gives students enough time to produce their task in class or sets it as homework.

FUNCTIONAL PRACTICE

Students read the dialogue and underline ways of making and responding to suggestions.
Students complete the chart with expressions from the dialogue.

Key :

Making a suggestion	Accepting	Refusing
-Why don't we go..... -We could... How about.... - Why not go...	- Why not ? - That's a great idea.	-Yes,... but

Students do the blank-filling exercise.

Key : go - not go - don't we - let's - don't you - let's go

Students practise the dialogue with their partners.

Teacher provides students with other formulas used to make and respond to suggestions.
He / she may devise other activities to practise the function.

GRAMMAR

Prepositions

Students complete the spider gram with phrases from the list given.

Key : in → the morning , the afternoon, the house, the library, the restaurant, the hotel
on → Monday, Sunday, May 1st
at → midnight, home, the moment, lunch time, school, night, Christmas

Students do the gap filling exercise.

Key :

a. at / from	e. to
b. in	f. in - in
c. over	g. to
d. with - in	h. to - on

Teacher invites students to describe the pictures.

Students complete the sentences with the correct prepositions.

Teacher may devise other activities to test SS' knowledge on the use of prepositions.

Key :

a. under	b. into	c. between	d. across
e. in	f. under	g. over	h. into

Too / enough

Teacher uses the picture to present "too and enough".
He / she may use other pictures or contexts.

Students study the information in the chart and do the exercise below.

Key : a. too b. too c. enough d. enough e. enough f. enough

Students do the transformation exercise.

Key :

- The customer can't drink the juice. It's very sour.
The juice is too sour to drink.
- The boy can't reach the shelf. He's very short.
The shelf is too high to reach.
The boy is not tall enough to reach the shelf.
- This math exercise is very difficult. The student can't do it.
This math exercise is too difficult to do.
This math exercise isn't easy enough to do.
- Voltaire's Candid is very challenging. Students can't grasp it.
Voltaire's candid is too challenging for students to grasp.
- He's very poor. He can't afford all the burden alone.
He isn't rich enough to afford the burden alone.

WRITING

Pre-writing

Students read the two passages and fill in the chart with advantages of solar and nuclear energy.

Teacher goes around and helps with any difficulties students may encounter.

Advantages of solar energy	Advantages of nuclear energy
- It's a cheap autonomous system of getting energy. - It would help solve the problem of deforestation. - It's non-polluting. - It's safe and renewable.	- It doesn't emit gases. - It's cheap. - It doesn't harm the environment.

Writing stage

Before writing, teacher explains to students how to organise a paragraph using a topic sentence, supporting details and concluding sentence.

Students write a paragraph giving their opinion on the safest energy, solar or nuclear, using information from the chart they have filled.

Post-writing

Students edit their writing by exchanging their draft with their partners.

Teacher gives them checklists on form and meaning.

Students rewrite a final draft for evaluation.

LEARNING TO LEARN

Teacher takes students through the chart illustrating the different uses of the punctuation marks. It should be noted that the chart is not exhaustive. Teachers should elicit more punctuation marks.

PRACTICE

Students put the adequate punctuation marks in the numbered parentheses.
Students should be aware of the changes that may occur.

Key :

It was about midnight when the telephone rang, waking Jim -the receptionist.
"Hello" an excited voice was saying over the telephone. "This is Mrs Simpson.
Please come to my room quickly ; I have been robbed of a valuable necklace.
Do you hear me ?"

CULTURE CORNER

Students read the information about *Greenpeace* association and discuss its interests and contributions to the environment.

Teacher asks students to think of any Moroccan associations that care about our environment and compare them with *Greenpeace* in objectives and interests.

ENGLISH AND FUN

To make this activity more motivating, teacher sets a time limit.

Key : Students form anagrams related to environment from the words and phrases given.

The title of the unit : Environment and Ecology

- | | |
|-------------------|---------------------|
| a. rubbish | f. natural disaster |
| b. garbage | g. ecology |
| c. ozone layer | h. greenpeace |
| d. nuclear energy | i. toxic smoke |
| e. drought | j. global warming |

Students work on the word square suggested to find words related to our environment down, across, and in the diagonals right-hand and left-hand.

PROJECT WORK

The educational aim of this activity is to instill in students the skill of acting

beyond the classroom so as to link school with the outside world. They have to produce posters outside the classroom following the instructions in their book. Students describe the pictures and answer the questions given.

Teacher explains any difficult words.

He / she suggests what to include in the poster.

Students design posters related to environment preservation.

Teacher collects students' posters and pins them up in the classroom or school board.

REVIEW KEY FOR UNIT 3 AND 4

REVIEW YOUR GRAMMAR

A. Put the verbs between brackets in the correct form

suffered - has risen - occurred - broke - do not realize - recommend - do not use

B. Fill in with the right preposition choosing from the list :

1 - can 2 - must 3 - may 4 - might 5 - must 6 - can 7 - must

REVIEW YOUR FUNCTION

Students have to use formulas of asking for advice and making suggestions. Students should show good grasp of the targeted functions. Otherwise, some remedial work is recommended.

REVIEW YOUR VOCABULARY

Collocations :

Environment	Health
environmental preservation	body building
nuclear energy	fast food
global warming	medical examination
solar panels	curly hair
disposable products	health diseases
environment activists	

UNIT 5 : ENTERTAINMENT

Standards and Competencies	Understand a text on leisure Understand spoken English Write for communication Convey oral message Develop independent learning Learn about sports in foreign countries Use reading strategies Listen to an interview Write a film review Exchange views on leisure activities Deal with unfamiliar vocabulary Compare Moroccan and Anglo-Saxon sports
Skills	Survey, skim and scan a text Listen, check predictions, and listen for gist Talk about personal leisure activities Write a film review
Key Vocabulary	Items related to 'leisure': entertainment, pastime, passion, hobbies, spend, enjoy
Grammar	Past continuous
Functions	Express interest and indifference
Culture	Sports contrast
English and Fun	Crossword puzzle

STARTING UP

Students read the definition of leisure and answer the questions.

Teacher asks students about the words used in the definition contrasted to leisure :
work – study – family obligations

Teacher elicits from students words that can be associated with leisure.

Students are expected to come up with words like :

entertainment - pastime - hobby - free time activities

Students work in pairs and list some of the benefits of leisure.

Students answer the questionnaire by ticking the activities appropriate to them.

Students share their own experiences with their mates by answering personal questions.

READING

Pre-reading

Teacher encourages students to talk about their favourite pastimes.

Students read the first sentences of the three texts and find out who is fond of what.

Key :

Sam likes football.
 Sara likes shopping.
 Mr Nassir likes movies.

Reading

Teacher asks students to skim through the texts and pick up words the three people use instead of 'leisure'.

Key :

pleasure - passion - pastime

Students read the three passages again and fill in the chart

Key :

Name	Leisure Activity	Reasons
Sara	shopping	She feels happy and her stress gets reduced.
Mr Nassir	movies	Movies relieve stress.
Sam	football	It helps build up muscles and strength.

Teacher may devise a few wh-questions.
Students then do the multiple choice exercise.
Teacher helps students to understand words from context.

Key :

- a. stroll = walk slowly
- b. hooked = completely interested
- c. delighted = glad and pleased

Students correct the false information about the three people according to the text.

Key :

- a. she has other pastimes.
- b. She thinks about the combination of clothes.
- c. He loves movies since his childhood.
- d. He prefers action and detective films.
- e. No. His family members like films, too.
- f. He likes both playing and watching football.
- g. No. Always.

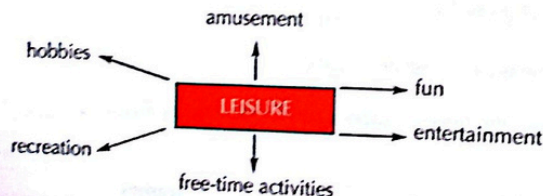
Post-reading

Students discuss the most interesting/ the least interesting of the three pastimes.
Teacher asks students which one of the three people looks more hooked to his/her hobby.

VOCABULARY

Teacher brainstorms students to come up with words to complete the spidergram about leisure.

The spidergram might look like the following :



Students read the definitions and find out the leisure places being described.

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

Teacher explains a few words before students engage in the activity.
Students fill in the blanks from the word list given.
Teacher has to provide help when necessary.

Key :

- 1- screen 2- make-up/ costume 3- conductor 4- voices 5- novels 6- scenery
- 7- audience 8- gala 9- composed 10- playwright

LISTENING

Pre-listening

Teacher elicits from students famous Moroccan actors & actresses.
Students work in groups to write down some questions they would like to ask their favourite actors

Listening

Teacher plays the tape/CD.

Students listen and check whether their questions are included in the interview.
Teacher elicits from students the questions the interviewer asks the actor.

Students listen to PART ONE and do the true/false exercise.

Key :

- 1. False 2. False (just his mother) 3. True

Students listen to PART TWO and answer the questions.

Key :

- a. He likes both.
- b. He describes it as demanding and selective.
- c. hardwork , patience and modesty

Students listen to the whole interview and complete the sentences.
(please accept any adequate answer).

