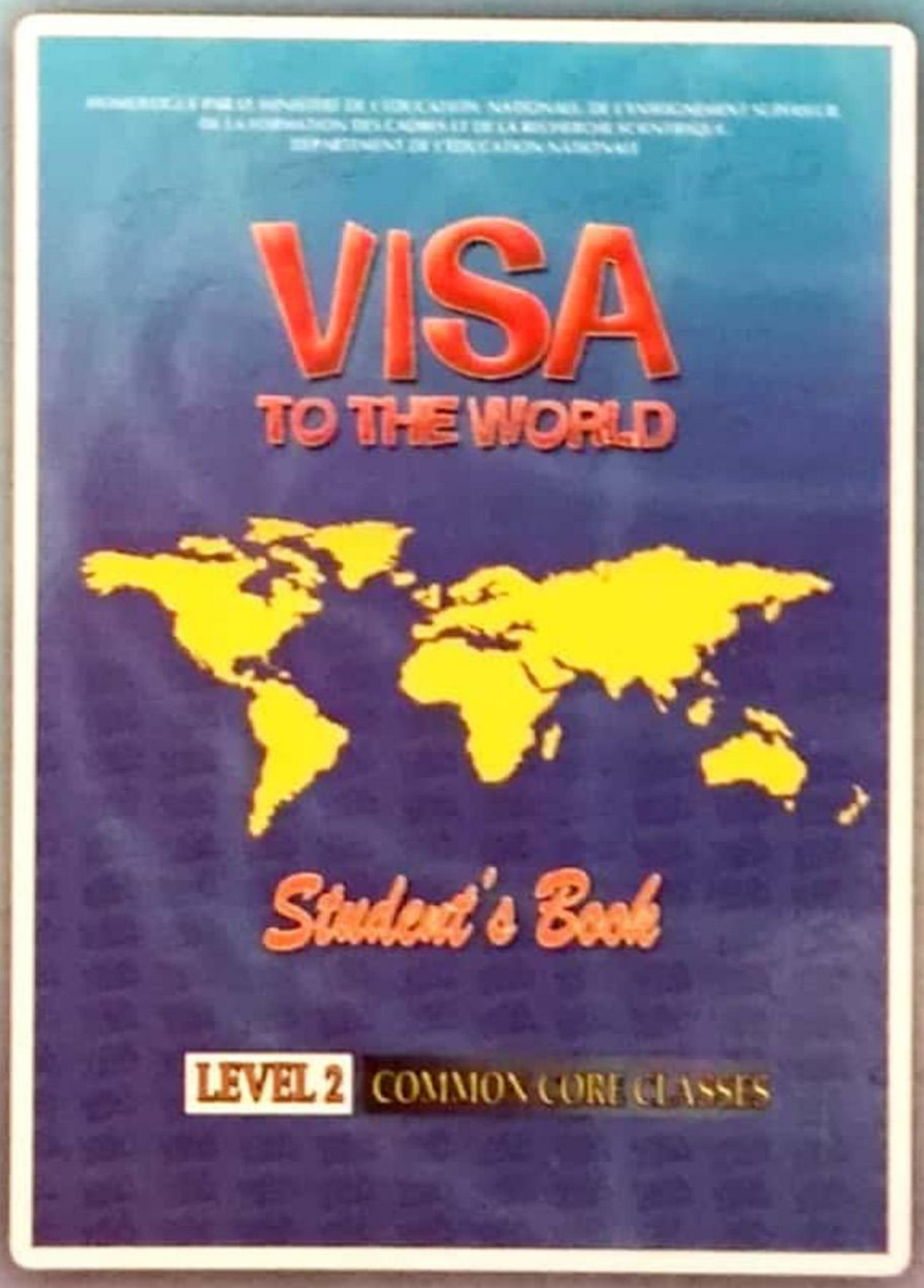
HOMOLOGUÉ PAR LE MINISTÈRE DE L'ÉDUCATION NATIONALE. DE L'ENSEIGNEMENT SUPÉRIEUR.
DE LA FORMATION DES CADRES ET DE LA RECHERCHE SCIENTIFIQUE.
DÉPARTEMENT DE L'ÉDUCATION NATIONALE