Key :

- a. career - act out - teen center - committed
- b. approve - mind

- c. tastes - interests - mentalities - good works
- d. patient - hardworking - modest

Script

PART ONE

Could I start by asking you about the beginning of your career ?

Well.. In the beginning , acting was a pastime for me- something to kill time with. I, together with some friends, used to write short plays and act them out in a local teen center. This way, I got the acting bug. As I grew older, I became more and more committed to it.

When I finished high school, I decided to join the national acting institute. And there I brushed up my talents and skills.

How did your parents react ? Did they approve or disapprove of your choice ?
In fact, my father really put his foot down. He said acting couldn't give me a stable and secure income for living, and things like that. But, I finally was able to make him change his mind with the help of my mother.

What about now, do you feel you have made the right choice?
 Let me make it clearer: There is more to life than money. I don't earn much, but I'm really happy. I've got a house and a supportive and loving family .. Above all, I'm doing what I'm really good at, and what I enjoy most. So, what should I complain about?

PART TWO

You've worked in theatre, TV and cinema. Which medium do you prefer working in and why?

I have no preference really, each has its own demands and each has its own benefits. In film and television, you can act in a relaxed atmosphere. In theatre, people are a bit far away from you; so you must show them where to focus on the stage. In films, the camera takes care of focusing problems. On stage, it is your voice and your physicality that draws the focus, so that the audience know where to pay attention and where not to. I like them all equally, in fact.

You say tastes are changing. Could you explain in what way?

As you know, change is the essence of life. Look around you and you'll see that things aren't as they used to be: interests, mentalities, and tastes as well have changed. The audience have become more selective and more demanding: they just can't watch anything; they really choose what to watch and what not to. You must give them good works; otherwise, they will look for them somewhere else.

What advice can you give to the growing generation of actors?

Patience and hard work, plus the most valuable piece of advice I was given myself: MODESTY.

Post-listening

Teacher gives students the opportunity to share their views and preferences about their stars.

Students give short talks about their favourite stars, using the prompts.

FUNCTIONAL PRACTICE

Students read the first and second exchanges and do the multiple choice task.

Teacher asks for justifications

Teacher guides students to identify the expressions of interest and indifference from the dialogues.

Teacher elicits/provides more exponents.

Expressing interest	Expressing indifference
How interesting!	So what?
Wow! That sounds exciting!	I don't care.
Super!	Why tell me?
How great!	

PRACTICE

Students fill in the blanks with an expression of interest or indifference from the table.

Teacher asks students to read each piece of news separately.

Students have to say whether they are interested or not in these pieces of news.

Students react, using the adequate expressions of interest or indifference.

GRAMMAR

Past Continuous

Teacher provides situations/pictures to present the past continuous tense.

Teacher uses the passages to illustrate the use of the target tense.

Students read the passages and circle the adequate explanation.

Key:

A - c B - c

Teacher guides students to complete the chart, following the example given.

PRACTICE

Teacher asks students to put the verbs in the simple past or the past continuous to check their understanding of the difference between the two tenses.

Students work individually to give the correct forms of the verbs.

Key: 1

- | | |
|-----------------------------------|---------------------------|
| a. were you doing - was trying | e. was watching |
| b. arrived- wasn't - was studying | f. was - wasn't listening |
| c. was also watching | g. was crossing - stroke |
| d. called - weren't - was working | |

Key: 2

- | |
|--|
| a. were busily typing - were talking- was yelling - were waiting - was yelling - waving - were complaining |
| b. were bargaining - trying - were hunting- were arguing- were performing - were watching |

WRITING

Pre-writing

Teacher asks students to give titles of films they've already seen.

Students talk about the actors, the story, the special effects, the best scenes in the film

Students fill in the film specifications card with information from the film review.

Key:

Title of film : EYE OF THE EAGLE
Director : PETER FLINTH
Country : DENMARK
Length : 92 MINUTES
Special effects : FANTASY; COSTUMES

Writing

Teacher asks students to write a technical card about a film they've watched.
Students write a film review, using the information in their technical card.
Teacher tells students that they can follow the film review in their books.

Post-writing

Students exchange the film reviews.
Teacher provides a checklist for peer correction.

LEARNING TO LEARN

Teacher questions students how they act when they come across a difficult word in a text.

Teacher discusses with students the different ways to deal with difficult vocabulary.

Students read the passage and find out the three ways the text suggests to deal with unfamiliar words: 1. asking the teacher or classmates 2. looking up the word in a dictionary 3. guessing the meaning from the context.

Teacher makes students answer the wh-questions, to make sure they have understood that the context is a very helpful tool in determining the meaning of words in a text.

Students read the passages and use context to understand the meaning of the underlined words.

Key:

1. the throng = a crowd ; a very big group of people
2. spread = moved from one place to another
3. pregnancy = time when the baby is formed in his mother's womb

CULTURE CORNER

Teacher tells students that every nation has its own national sport.

Students read the two passages and find out the most popular sports in USA and Britain.

Students talk about the most popular sports in Morocco.

ENGLISH AND FUN

Students form groups of 3 or 4 and fill in the leisure crossword puzzle.
Groups exchange their finished puzzles for corrections.

- | | | | |
|-------------|-------------|------------|------------|
| 1. shopping | 2. reading | 3. siesta | 4. aerobic |
| 5. travel | 6. pleasure | 7. fitness | 8. gym |

TEST COVERING UNITS 1 → 5

OBESITY

Being obese and being overweight are not exactly the same thing. An obese person has a large amount of extra body fat, not just a few extra pounds. People who are obese are very overweight and at risk for serious health problems. To determine if someone is obese, doctors and other health care professionals often use a measurement called body mass index (BMI). First, a doctor measures a person's height and weight. Then the doctor uses these numbers to calculate another number, the BMI. Once the doctor has calculated a child's or teen's BMI, he or she will plot this number on a specific chart to see how it compares to other people of the same age and gender.

A person with a BMI above the 95th percentile (meaning the BMI is greater than that of 95% of people of the same age and gender) is generally considered overweight. A person with a BMI between the 85th and 95th percentiles typically is considered at risk for overweight. Obesity is the term used for extreme overweight. There are some exceptions to this formula, though. For instance, someone who is very muscular (like a bodybuilder) may have a high BMI without being obese because the excess weight is from extra muscle, not fat.

People gain weight when the body takes in more calories than it burns off. Those extra calories are stored as fat. The amount of weight gain that leads to obesity doesn't happen in a few weeks or months. Because being obese is more than just being a few pounds overweight, people who are obese have usually been getting more calories than they need for years.

Genes - small parts of the DNA that people inherit from their parents and that determine traits like hair or eye color - can play an important role in this weight gain. Some of your genes tell your body how to metabolize food and how to use extra calories or store fat. Some people burn calories faster or slower than others do because of their genes.

Before you start trying to lose weight, talk to a doctor, a parent, or a registered dietitian. With their help, you can come up with a safe plan, based on eating well and exercising. Remember that teenagers need to keep eating regularly. Don't starve yourself because you won't get the nutrients you need to grow and develop normally.

I. COMPREHENSION : (15 points)

- A. Are these statements true or false ? Justify.** (5 pts)
- Obesity is another term for overweight.
 - Sportive people with high BMI are considered obese.
 - A person may get obese in a very short time.
 - To prevent obesity, one has to follow a good diet and practise sports.
- B. Match the following ideas with the corresponding paragraphs :** (4 pts)

- Causes of obesity ☐
- Definition of obesity ☐
- How to prevent obesity ☐
- The time lag of obesity ☐

C. Find words or expressions meaning the same as : (4 pts)

- sex (paragraph1) :
- accumulated (paragraph2) :
- genetic parts (paragraph3) :
- secure (paragraph4) :

D. What do the underlined words in the text refer to ? (2 pts)

- he (paragraph 1) :
- it (paragraph 2) :
- their (paragraph3) :
- their (paragraph 4) :

II LANGUAGE : (10points)

A. Put the verbs between brackets in the correct form : (2 pts)

While I (talk) to my friends at the club entrance last Saturday, a teenager I (play) with when we were kids (come) up to me and asked me to go with him for a walk. While we (walk), he told me : " We (not / see) each other for many years." "What you / do now" He asked. "I (be) in my first year in high school." I replied. He continued to remind me of the games and sports events we (enjoy) when we were neighbours. We spent a nice day together and we decided to meet again.

B. Rewrite the following sentences as suggested using «too or enough» : (1pt)

- It's very difficult to master English pronunciation in a short time.
→ English pronunciation is
- I can't drive a car because I am very young.
→ I am

C. Fill in the blanks with : on - in - with - about (1 pt)

- Are you still working _____ project ?
- You look nervous, what are you worried _____ ?

D. Match the statements on the left with the responses on the right : (1 pt)

- I think English is far easier than German. a. I am interested in Moroccan cuisine.
- What's your main concern in your free time ? b. I totally agree with you.

E. Make two collocations from the following lists : (1 pts)

- | | |
|-----------------|-----------------|
| | a. products |
| 1. Recreational | b. preservation |
| 2. Disposable | c. facilities |
| | d. education |

F. Fill in the blanks from the list : (4 pts)

(movie - mass media - stress - influence)

- Living in big cities usually causes _____ because of traffic jams, too few parking spaces, and too many people.
- In many countries, governments control the _____ through censorship.
- The mass media sometimes _____ the general public by presenting false information.
- A beautiful _____ was made about the life of Helen Keller, a deaf and blind American author.

III. Writing : (15 points)

Write a paragraph giving your opinion about the problems associated with obesity.

Comprehension : (15 points)

A. Are these statements true or false ? Justify : (5 pts a.2 b, c, d, 1 each)

a. F. b. F c. F d. T

B. Match the following ideas with the corresponding paragraphs : (4 pts, 1 each)

a. paragraph 3 c. paragraph 4
b. paragraph 1 d. paragraph 2

C. Find words or expressions meaning the same as : (4 pts, 1 each)

1. sex : gender 2. accumulated : stored
3. genetic parts : DNA 4. secure : safe

D. What do the underlined words in the text refer to ? (2 pts, 1 each)

1. he : the doctor 2. it : the body
3. their : some people 4. their : a doctor, a parent, a registered dietitian.

Language : (10 points)

A. Put the verbs in brackets in the correct form : (2 pts, 0.25 each)

was talking, used to play/played, came, were talking, haven't seen, do you do,
am, used to enjoy/enjoyed.

B. Rewrite the following sentences as suggested : (1 pt 0.5 each)

1. English pronunciation is too difficult to master.
2. I am too young to drive a car / I am not old enough to drive a car.

C. Fill in with an appropriate preposition: (1 pts 0.5 each correct preposition)

1. on 2. about

D. Functional Practice : (1pt 0.5 each)

1. b 2. a

E. Collocations : (1 pts 0.5 each)

1. c 2. a

F. Gap-filling exercise : (4 pts 1 each)

1. stress 2. mass media 3. influence 4. movie

Writing : (15 points)

While scoring writing the following criteria should be considered:

- content of the essay
- coherence and cohesion
- mechanics : spelling, grammar, punctuation, word order

UNIT 6 : Mass Media

Standards and Competencies	Develop learning strategies Engage in conversations Use technology in learning Develop listening and speaking skills Develop writing skills Learn to learn Use reading techniques Talk about mass media Be familiar with the web search skills Make an oral presentation Write an e-mail Be a good communicator
Skills	Read to recall Listen to news on the radio Talk about different types of mass media Write an e-mail
Key Vocabulary	mass, media, means, communication, entertainment, signs, handmade, network, advert, shows, chat, editorial, audience, flier, soap opera, sitcom, paparazzi, headlines, terrified, furious, brilliant, boiling, freezing, disappointed, ecstatic, anxious, frightened, jealous, exhausted, stereotypes, strips, comic
Grammar	Passive and active constructions
Functions	Talk about emotions, feelings, attitudes and surprise
Culture	Stereotypes
English and Fun	Comic strip
Project Work	Poster

STARTING UP

Teacher invites students to look at the title of the unit and the pictures, and name some of the means of communication.

Teacher asks students to look at the definitions in the start up and provide a definition of mass media.

Teacher writes students' definitions on the blackboard and then agrees with them on one definition to be used.

Students make a list of different mass media they know.

Teacher helps students with vocabulary they might ask about.

Students discuss in groups the media on the list and decide which one is the most popular in Morocco and worldwide. This is an open discussion; there is no 'correct' answer as all depends on the country or area in the same country (example: the radio is more popular in rural areas).

Students look at the graphic media chart and interpret it.

Teacher prompts students to produce sentences like :
81.6% of people use the internet everyday.

READING

Pre-reading

Teacher asks students to guess what type of media the text is about and write their guesses on the blackboard.

Students use the list they have written in the previous task.

Reading

Students skim through the text and check their previous guesses.

Students read each paragraph to find out its main idea.

Key :

- > Mass media are so important that they influence our ideas and behaviour. → Paragraph 5
- > Mass media are found everywhere in the industrialised world. → Paragraph 4
- > Mass media include both the term news media and entertainment. → Paragraph 2
- > Mass media present a wide variety of information. → Paragraph 1
- > News include reporting facts and interpreting them. → Paragraph 3

Students read the text again to do the true/false task.

Key :

- > Handmade signs are not included in mass media. → False
- > "News media" is often used to mean the press. → True
- > The difference between entertainment and news is not always clear. → True
- > If a fact is not reported through mass media, only a few people know about it. → True

Post-reading

Students form groups, discuss and provide answers to the questions suggested. Teacher might provide other questions.

Students report their answers to the whole class and compare their answers with other groups.

VOCABULARY

Teacher asks students to hide the definitions and look at the list of vocabulary and check their meaning with their partners. Then look at the definitions and match them with the words.

Key :

Words	Definitions / meaning
network	a group of associated television or radio channels
advert	commercial promotion of a product or service
chat shows	a television or radio programme in which stars and celebrities are invited to talk informally about various topics
phone in	a radio or television programme where listeners or viewers telephone the studio and participate in the programme
editorial	article presenting the opinion of the editors or publishers
audience	spectators, listeners or viewers
flier	small printed notice or advertisement
soap opera	a television or radio drama serial dealing with daily events in the lives of the same group of characters
sitcom	comedy program based on everyday experiences
paparazzi	a photographer who follows celebrities in order to photograph them and sell the pictures to newspapers or magazines

Teacher brings examples of recent newspaper headlines that use strong adjectives and asks students to read them and list the adjectives used.

Teacher invites students to do the matching exercise.

Key :

Ordinary Adjectives	Strong Adjectives
very good	brilliant
cold	freezing
frightened	terrified
angry	furious
hot	boiling
Very bad	terrible

LISTENING

Pre-listening

Teacher asks students to guess the topic of the news. The options suggested are meant to guide students' listening.

Key :

Option C : The news is about the weather and an accident.

Listening

Teacher plays tape/CD once. Students listen to the news and check their predictions. Teacher insists on the justifications as the options are challenging.

Teacher plays tape/CD again and asks students to do the true/false task. Teacher might play tape/CD again if needed.

Key : a - F, b - T, c - F, d - T, e - F, f - F.

Script

LISTEN TO THE NEWS

This is Local Radio Omega. It is one o'clock and here is the news.

Bad weather has again caused chaos in the Northern areas. Heavy rain which has been falling since yesterday afternoon has caused great difficulty for motorists and pedestrians. In the town centre, a bus and several cars crashed and caused traffic delays. This is advice to motorists not to drive to the centre today. If you must go to the town centre, take the bus or the train. Public transport is working normally. As a result of cold weather and heavy rain, some schools in country areas have closed as roads are blocked and teachers and students haven't been able to get to school. In the town, however, schools are open as usual. The forecast, I'm afraid, is that it is going to rain all day today and for at least two more days.

Post-listening

Teacher sets students in groups of 4 and asks them to write a report on a recent event or piece of news. Once groups have finished, teacher corrects their report and asks them to read the report to the whole class.

FUNCTIONAL PRACTICE

Teacher starts by reading the adjectives in activity 1 and making students repeat to practise pronunciation.

Teacher sets students in groups and asks them to list the adjectives in 2 groups : adjectives meaning a positive emotion or feeling and adjectives meaning a negative emotion or feeling.

Students look at pictures in activity 2 and construct in pairs a mini dialogue as suggested in the example. More than one adjective is possible in each situation.

Students read the situations in activity 3 and provide the appropriate adjective. Teacher refers students to the list of adjectives studied in activity 1.

Key :

a. disappointed

b. ecstatic

c. anxious

d. frightened

e. jealous

f. exhausted

GRAMMAR

Teacher encourages students to analyze the sentences without giving them the rule.

Students read each sentence and complete the chart following the first model given to them.

Key :

Object	Action	Subject
The press	is used	by journalists
Facts	are reported....	x
The top story	is picked	x
The public	is being influenced	the media

Students go back to the reading text in this unit and underline all verbs in the passive form.

Key :

paragraph 2 : is used, is often used

paragraph 3 : can be, are included, are reported, is given, is devoted, is determined

paragraph 6 : is considered

Teacher invites students to look at the rule and then do the exercises in activity 3 and 4.

Key :

- Shoes are made in that factory.
- That mosque was built in 1934.
- The course will be finished by June.
- The streets are being repaired this month.
- The new product design has been finished.
- Dinner was being cooked when I arrived.
- Arabic will be spoken at the meeting.
- Tea is going to be prepared.

WRITING

Teacher discusses with students the introductory questions and form groups of different abilities to work together (students who are familiar with e-mails work in different groups)

Teacher asks students to locate the captions in the e-mail picture.

Key :

1 - D	3 - C	5 - E	7 - B
2 - G	4 - F	6 - A	

Teacher helps students to write a response by encouraging them to make possible sentences using the model provided.

LEARNING TO LEARN

SMS LANGUAGE

Teacher asks students if they know what SMS stands for.