VISA
TO THE WORLD
Teacher's Book



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LEVEL 2 COMMON CORE CLASSES

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VISA TO THE WORLD

Teacher's Book

LEVEL 2 COMMON CORE CLASSES

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Édition - Diffusion

MAP OF THE BOOK

STANDARDS AND COMPETENCIES TARGETED								
UNITS	INTERPERSONAL COMMUNICATION	INTERPRETIVE COMMUNICATION		PRESENTATIONAL COMMUNICATION		CULTURE: PRACTICE/ STRATEGIC	LANGUAGE DEVELOPMENT	
		LISTENING	READING	WRITING	SPEAKING		GRAMMAR	VOCABULARY
UNIT 1 PERSONAL RELATIONS	Introduce self and others. Greet people. Talk about self, family, and other people. Give and elicit information about self, family, and other people.	Identify the participants and their roles. Identify the setting of a text.	Read for specific information.	Produce a short text following a model.	Introduce self to class.	Identify different ways of greeting. Recognize cultural aspects of proverbs. Identify negative connotations of some words.	Verb to be: affirmative, negative, and interrogative. Subject pronouns and possessive adjectives. Wh-questions with the verb to be.	Countries, nationalities, and languages. Family members. Physical appearance and character.
UNIT 2 EDUCATION	Exchange personal information. Give and elicit information. Talk about daily activities, school time tables, and habits.	Listen for specific information. Listen and take notes.	Make predictions about a reading text. Recognize reference. Scan for specific information. Make inferences about a reading text. Skim for gist.	Produce a short text following a model. Use notes to write a short text.	Introduce and talk about family tree.	List the values and the benefits of school uniforms. Compare how students spend school vacances. Compare some features of the Moroccan education system with other systems.	Possessive case (whose/ Genitive ('s). Simple present (all forms) + WH-questions. Prepositions of time. Frequency adverbs.	Classroom objects. Occupations. School subjects. People's character (adjectives).
PROJECT - REVIEW								
UNIT 3 FOOD	Order a meal in a restaurant. Invite people to meals. Accept and decline invitations to meals. Talk about quantities and amounts.	Identify the setting of a text. Identify the participants and their roles. Listen and take notes. Identify the topic of a text. Make predictions about a listening text. Listen to specific information. Listen to describe a process.	Read a menu. Identify common foods. Make predictions about a reading text. Understand a process. Make inferences about a reading text. Scan a text for specific information.	Describe a process using connectors. Arrange scrambled sentences into a paragraph. Write a paragraph using cues.	Talk about eating habits in Morocco.	Identify different types of food and food habits across cultures.	Intensifiers and Quantifiers: Some, any, a lot of, much, many, a few, a little.	Different kinds of food items: Vegetables, fruits, grains, dairy, meat, containers.
UNIT 4 SHOPPING	Give and elicit information. Ask about prices. Express preferences. Make comparisons. Request and offer help.	Identify the setting of a text. Identify the participants and their roles. Take notes.	Identify the main idea of a text. Deduce the meaning of unfamiliar words from context. Recognize reference. Read and understand ads.	Use capitalisation and punctuation correctly. Arrange scrambled sentences into a conversation.	Present a recipe.	Compare Moroccan shopping habits with shopping habits elsewhere. Identify bargaining habits across cultures.	Comparatives: Short and long adjectives. Demonstratives: (this, that, these, those). Present continuous tense (All forms).	Different shopping places. Different types of clothes for men, women, and children. Colours and materials.
PROJECT - REVIEW								
UNIT 5 RECREATION	Express likes and dislikes. Inviting, accepting and declining invitations. Asking for and expressing opinions. Agreeing and disagreeing.	Listen and take notes. Personalize and interpret a picture.	Use of cohesive and coherence devices to make sense of a text. Read and understand newspaper listings and brochures.	Use capitalization and punctuation correctly. Use interview notes to write a text.	Present survey results about watching TV.	Compare opening hours and leisure time in different countries. Identify and compare the most popular recreation activities across cultures. Compare part time jobs during vacations across cultures.	Comparatives and superlatives: (regular and irregular forms). Future with: present continuous, be going to and will.	Different types of recreation activities (outdoors and indoors).