Students give examples of SMS messages they usually use in the internet or GSM. Teacher explains that SMS language should not be used in writing and/or speaking in normal situations or in class. The aim of this activity is to expose students to acronyms used in SMS to help them understand messages they might get in the internet or GSM.

Students try to figure out the messages in the bubbles and write them in plain language. Teacher encourages students to compete in groups to write quickly and accurately the messages.

- Key :
- Hi Amal. How are you? Thanks for the message for my birthday.
 - You are welcome, I want to see you as soon as possible for advice.
 - Ok. Great, but may be before evening because I'm busy in the evening.
 - Perhaps on Saturday, we could go to the library.
 - Ok. See you on Saturday at three in the afternoon at school.

Teacher refers students to the list of the acronyms if they find it difficult to understand the messages.

CULTURE CORNER

Teacher writes on the blackboard "Italian people eat spaghetti everyday" and asks students if it is true or false.

Teacher asks students to read the introductory paragraph to know more about stereotypes.

Students read the list of stereotypes in activity 1 and discuss them (Are they true or false ? Why ?)

Students think of other stereotypes and share them in class.

Students read the riddle and try, in groups, to find out the answer.

Key :

The doctor is a woman, the boy is her son and the man is her husband.

ENGLISH AND FUN

Teacher shows examples of comic strips and asks students about their favourite ones.

Teacher asks students to look at the comic strip in their textbooks and describe the drawings.

Teacher may use the questions suggested in the activity or devise his own.

PROJECT WORK

Teacher invites students to look at the school magazine and find out their topics.

Students work in groups to choose a topic for their school magazine.

Students follow steps suggested in the student book to produce a magazine.

Teacher collects students magazine and gives feedback.

KEY TO REVIEW EXERCISES UNIT 5 AND 6

REVIEW YOUR GRAMMAR

A. was reading / called / rang / picked / started / were having / knocked / was busy talking / went.

B.

- The garden is taken care of by Mr Billy.
- This mosque was built last year.
- English is spoken in that shop.
- I was brought a lot of gifts.

- e. I was given the box by the postman.
- f. The children will be looked after.
- g. The criminal was seen in the district yesterday.
- h. The pavement is cleaned once a week.

REVIEW YOUR FUNCTIONS

Teacher accepts any correct answers suggested by the students.

REVIEW YOUR VOCABULARY

1. a daily - a weekly - a monthly - a periodical - a yearly

2. TV : soap opera - chat show -
The radio : news bulletin
The Internet : website - email - chat room -
Newspaper : headlines - front page - editorial

3. Answers depend on students' tastes and views.

Teacher tolerates and encourages difference and disagreement among students.

UNIT 7 : CELEBRATIONS

Standards and Competencies	Expand reading and writing strategies Describe different societies' traditions and customs Develop oral skills Build up methodology Explore other cultures Survey, guess, predict on reading materials, write a letter Talk about different celebrations and festivities Identify spoken input Know how to form adjectives and nouns Talk about similarities and differences across cultures
Skills	Read to check predictions and reorder ideas about celebrations and festivities Listen and identify the topic, distinguish different national and international celebrations Talk about different celebrations Write a personal letter describing a national and/or religious celebration
Key Vocabulary	Different vocabulary related to holidays, festivities and celebrations; national and international, religious celebrations and their customs, traditions, occasions Names of celebrations : Halloween, Thanksgiving, Saint Valentine, May Day, Easter, Guadalupe, Weddings, Birthdays, Women's Day, Mother's Day, Ashura, Ramadan Word formation, nouns and verbs
Grammar	Learn how to combine sentences containing relative clauses and relative pronouns/adverbs
Functions	Recognize and use ways of apologising politely in front of incidental problems and misbehaviours
Culture	Explore other celebrations and compare them with ones observed in Morocco : Spot differences and similarities
English and Fun	Create fun and motivation through a silly question related to traditions of birthday anniversaries

STARTING UP

Teacher introduces the theme of celebrations by referring students to the picture and title of the Unit page.

Teacher asks students to describe the pictures.

Students look at the picture and answer the questions below them. (The aim is to introduce them to the theme of celebrations, holidays and customs all over the world.)

READING

Pre-reading

Teacher writes "International Celebrations" on the board and elicits from students names of celebrations observed worldwide.

They may come up with: the New Year, May 1st, Women's Day, Mother's Day....

Teacher asks students whether they observe Mother's Day in Morocco, and invites them to discuss the importance of celebrating this occasion.

Reading

Students think of four questions they think the statements might answer.

Teacher writes some of students' questions on the board.

Students read and check which questions are answered.

Teacher asks students to pick answers from the passages.

Students answer the wh-questions.

Students complete the sentences according to the text.

Key :

- In some countries, both Women's Day and Mother's Day are celebrated on the 8th of March.
- One day before Mother's Day, many children draw cards themselves.

Post-reading

Teacher elicits from students special and different occasions celebrated in Morocco.

Teacher asks students different questions about these celebrations.

Students complete the map by choosing an occasion/celebration with activities people do during this occasion, food and drink they have, things they give and receive, and other related customs.

VOCABULARY

In this activity students are invited to practise vocabulary associated with celebrations, occasions and holidays in the world.

Students go back to the text in the reading activity in this unit and find words or expressions meaning the same as the ones given in exercise 1.

Key : a. celebrated b. gifts c. honour d. worry

Students fill in the blank with the words they have just found.

Key : a. celebrated b. honour c. respect d. worry

Students complete the passage with the words given in the list.

Key :

- calendar
- celebrate
- festive
- give up
- forward
- months

Students give the verbs of the given nouns.

Teacher tells the students to pay more attention to parts of speech. Knowing the grammatical category of a word, that is whether the word is noun, adjective, adverb, a verb, helps students understand what the words mean.

Key :

Nouns	Verbs	Nouns	Verbs
gift	give	recitation	recite
donation	donate	contemplation	contemplate
development	develop	honour	honour
recognition	recognises	greetings	greet
devotion	devote	prayer	pray
ignorance	ignore	dependence	depend

Students fill in the gaps with the appropriate word.

Key :

- contemplate
- greetings
- ignore
- gift
- honour

LISTENING

Pre-listening

Teacher reviews with students different religious celebrations observed in Morocco. He / she elicits from students other celebrations observed in other countries.

Listening

Teacher explains to students the task they will do.

He / she proceeds with the listening text by text to help students listen and match carefully. Teacher plays the tape or CD (pause at the end of each text) and students match the text with the corresponding picture.

- Key : 1. Thanksgiving 2. Ramadan 3. Valentine's Day 4. Guadalupe
- SS listen to the whole texts and say if the sentences are true or false, justifying their choice.

- Key :
- False, for the blessing of the year.
 - False, because the prophet Mohamed received the Ko-ran during this month.
 - True, when lovers sang their beloved.
 - False, Guadalupe is the name of the mother of Indians.

Script

Celebrations

Text 1

It is a holiday celebrated in much of North America, generally observed as an expression of gratitude usually to God. The most common view of its origin is that it was to give thanks to God for the bounty of the autumn harvest. In the United States, the holiday is celebrated on the fourth Thursday in November. On this day people give thanks and prayers. Usually it is a family day celebrated with a big dinner and joyous reunions.

Text 2

It is an Islamic holy month when Muslims may not eat or drink from morning until night. It is the ninth month of the Islamic year. Because the Islamic calendar is lunar, it falls at different times of the year. Muslims celebrate it as the month during which the prophet Mohammed (peace be upon him) received the first of the revelations that make up the Koran, the holy book of Islam. It is also a time for other religious activities. The nights are often devoted to special prayers and to recitations from the Koran. During the last 10 days, some Muslims seclude themselves in a mosque to give full time to religious contemplation. The end of it is celebrated by another great religious festival.

Text 3

It's a holiday honouring love and lovers. It is celebrated on February 14th. In the spirit of the holiday, you are invited to a little celebration for the holiday of songs, poems and love greetings. These verses and greetings were popular as far back as the Middle Ages, when lovers said or sang their beloved. Written postcards began to appear after 1400. The oldest one in existence was made in the 1400's and is in the British Museum. Papers and postcards are exchanged during this feast as gifts.

Text 4

On December 12 each year, thousands of people gather at a hill in Mexico City. They come from all over Mexico. Many have walked long distances to reach the Shrine of Our Lady. The shrine is built on the spot where a poor Indian said he had seen a vision. About 450 years ago, the man, Juan Diego, was walking by the hill. Suddenly, he saw the figure of a young Indian woman, surrounded by bright light. She had black hair, dark eyes, and dark skin. She told him she was the mother of all Indians. She told him she wanted a shrine built there. And the shrine was built. It has been celebrated since then.

Students fill in the chart with information from the 4 passages.

Teacher plays the tape or CD to make students listen again and complete the chart.

Key :

Celebrations	How people celebrate them
Thanksgiving	People have a big dinner, joyous reunions, and give prayers
Valentine	Lovers exchange postcards, songs, and poems.
Guadalupe	Thousands of people gather in a hill in Mexico City.
Ramadan	Muslims fast from morning until night. They pray and recite the Koran. They seclude themselves in mosques to give full time to religious contemplations.

FUNCTIONAL PRACTICE

Students read the dialogue and answer the questions that follow.

- Key : 1. a. Latifa apologises to Hind because she has spoilt the book she has lent her.
b. She says : "I am very sorry, Hind."

Teacher explains to the students how to apologize through other different context and situations.

Students read the other formulas of apologizing and discuss them with their partner.

Students do the matching exercise.

- Key : 1. b 2. d 3. c 4. a

Students respond to the situation suggested in their book.

Teacher may devise his own activities to practise the function of apologizing.

GRAMMAR

Relative clauses / pronouns :

Students, in pairs, read the sentence and study its components as shown in the chart below.

Teacher explains what is meant by main clause, relative clause and relative pronoun.

Teacher may devise other contexts to introduce the use of relative pronouns and adverbs.

Students read the other sentences and complete the chart.

Key :

	Main clause	Relative clause	Relative pronoun/adverb
Sentence a	The book is mine	which is lying	which
Sentence b	Najib Mahfoud got the Nobel Prize	whose novels are translated into many languages	whose
Sentence c	Muslims prefer to go to mosque	where they perform their prayers	where
Sentence d	Valentine's day is a day	when lovers give flowers to each other	when

Students fill in the blanks with the right relative pronouns.

Key :

a. when, b. who, c. whose, d. which, e. where

Students rewrite the sentences following the example.

Key :

- April fool's Day is an occasion when we play tricks on our friend.
- Students who will have higher marks will be awarded prizes.
- You have been listening to Beethoven who is one of the greatest composers.

WRITING

Students read the letter and match the three phrases with the three paragraphs.

Teacher explains to students the components of a personal letter and its layout.

Teacher explains to students the task they have to do and elicits from them ideas on different occasions or celebrations in Morocco.

Teacher encourages them to think of a strange celebration as the one in Laura's letter.

Students write a letter in answer to Laura's question at the end of her letter beginning as suggested in their book.

Teacher reminds students to respect the layout of a personal letter.

LEARNING TO LEARN

Teacher tells students that knowing the grammatical category of English words help students understand their meaning.

Suffixes are a better strategy which enables students to know if a word is a noun, verb, adjective or an adverb.

Students study the lists of suffixes for nouns and adjectives and do the accompanying exercises.

Teacher expand this activity by inviting students to come up with other suffixes that form nouns and adjectives, write them on the board for students to copy in their notes.

Key :

- | | |
|------------------------|---------------------------|
| a. reliable | d. eatable/edible - salty |
| b. sleepily - restless | e. additional |
| c. nutritional | f. practical |

CULTURAL CORNER

Teacher sensitises students to the cultural aspects of celebrations; similarities and differences across cultures.

Students read the facts about Easter; how, when and why it is observed.

Students think of similar religious celebrations that do not fall on the same day of the Christian calendar and how and why they are celebrated in Morocco.

ENGLISH AND FUN

The aim of this silly question is to create some fun and motivation to students.

Students answer this question.

A man said to his friend : "When I was a kid the only thing I got on my birthday was a year older." «Do you Know why ?»

Key :

Because my parents were poor

Teacher may encourage students to come up with their own silly questions and riddles and exchange them with their partners.

Standards and Competencies	Recognise written and spoken input Recognise Moroccan human values and standards Learn about celebrities Be a good writer Use a questionnaire in learning Analyse culture differences Understand writer's attitude and purpose Talk about Moroccan standards of living and social behaviour Write a biography Learn to write a paragraph Fill in a questionnaire. Differentiate between one's and other cultures
Skills	Read for writer's purpose, read for specific information Listen for details, listen to take notes Talk about Morocco's cultural heritage Write a biography
Key Vocabulary	Different vocabulary items related to Morocco's artistic, aesthetic and cultural performances, Morocco's human values and standards Ways of eating and drinking, ways of greeting and receiving guests Different cultural constituents of Morocco's heritage and patrimony
Grammar	Learn ways of using Conditional 0 and 1 Learn phrasal verbs
Functions	Express possibility using can/could/may/might
Culture	Compare British and Moroccan eating manners; do's and don'ts
English and Fun	Figure out an Amazigh riddle Encourage students to come up with different riddle from the Moroccan culture
Project Work	Fill and e-mail questionnaire about Moroccan celebrations, customs and traditions to compare with other cultures

Students look at the pictures and answer the questions. The aim is to introduce them to our Moroccan Cultural heritage such as artistic talents, crafts, customs, values, standards and anything specific to Moroccan culture.

Teacher may refer students to the pictures in the Unit page.

Teachers encourages students to come with anything that matches Moroccan culture and heritage.

READING

Pre-reading

Students have a look at the given words and ,with their partner, decide on what they have in common.

Teacher helps with any difficulty students may encounter. The aim is brainstorming and not a vocabulary activity.

Teacher, then, elicits other customs and traditions related to marriage in Morocco.

Students answer the question about marriage parties now and in the past.

Teacher encourages them to discuss their ideas with the class.

Reading

Students read the text and do the comprehension tasks :

Key :

1. c
2. a. paragraph 2
b. paragraph 1
c. paragraph 4
d. paragraph 3
3. a. takes place
b. ward off
c. host
d. improve

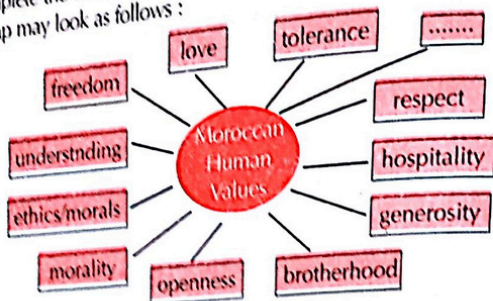
Post-reading

Students discuss the questions in small groups and report their finding to the class.

Teacher encourages the students to talk about marriage traditions in the past and nowadays.

VOCABULARY

In this activity students are invited to practise vocabulary associated with Moroccan culture and identity. Teacher elicits from students any items related to Moroccan human values and standards and what characterises Moroccans as far as values are concerned. Students complete the word map with items related the Moroccan human values. The word map may look as follows :



Students match words with their definitions.

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

Students complete the passage with the words from the previous exercise.

Key :	1. culture	2. bazaars	3. hospitality	4. fantasia	5. saint	6. folklore
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LISTENING

Pre-listening

Students answer the questions.

Teacher elicits from students the traditions of the Moroccan family which include eating manners, receiving guests, etc

Students read the ideas in task 2 and discuss them, agreeing or disagreeing.

They can use pictures as supports to help them in their discussion.

Teacher raises students' awareness of the constituents of the Moroccan heritage and patrimony. (languages spoken, people and civilizations that have influenced Morocco along its history).

Listening

Teacher explains to students the task they will do.

Teacher plays the tape or CD.

Students listen and do the task.

Key :

- The interviewer asks four questions
 - The interviewee talks about Moroccan values, eating habits, greeting and inviting people.
- False, the elderly are honoured and respected.
 - False, they take their time and talk about their families.
 - True, welcomes are repeated as a symbol of generosity.
 - False, dress elegantly to demonstrate respect towards your host.
- Elderly people are honoured and respected.
 - Moroccan people greet each other and take their time to talk about their families friends and related topics.
 - When joining a group, we shake hands beginning with the person on the right.
 - Food is generally served at a round table.
 - Washing hands before and after meals.
 - Hospitality

Script

Jennifer : Please, Could you tell us how important the family is in Moroccan culture ?

Interviewee : In Morocco, the family is the most important unit in society and plays an important role in all social relations. More than that, the elderly are honoured and respected and often exercise a great influence on the rest of the family.

Jennifer : How do Moroccan people greet each other ?

Interviewee : Well, as you know, when Moroccans greet each other, they take their time and talk about their families, friends, and common topics. Shaking hands is the usual greeting between individuals, and if you join a group, shake hands with the person on your right and then continue around to your left.

Jennifer : Could you tell our readers about the Moroccan eating habits?

Interviewee : There are many traditions related to the eating habits in Morocco. Food is generally served at a round table. People get around the table after washing their hands and begin eating by saying 'bismillah'. When they finish, they clean their hands. If there are guests, a washing basin is brought to the table before the meal is served. One of the family members pours water over the guests' hands and gives them a towel to dry them. This is done at the beginning and at the end of the meal. Repeated welcomes are addressed to the guests as a symbol of hospitality and generosity.

Jennifer : What are guests expected to do when they are invited to a Moroccan house ?

Interviewee : If you are invited to a Moroccan's house, you should :
 - dress elegantly; doing so demonstrates respect towards your hosts.
 - check if your spouse is included in the invitation.
 - shake everyone's hand individually or greet the whole group by saying "salamu alaykum", and take off your shoes when you come in.

Jennifer : Thank you very much for your information.

Post-listening

Students, in pairs, think of other Moroccan family traditions to add to the ones they have just learned.
 Teacher asks students questions to help students come up with as many traditions and customs as they can.

FUNCTIONAL PRACTICE

Teacher provides students with contexts and situations to learn and know how to express possibility, or invites them to read the dialog and pay attention to the words written in bold type.