STANDARDS AND COMPETENCIES TARGETED								
UNITS	INTERPERSONAL COMMUNICATION	INTERPRETIVE COMMUNICATION		PRESENTATIONAL COMMUNICATION		CULTURE: PRACTICE/ STRATEGIC	LANGUAGE DEVELOPMENT	
		LISTENING	READING	WRITING	SPEAKING		GRAMMAR	VOCABULARY
UNIT 6 HEALTH & WELFARE	Make suggestions. Ask for and give permission. Express ability. Express necessity. Request and offer help. Make appointments.	Listen and take notes. Listen for specific information.	Read and understand medical labels. Deduce meaning of unfamiliar words from context. Skim for gist. Read, understand, and interpret statistics.	Arrange scrambled words into sentences. Arrange scrambled sentences into a paragraph. Write a short letter.	Present research results about vitamins.	Identify ways to maintain good health. Identify places where medicines are sold in some countries. Compare home remedies across culture.	Modals: can (ability), can / may (permission), must (obligation), mustn't (prohibition), have to, don't have to (necessity). If + imperative. Conjunctions: and, but, so, because.	Parts of the body. Health problems and common illnesses. Types of medications. Different practitioners.
PROJECT - REVIEW								
UNIT 7 THE ARTS	Respond verbally to visual input. Describe past events. Articulate sounds in isolated word forms. Identify and talk about art forms and artists.	Listen and take notes. Respond to referential questions based on an aural text. Listen for specific information. Listen for gist.	Answer factual questions. Scan a text for specific information. Skim for gist.	Copy a short text accurately. Write a biography. Arrange scrambled sentences into a paragraph.	Present a biography of a famous person.	Identify different types of Moroccan music as a cultural heritage. Recognize the cultural value and the international dimension of Moroccan folk music. Appreciate the value of music in developing students' talents and skills.	Simple past: regular and irregular verbs (all forms). Wh questions with simple past.	Different art forms related vocabulary: music, cinema, painting.
PROJECT - REVIEW								
UNIT 8 SCIENCE & TECHNOLOGY	Give and elicit. information about past events. Talk about inventions and inventors.	Listen for specific information. Listen and take notes. Identify the topic of a text. Identify referents based on an aural text.	Scan for specific information. Skim for gist. Make inferences about a reading text. Recognize reference. Understand acronyms.	Write a bio sketch. Arrange scrambled sentences into a paragraph. Write short e-mail messages to friends.	Present research results about a scientist or an inventor.	Identify famous Arab scientists and their contribution to the development of modern sciences.	Question tags. Reflexive pronouns. Past continuous vs Simple past.	Vocabulary related to science and technology. Computer related vocabulary. Word derivation.
PROJECT - REVIEW								
UNIT 9 ENVIRONMENT & ECOLOGY	Respond verbally to visual inputs. Talk about environment issues. Ask questions about different matters. Express possibility and opinions. Agreeing /Disagreeing.	Listen for details. Identify the setting of a text. Listen and take notes.	Recognize cause and effect. Identify main idea of a text. Deduce the meaning of unfamiliar words from the context. Make predictions about a reading text.	Review, edit and rewrite own work. Write a formal letter.	Present dos and don'ts related to ecology.	Identify different ecological issues and their effects on the environment.	Present perfect with: yet, already, ever, never. Present perfect vs Simple past. May = could (possibility).	Vocabulary related to environment issues (all forms of pollution, deforestation, desertification ...etc).
UNIT 10 ECONOMY	Make a rehearsed oral presentation. Talk about surveys. Talk about major economic issues. Ask for and give directions.	Identify main idea of a text. Answer factual questions based on an aural text. Listen for details. Listen for gist.	Deduce meaning of unfamiliar words from the context. Recognize reference. Answer factual questions. Make predictions about a reading text. Analyse and interpret graphs, statistics, and figures.	Complete sentences by supplying the missing words. Write short messages to a friend.	Present art work related to environment.	Compare children's allowances. Identify the influence of geography on people's consumption habits.	Review of tenses: Simple present, present continuous, future, past simple, present perfect. Review of comparatives and superlatives.	Economy related vocabulary: money, banking, agriculture, industry.
PROJECT - REVIEW								

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INTRODUCTION

VISA to the world, the Common Core English textbook, is an integrated multi-skill book whose materials incorporate up-to-date topics that fall into ten themes. Each one of the ten units/themes has been divided into three parts, and each part has been divided into 8 sections or activities. The organising principle of the textbook is the unity of the theme. Consequently, all the activities revolve around the theme of the unit, which gives the materials the coherence and the consistency needed in textbook design. This strategy ensures a systematic approach which goes in line with the belief that students learn more efficiently and effectively when the information they are presented with is organised and interrelated within a clear conceptual framework.

Scope and pace

The book has been designed to be covered in 34 weeks at the rate of one unit in three weeks. In other words, teachers should be able to cover one of the three parts of each unit in one week. This is possible if teachers adopt a reasonable pace, and if they opt for learner centeredness as a teaching strategy. Selected tasks can be assigned as homework in order to devote more time to those activities that require the teacher's guidance and monitoring of the students' learning processes.

Variety and flexibility

Two guiding principles of *VISA to the world* are variety and flexibility. These features are very important because mixed ability is and will for some time characterise the Common Core classes. This is dictated by the gradual introduction of English in lower secondary school. When they reach the Common Core, some of the students have had no contact with English whatsoever while others have been exposed to English programmes either in lower secondary school or in private language institutions. This situation, therefore, requires the design of a textbook with a variety of materials that will make it possible for the teacher to deal with different proficiency levels. *VISA to the world* is organised in such a way that the teachers are able to choose to follow the materials as they are sequenced, or adapt them to the learners' needs and to the constraints of the teaching situation. This flexibility to use the book is particularly recommended in the first units. The gap between complete beginners and false beginners is supposed to fade away as the students proceed through the subsequent units of the book.

Approach and methodology

In accordance with the ministerial official guidelines, *VISA to the world* adopts a framework that specifies the competencies targeted by a foreign language teaching curriculum. The five C's of education*, referred to in the guidelines, are reflected in the materials and activities of the textbook. Thus, Communication, Cultures, Connections, Comparisons, and Communities are five key sectors that incorporate the standards sought by the syllabus.

1. Communication:

- In *VISA to the world*, the students engage in *interpersonal communication* reflected in activities that enable them to interact with each other both in the spoken and the written modes. They are constantly engaged in pair work and group work, exchanging viewpoints, expressing feelings, and asking for and giving information. In addition to the systematic communication slot in the book, interpersonal communication is integrated in broader activities in the form of pre-reading, post reading, pre-listening, and post listening activities.

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- Secondly, the students are exposed to a variety of written and spoken text genres that enable them to *interpret* the target language. The reading and the listening texts and tasks enable the students to engage in *interpretive communication*, allowing them to develop their comprehension skills and providing them with informative content that reflects their interests and broadens their knowledge.
- Thirdly, through projects and other integrated tasks, the students are involved in *presentational communication* that takes the form of prepared presentations delivered by individual students in front of their peers.

2. Cultures:

VISA to the world exposes the students to a wide range of cultural practices and products. The purpose is to enable the students to develop an understanding of the cultures they are exposed to and to perceive relationships between these cultures and their own culture.

3. Connections:

The book adopts a holistic interdisciplinary approach to learning. The students make use of the information and knowledge they acquire in other subjects, which enables them to reinforce and expand their understanding while studying English. In addition, learning the foreign language becomes a means of obtaining information that may not be available through other means. This approach is reflected in the global issues addressed in the book and in the activities that require the students to consult their content teachers and make use of the information they acquire in other subjects.

4. Comparisons:

Many activities in *VISA to the world* aim at developing the students' ability to analyse the target language and compare it implicitly or explicitly to their own language. In the culture slot, for example, the students are asked to think of Arabic and/or Amazigh equivalents of proverbs. In addition, the grammar practice activity occasionally adopts the grammar awareness raising approach. All this gives the students insight on how language works and the ability to make hypotheses about cultural and linguistic systems.

5. Communities:

The learning and use of English in this approach is not limited to the classroom. The students are encouraged through project work and research tasks to communicate with other speakers of the English language. This goes in line with the view of the world as a global village and with the objective of making of the students long life learners. By using what they learn in the language classroom to communicate, via the Internet and satellite TV for example, the students become aware of the importance and the benefits of language learning, which enhances their motivation

The underlying principles of the textbook reflect a communicative approach to language teaching. The materials and the related tasks create opportunities for communication, interaction and negotiation of meaning through information gap activities, problem solving and role play. The learners are encouraged to experiment and try out what they know, especially that the content relates to their life experiences and interests.

VISA to the world reflects a multifaceted approach. The tasks and the suggested methodology reveal that the comprehension approach is one of the theoretical foundations of the textbook. Language is presented in meaningful situations because one of the assumptions underlying the book is that learning takes place when the students want to understand what they are told and when they want to express their own ideas in the target language. It follows that language is learnt as a whole, not as discrete linguistic items that have to be mastered in a linear fashion. The students are therefore exposed to meaningful chunks of language, which allows acquisition to take place in the classroom.