Teacher invites students to answer the question about the dialogue, justifying their answer.

Key : Sally is not sure that Sophia is in the library. She **could be** in the library.
 Sally is not sure that Sophia is with Mary. **Perhaps** she is with Mary.

Teacher takes the students to the other form of possibility.

Students respond to the situations using expressions of possibility.

Students match the numbers with the letters.

Key :

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

GRAMMAR

Phrasal Verbs

Teacher invites students to read the three sentences and pay attention to the phrasal verbs written in bold type.

Teacher explains to students that a phrasal verb is a verb and a particle that, together, function grammatically and semantically as a single unit. Phrasal verbs are not the same as verbs followed by prepositions.

Teacher explains to them the position of the particle with nouns and pronouns as objects. Students study the examples and match the phrasal verbs in bold types with the corresponding definitions.

Key :

bring about	cause to happen
go on	continue / keep on
appealed to	became attracted to
breaks down	stops functioning
put up with	bear, tolerate
give off	send, emit
figures out	finds a solution
use up	use all of
pick out	choose
made out	invented, created

Students fill in the blank with the right phrasal verb :

Key :

a. give off	d. put up with
b. figure out	e. made out
c. brings about	

Students work in pairs and define the phrasal verbs given using a monolingual English dictionary.

Key :

a. distribute	f. support – encourage somebody
b. submit	g. enter by force
c. extinguish	h. finish eating
d. depend on	i. wear clothes / dress up
e. beautify	j. undress / leave the ground

If you open a school ...!

For both conditional 0 and 1 students study the model example, answer the questions, study the other examples and do the tasks given.

Teacher explains any difficulty.

Teacher may devise his own contexts and situations to present both conditional zero and the first conditional.

Keys of conditional 0 exercise :

2. a. There are 2 clauses.
 b. The verbs have the same form.

3.	if clause	if + subject + simple present + object / complement
	main clause	subject + simple present + object / complement

4. a. If there **is** an eclipse in the day, we **can't see** the sun.
 b. When you **are** in Rome, do as Romans do.
 c. Water **pours** if you turn the tap.
 d. People don't look at the sun if there **is** a solar eclipse.

Key of conditional 1 exercise :

1. a. There are 2 clauses.
- b. The verbs do not have the same form.

2.	if clause	if + subject + simple present + object / complement
	main clause	subject + future simple + object / complement

3. a. If you **eat** an apple every day, you'll be very healthy.
- b. If we don't protect elephants, they **will become extinct**.
- c. He will pay higher insurance if he **buys** a sports car.
- d. She **will see** better if she turns on the lamp.
- e. You **will have heart** disease if you eat too much meat.
- f. You won't pass the course if you **don't study well**.
- g. If a deer gets into your garden, it **will eat all** your plants.

WRITING

Students read the scrambled biography about the Moroccan scholar, Mohammed Abu-Talib

Key :

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

After students have unscramble the biography, teacher may ask them general comprehension questions to test their understanding.

Students extract from the text all the indicators which help them reorder the text.

Key :

Time expressions : 1930-2000, from 1959 to 1964, Back in Moroccan, between 1964 and 1968, from 1970 to 1976, When he died

Teacher asks students to come up with similar indicators that they may need when writing a biography, namely those of chronological order.

Students write a biography of a person they know well. They can choose a person from the list, or write about someone else.

Teacher may suggest other Moroccan famous people.

Teacher tells them to find facts and details about the person they will write about so that the biography sounds authentic.

Teacher encourages students to look for facts in newspapers, textbooks, the web, encyclopaedias, etc...

Teacher may apply the process writing approach.

LEARNING TO LEARN

Teacher explains to students that a paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing we do is organized into paragraphs. This is because paragraphs show the reader where the subdivisions of an essay begin and end, and thus help him see the organization of the essay and grasp its main points.

A well-organized paragraph often supports or develops a single controlling idea, which is expressed in a sentence called the **topic sentence**. A topic sentence has several important functions : it supports an essay's thesis statement, it unifies the content of a paragraph and directs the order of the sentences, and it advises the reader of the subject to be discussed and how the paragraph will discuss it. All the other sentences that follow the topic sentence are called **supporting details**. Most of the time, paragraphs end with a sentence called **concluding sentence**.

Students study the tips for writing a paragraph and complete the chart. Students do the practice exercise.

CULTURE CORNER

Students read the dos and don'ts of British eating manners and discuss them with their partners.

Teacher elicits from students Moroccan eating manners.

Students make a list of dos and don'ts of Moroccan eating habits and compare them with the British ones.

ENGLISH AND FUN

Students figure out the riddle: "the raven provides for the dove, and the dove provides for the chicks"

Key of the riddle :

The raven refers to the **kettle**.
The dove refers to the **tea-pot**.
The chicks refer to the **glasses**.

Teacher encourages the students to come up with different riddles from our cultural patrimony, be they Amazigh or Arabic.

PROJECT WORK

Teacher tells students that this project work should cover both unit 7 «Celebrations» and unit 8 «Our Cultural heritage». That is students should think of a celebration in its relation with Moroccan traditions, customs and habits.

Teacher explains to students how to fill in the questionnaire.

Students may e-mail the questionnaire to the address given.

KEY TO REVIEW EXERCISES UNIT 7 AND 8

REVIEW YOUR GRAMMAR

A. Fill in the blank with the correct phrasal verb :

1. took off 2. give up 3. put up 4. Go on 5. brought up

B. match the main sentence with the relative clauses

1. b 2. d 3. c 4. e 5. a

C. Put the verbs between brackets in the correct form :

1. heat - boils
2. will happen
3. meet - tell
4. will have - drive
5. do not use
6. will tell - keep

REVIEW YOUR FUNCTIONS

A. Match the phrases on the left with the responses on the right :

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

B. Complete with the correct option :

1. sorry 2. forgive 3. apologies 4. beg 5. regret

REVIEW YOUR VOCABULARY

cultural, festivals, hospitable, tolerance

UNIT 9 : HUMAN RIGHTS

Standards and Competencies	Understand written and oral Input on Human Rights Write for a purpose Develop learning strategies Know cultural practices Learn about basic Human Rights Write a formal letter Learn SMS Jargon Describe a poster and pictures Conduct a search Interview Deduce rule from examples
Skills	Read for specific information Listen to a song about human rights and solidarity Talk about Human Rights Write a formal letter to a VIP official
Key Vocabulary	right, dignity, penalty, capital, maltreatment, mistreatment amnesty, incommunicado, non-violent, conscience dignity, penalty, capital, maltreatment, mistreatment amnesty, incommunicado
Grammar	Reported speech Conditional 2
Functions	hopes and wishes
Culture	Human Right Associations
English and Fun	Funny signs

Key :

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

Students read the text about the rights of children and fill in the gaps with appropriate words. Teacher tells them to guess the missing words from the context. Some gaps may take more than one possibility; teacher accepts any appropriate and correct answer.

Key :

"When the United Nations (UN) wrote the convention, it had to decide who exactly a child is. Here is their definition: A child is every human being under 18 years old.

Governments must respect and follow the rights we (as kids) are given in this convention without any kind of discrimination. You and/or your parents' race, colour, sex, language, and religion do not matter. Neither do your opinions on things, if you have a disability, or where you came from. To sum it up: All kids must be treated exactly the same, no matter how different they are!

Governments must also do their best to make sure that we are protected from any kind of discrimination or punishment because of our parents', legal guardians' or family members' status (for example, if they are poor, etc.), their activities, opinions, or beliefs."

LISTENING

Teacher introduces the topic of the song by brainstorming students about hunger in Africa and what can be done to help countries that suffer from extreme hunger.

Before students listen they can guess the topic of the song from the title and from previous activity.

Students read the introductory paragraph and confirm their guesses.

Students listen to the song and try to find out how many singers and voices they hear.

The purpose here is to make students aware of the great number of famous singers involved in the song. Students can also try to identify some of the singers.

Students listen again and fill in the missing words.

Key : Together, hand, change, love, children, lives, cares, hand, children, lives, hope, change, children, lives.

FUNCTIONAL PRACTICE

A WISH FOR A BETTER WORLD

Students study the examples given and complete the chart accordingly.

- I wish prisoner's rights were respected.
- I wish women could do all jobs.
- I wish our environment was developing.
- I wish many people benefited from health care.

Teacher helps students to deduce the rule for the use of «wish».

Teacher refers students to the grammatical summary to check their rules.

Students use «wish» or «hope» to write sentences about the suggested situations :

- a) I wish immigrants didn't suffer from racism.
- b) I hope (that) you will succeed in the exam.
- c) I wish I worked hard.
- d) I wish I spoke German.
- e) I wish we had an umbrella.
- f) He wishes he didn't live in a small village.
- g) I hope the weather will be fine.

Students write 5 sentences about their dream school. Teacher can cue the students by showing them a picture of a modern school.

GRAMMAR ANALYSIS

REPORTED SPEECH

Teacher checks students' background knowledge about the commission.

He/she can write information students provide.

Teacher invites students to read the extracts and check their understanding briefly.

Teacher invites students to read the journalists reports and pay attention to differentiate between direct and indirect speech.

Teacher provides other examples of direct speech for students to report.

Students finish the sentences using reported speech. They need to change the tense and the time expressions, if necessary.

Key :

- a. Nadia said that her teacher would go to the movies.
- b. The teacher asked me to open the window.
- c. Peter told me that he always did his best in the exams.
- d. Alice complained that their neighbours were making a lot of noise.
- e. Yesterday, Amal asked me if I was reading the book.
- f. My mother asked me not to play football in the garden.
- g. The teacher told me not to forget my homework.
- h. Our father told/ordered us to be quiet.

IF I WERE, I WOULD ...

Teacher invites students to read the quotation and answer the three questions.
Teacher then invites students to choose the correct answer from the choices given :

Key :

option c : unlikely, untrue or contrary to fact in the present.

Students practise the structure by transforming the sentences into conditional type 2 following the example:

Key :

- a. If there were more recreational facilities, I wouldn't feel bored.
- b. If my parents bought me a car, I would explore Morocco.
- c. If there were/was no crime in our city, every one would feel peaceful.

WRITING

Students read the extracts from the newspapers. Teacher might help in explaining any new vocabulary or expression.

Students choose one of the news and go back to the UDHR and find out which human right is violated.

Teacher sets students in groups according to their choice of the news.

Students discuss in groups what should be included in the letter.

Individual students look at the format of the formal letter suggested and write their letter.

Students exchange their letters for peer correction and rewrite them accordingly.

LEARNING TO LEARN

SUCCESSFUL VOCABULARY LEARNING

Teacher brainstorms students on their experience as language learners; students can talk about their experience in learning Arabic, French, ...
Teacher guides the discussion towards vocabulary learning.
Students read the tips suggested in their textbooks.
Students choose the ones they think are more effective.

CULTURE CORNER

Teacher brainstorms students' background knowledge about Amnesty International and other non-governmental organizations working in the field of human rights.

Teacher asks students to read the text about Amnesty International and correct any information they provided in the previous activity.

Students think of Moroccan associations or organizations or school clubs working on human rights and tell the class about them. Students exchange their letters for peer correction and rewrite their letters accordingly.

ENGLISH & FUN

Teacher asks students if they have seen any funny signs in the streets, roads or on TV.

Students tell the class about a funny sign they have seen somewhere.

Students look at the signs in their book and describe them.

Students work in pairs to find out why the signs are funny.

UNIT 10 : TRAVEL & HOLIDAY

Standards and Competencies	Use reading strategies Understand spoken medium Write for an audience Develop writing skills Know about other foreign travel habits Understand reading texts Identify the speaker Write a personal letter Know about a study system Compare Moroccan and English travel habits
Skills	Read to check predictions, read for information transfer Listen for gist, listen to take notes Talk about travel Write a letter
Key Vocabulary	Lexis related to 'travel': journey, head for, check in, luggage, destination, hitch-hike, accommodation,...
Grammar	Future simple and future plans (will vs going to)
Functions	Make promises and show surprise
Culture	British vs. Moroccan travel habits
English and Fun	Funny picture
Project Work	Design a tour guide

STAGE 1
Teacher asks the students to describe the pictures.
Students talk about the objects, the people and the actions.
Teacher elicits from students words related to the theme of 'travel and holiday':
vacation travel luggage/baggage journey
Students work individually to answer the questions about themselves.
Teacher encourages students to talk about their preferences and experiences.

READING

Pre-reading

Teacher asks students to read the introductory paragraph of the text.
Students are expected to :

- get acquainted with the people in the conversation,
- guess whether Samia, the daughter, will succeed to have her father's permission to travel with her friends.

Teacher writes students' guesses on the board.

Reading

Students read the whole conversation and check their predictions.

Teacher asks students to provide justifications.

NB : the answer is not clearly stated.

Teacher allows different opinions.

Students then re-read the conversation and answer the comprehension questions.
Whole class correction.

Key :

1. To the mountains.
2. At Najat's relatives' house / they will hitch-hike.
3. No. Never.
4. The mother is for but the father is against.

Teacher asks students to read the conversation and fill in the chart with information from the conversation.

Key :

Mr Chbihi hesitates because	Samia insists because ...
- Samia has never travelled alone.	- Travelling develops the personality.
- He can't think of his daughter hitch-hiking.	- She'd like to be independent.
- Samia may have accommodation problems.	- Travelling is the best education.

Teacher exploits this reading task to remind students of the importance of using context to understand words.
Students read the definitions and skim through the text to find the words / phrases being defined.

Key :

- a. to break the news to someone
- b. to rely on oneself
- c. to afford
- d. to hitch-hike
- e. if I were in your shoes

Teacher asks students a final question about the conversation :

Blackboard : If you were in Mr Chbihi's place, would you allow Samia to travel with her friends ?

Students express their points of view.

Post-reading

Students read the personal questions and answer each one separately.
Teacher encourages students to talk about their own personal experiences.

VOCABULARY

Teacher asks students to describe the pictures.
Students link the pictures with the activities.

Key :

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

Teacher guides students through the chart to study the meanings of the phrasal verbs.
Teacher checks students' understanding and asks them to fill in the gaps with some of the verbs.

Key :

- a. saw off/took off
- b. rushed off
- c. pulled out
- d. checked in
- e. set off

Students read the definitions and match them with the words they define.

Teacher checks students grasp of the meanings of the words.

Key :

- 1 → d
- 2 → c
- 3 → b
- 4 → a
- 5 → e

Students use productively the words they have just studied to fill in the blanks.

- Key : 1. voyage 2. picnic 3. Flight 4. trip/journey/excursion

LISTENING

Pre-listening

Students study the title and guess what the 4 people are going to talk about.

Key : problems during trips.

Listening

Teacher plays the tape or CD.

Students listen to the 4 people and check their guesses.

Students listen again and complete the table with information from the text.

Speaker	Problem they had on the trip	How they solved it
Tommy	They threw up.	Their mother gave them some medicine.
Olivia	It was raining.	They went out for pizza.
Amal	Their luggage was left back home.	They bought new things.
Joseph	They got lost.	They used a map.

Students listen again and match the names with the feelings

Key :

- 1. Tommy → c. disgusted
- 2. Olivia → d. disappointed
- 3. Amal → a. exhausted
- 4. Joseph → b. panicked

Script

What is the biggest problem you've ever had while travelling ?

1- Tommy

"One time, we went to the country. Well, when we were on the road, my sister threw up! Then dad told her to stick her head out of the window and she tried throwing up out there! Her throw-up flew back into the car and hit her face. Then, my other sister threw, too. I felt really disgusted. Mom gave us some medicine and we started feeling better."

2- Olivia

"I've had so many bad vacations it's hard to count! I remember one time we went to the seaside. When we got to the campsite, we had all those big plans to go to the beach the moment we got there. But guess what? IT WAS RAINING!!! We were too disappointed. We went out for pizza. But it was really fun because the rest of the days were sunny!"

3- Amal

"Just a few years ago my family and I went on a vacation to Spain and we missed our flight! Not once, not twice, but THREE times!!! We had to spend the night at the airport. We were very exhausted. It was a great flight, but when we arrived to the airport in Madrid, our baggage had been left back home! We had to buy new clothes, toothbrushes and toothpaste."

4- Joseph

"One problem was the directions. The first time we went on a trip, we didn't know where we were going. We really felt the panic of getting lost. But, we got there! What we did was to look at the map and follow the directions."

Post-listening

Students answer the personal questions individually.
Students tell their mates about their own experiences.

FUNCTIONAL PRACTICE

Teacher sets the scene for the activity. S/he explains any difficult words.
Teacher asks students to read the conversation. A focus question should be assigned.
Teacher may ask a few comprehension questions.
Students fill the chart with expressions from the conversation, and the teacher tries to elicit some more.

Key :

ASKING FOR PROMISES	GIVING PROMISES	EXPRESSING SURPRISE
-We'll meet there, won't we ?	- Yeah, I promise it.	- Really ?
-You won't break your promise, will you ?	- I won't of course.	- What a surprise !
- Do you promise it ?	- It's a promise.	- Incredible !
	- I promise it.	- Unbelievable !

PRACTICE

Students complete the exchanges ; teacher has to accept any plausible answers.

Key :

- a. **Elma** : Look Dad, I've been top of my class !
Father : Incredible !
I'll buy you a new mobile phone ! Does that please you ?
Elma : Super ! Do you promise it ?
Father : I promise.
- b. **Elma** : Tom Cruise will attend the Marakech cinema festival!
Leila : Unbelievable !
Elma : I'll try to go and see him.
Leila : Will you take me with you ?
Elma : Sure, I will.

GRAMMAR

Teacher exploits the conversation to present the future tense.
Students read the conversation and answer the questions.

- Key :**
- a. Yassine is likely to change his plan (it depends/ maybe)
Adil is firmly determined.(already obtained a visa)
b. Adil uses 'I'm going to'.
c. Yassine uses 'I will'

Teacher checks that students can really make the difference between 'will + verb' and 'go to + verb'

Students complete the grammatical summary :

Key :

We use ...	when
Going to + verb	We have already planned and organised a future act.
Will +verb	We talk about a simple future act or volunteer to do something.

Teacher assigns the multiple choice exercise to reinforce the distinction between the two future forms.

Students choose the correct future form to complete the sentences.

Whole class correction. Justifications should be provided.

Key :

1. we're going to watch
2. she's going to buy
3. I'll make
4. I'm going to have
5. I'm going to visit
6. I'll get

Students in this exercise have to decide themselves which form of the future to use.

Key :

1. I'm going to clean
2. I'll go
3. she will like
4. are you going to wear
5. he will have

WRITING

Pre-writing

Teacher asks students to read Julien's letter and spot the six mistakes. There are spelling, lexical and grammatical mistakes.

Students work in pairs to find the mistakes.

Key :

- 1) next → last
- 2) world → the world / over the world
- 3) who → which
- 4) not → nor
- 5) see → seeing
- 6) by → bye

Students answer the comprehension questions.

Key :

- 1) From France
- 2) Menton
- 3) The landscape / the weather / the monuments

Writing

Students write a letter about their hometown, answering Julien's questions.

Teacher turns around and helps with any language problems students may encounter. This activity may be preceded with oral preparation.

Post-writing

Students exchange their drafts for peer editing.

LEARNING TO LEARN

M.U.R.D.E.R

Students read the ideas on how to systematise their study and discuss them with their partners.

Teacher helps students with any difficulty and clarify the message behind the acronym : M.U.R.D.E.R, and encourages them to keep on using this strategy during their education process.

CULTURE CORNER

Student read the text about travel habits in the UK and discover how they differ from the Moroccan ones in terms of accommodation, means of travel etc.

Teacher makes students talk about the Moroccan habits through questions similar to :

Do Moroccan families travel together or individually ?

Can Moroccans spend holidays with their relatives ?.....

ENGLISH & FUN

Teacher starts by asking students about the importance of traffic signs.

Teacher tells students to look at the picture and find out why it is funny.

Key : (too many side - ways / too many signs)

PROJECT WORK

Teacher raises a discussion on citizenship and writes students' ideas on blackboard

Students look at the chart about good citizens and talk about themselves and what they do as citizens.

Students bring their products about being good citizens to the class for evaluation

KEY TO REVIEW EXERCISES UNIT 9 AND 10

REVIEW YOUR GRAMMAR

A. Put the verbs into the correct future form :

a. am going / will give / will help

b. will win / will win / are going to win

c. are going / will lend

REVIEW YOUR FUNCTIONS

Teacher accepts any correct answers from the students

REVIEW YOUR VOCABULARY

A. Rearrange the letters to find 'one word' related to the theme of 'travel' :

a. destination b. luggage c. journey d. passport e. passengers

B. Match the words in column A with their definitions in column B :

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

TEST COVERING UNITS 6-10

LET'S CARE FOR THE DISABLED

«Living Proof» provides a voice for members of society who are all too often ignored. Shame and discrimination perpetuate a social welfare system that keeps people with intellectual disabilities from realizing their fundamental right to live independently. By describing the experiences and presenting opinions of people with intellectual disabilities, this film demonstrates the importance of achieving change in the social welfare system and in society as a whole. "Everyone should leave the institutions and be in apartments the way I am. ...they would be better off, like me, they would have their own lives," said Ivka Krzelić, one of the people interviewed in «Living Proof». In Croatia, however, one in three people with moderate or severe intellectual disabilities lives in a long stay institution, isolated from society.

The film was welcomed by members of the Association for Promoting Inclusion (API) in Zagreb, which since 1997, has provided community-based programs as alternatives to institutionalisation, empowering people with intellectual disabilities to realize their rights and participate as equal citizens in society. «Living Proof» was a premiere in Croatia at the opening of a conference on the right to live in the community organized by API.

In the coming months, «Living Proof» will be screened in Croatia as well as in other countries of Central and Eastern Europe as a part of an advocacy campaign to promote the rights of people with intellectual disabilities to live independent, self-fulfilling lives. It will be targeted toward key audiences (such as policy makers, social welfare and health care professionals, and civil society organisations), to raise awareness about the rights of people with intellectual disabilities and mobilise public support for concrete, far-reaching policies and programs that promote social inclusion.

www.witness.org

COMPREHENSION : (15 POINTS)

A. Tick the best title for the text : (1 pts)

- ☐ 1. The life of people with intellectual disabilities
- ☐ 2. The life of disabled people
- ☐ 3. The rights of disabled intellectuals to live in communities.

B. Answer the following question about the text : (4 pts)

1. What's «living proof» ?
2. What's the objective of API in Croatia ?

C. Tick the correct answer : (1 pts)

The purpose of Living Proof is to ...

- ☐ 1. describe the people with intellectual disabilities in Croatia.
- ☐ 2. describe the people of Croatian intellectuals.
- ☐ 3. sensitize and urge the Croatian communities to integrate disabled intellectuals.

D. Are these statements true or false ? Justify. (3 pts)

1. Living Proof is designed just for disabled intellectuals.
2. Human rights association didn't appreciate Living Proof.
3. Only people in Croatia will watch Living Proof.

E. What do the words underlined in the text refer to ? (3 pts)

1. They (paragraph 1)
2. their (paragraph 2)
3. It (paragraph 3)

F. Find words or expressions meaning the same as : (3 pts)

1. dishonor (paragraph 1)
2. recognize (paragraph 2)
3. displayed (paragraph 3)

II - LANGUAGE : (10 points)

A. Rewrite the following sentences beginning with the words given. (1.5 pts)

1. "All people are equal before the law."
The Bill of Rights stated
2. It's a pity. Human rights are violated. Some people feel oppressed.
If
3. API has provided community-based programs with alternatives to empower people with intellectual disabilities
Community-based programs

B. Fill in the blanks with the correct words from the lists. (1.5 pts)

1. Disabled intellectuals _____ rights are violated feel excited about the film.
(who - which - where - whose - when - why)
2. A lot of voluntary families _____ orphan children.
(look after - rely on - take after - bring up)
3. Because it was rainy, the tourist fell while he _____ the mountain.
(climbed - has climbed - was climbing)

C. What do you say in each of the following situations : (1 pt)

1. You borrowed a CD player from your friend and you promised to give it back to him the following day, but immediately after, the CD stopped functioning.
→ How do you apologise to him ?

2. You aren't sure if they will ban child labor definitely. What do you say ?

D. Fill in the blanks with the correct words choosing from the list. (6 pts)

1. (initiative - Reconciliation - step - abuses)
The Equity and _____ Commission, set up by His Majesty King Mohamed VI on 7 January 2004, looks into more than 40 years of human rights _____. Human rights organisations have applauded the ERC _____, describing it as an important _____ towards a new relationship between the state and the people.
2. (traditions - patrimony - varied - foreign)
Moroccan folklore is quite _____. Each region has its own habits, _____ and customs which please _____ visitors. Besides the exotic and romantic aspects of the setting, the Moroccan _____ consists of traditions and symbols which are mysterious today.

3. (souvenirs = vacation = postcards = monuments)
While on _____ in Antakr, I visited some interesting historical
went lovely _____ to my friends, and brought nice _____ for my parents.

III - Writing : (15 points)

Write a review of a film you have recently seen. Give information regarding
actors, scenes, topic or theme, producer, ...

Key to Sample Test Covering Units 6 - 10

COMPREHENSION : (15 points)

A. Tick the best title for the text : (2 pts) **Key : option 3**
B. Answer the following questions about the text : (2 pts, 1 each)

1. "Living Proof" is the title of the film.
2. The objective of APL in Croatia is to provide community-based programmes to realise their rights.

C. Tick the correct answer : (2 pts) **Key : option 3**

D. Are these statement true or false ? (3 pts, 1 each)

1. F
2. F
3. F

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

1. They : people with intellectual disabilities.
2. their : people with intellectual disabilities.
3. It : Living Proof

F. Find words or expressions meaning the same as : (3 pts, 1 each)

1. dishonour : shame.
2. recognise : realise.
3. displayed : screened

LANGUAGE : (10 points)

A. Rewrite the following sentences beginning with the words given : (2 pts, 0.5 each)

1. The Bill Right stated that all people were equal before the law.
2. If human rights were not violated, some people wouldn't feel oppressed.
3. Community-based programmes have been provided with alternatives to empower people with intellectual disabilities.

B. Fill in the blank by choosing the correct word from the list : (3 pts, 0.5 each)

1. whose
2. look after
3. was climbing

C. What do you say in each of the following situation ? (1 pt, 0.5 each)

1. I am awfully sorry for spoiling your CD player.
2. They will possibly ban child labour.

D. Fill in the blanks with the correct word choosing from the list : (4 pts, 0.5 each)

1. Reconciliation - abuses - initiative - step
2. varied - traditions - foreign - patrimony
3. vacation - monuments - postcards - souvenirs

WRITING : (15 points)

While scoring writing the following criteria should be considered :

- content of the film review
- coherence and cohesion
- mechanics : spelling, grammar, punctuation, word order