Another assumption is that exposure to authentic and pseudo authentic materials, which are by nature roughly tuned, enhances acquisition and prepares the students for the kind of materials they are

likely to encounter outside the classroom. Authentic materials are by nature complex and may be challenging for the students. However, the strategy that has been followed throughout the book is the design of simple tasks that the learners will be able to perform.

The Textbook Activities:

Starter

The starter section that opens the book is meant to serve two main purposes. One of them is to provide very useful materials that will make it possible for the teacher to introduce language to the students who have had no contact with English. The second purpose is that those who have had some English instruction will be able to use these materials for language review and consolidation.

In addition, the teacher's stage by stage notes refer teachers to this section from time to time. The pictures can be used to introduce new vocabulary, explain or practice a structure, review language, brainstorm an idea …etc.

1.Listen and read: (Pronunciation Practice)

The purpose of this activity is to introduce grammatical structures and provide pronunciation practice for the students. Each dialogue and/or text that has been selected contains several examples of the same grammatical structure in order to highlight the use of that structure in context. The dialogue/text is then followed by comprehension questions that again highlight the structure. In this way the students are made to think of the use of the structure as they perform meaningful tasks that require active thinking. This strategy goes in line with the inductive approach which values the role of the learner and prevents spoon feeding.

Most of the materials in this activity are contrived; however, great care has been taken to avoid producing unrealistic texts whose only purpose would be the illustration of the grammatical structure. To make the tasks more natural, teachers are advised to focus the students' attention on the content of the text by diversifying their questions.

Pronunciation practice:

The teachers are also recommended to make the students listen and repeat before practising the conversations in pairs or in groups. This is an activity that has proven very useful with beginners. It presents an opportunity for the teacher to focus on pronunciation, intonation, stress … etc. The stage-by-stage lesson notes provide the teacher with pronunciation aspects to focus the students' attention on. It is suggested in these notes that the teachers isolate a pronunciation feature as illustrated in the listen-and-read text; then make the students rehearse it. This approach to pronunciation is compatible with the analytic philosophy of the book that emphasizes the importance of context in introducing discrete features of language.

2. Grammar Practice:

This accuracy-oriented activity aims at reinforcing the structures studied. This is in no way in contradiction with the claim that *VISA TO THE WORLD* adopts a communicative approach to language teaching. Accuracy and fluency are two sides of the same coin, and acquainting the learners with the formal aspects of the target language is both necessary and inevitable, especially in the beginning stages of language learning.

The introduction of grammar rules in the form of simple charts illustrating various grammatical points, and the adoption of the grammar awareness approach, stem from the desire to accommodate different learning styles.

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Resorting to the inductive approach and to the awareness grammar approach develops in the students the ability to hypothesize about the foreign language system and to critically think about the mechanisms that underlie the use of language.

3. Listening

This activity introduces the students to a variety of listening skills. Most of the time, the students have to perform listen-and-do tasks that focus their attention and enable them to listen with a purpose in mind. The listening passages deal with a variety of topics and discourse types which give the learners enough training in understanding and *interpreting* the target language. The recorded conversations and texts expose the students to a variety of accents both native (British, American, Australian …etc) and non-native (Moroccan, Korean …etc). This is in keeping with the choice of English as a language of international communication.

This strategy is in keeping with one of the curriculum options voiced in the Official Guidelines; namely the choice of English as a "language for international communication".

The lessons are divided into three phases: a pre-listening phase that enables the learners to get prepared for the tasks, a listening phase during which the learners listen for specified purposes, and a post listening phase which enables the learners to get feedback about the completed tasks and engage in extended activities. The pictures in the students' book are meant to be thoroughly exploited, especially during the pre-listening phase.

4. Communication

The inclusion of functional practice alongside the practice of grammar forms provides learners with communicatively useful expressions. There is an emphasis on pair work activities that range from controlled to less controlled, to free activities. The use of cue cards creates information gap situations that enable the students to engage in communicative activities using exponents of high communicative value. From the beginning, the students become aware of the usefulness of the language they are taught.

The teacher is recommended to make use of both open pair work and close pair work. The latter is less time consuming and generates more student participation. The role of open pair work may be limited to demonstrating what the students are supposed to do (before close pair work), or checking how well they performed (after close pair work).

Role play:

This is one of the recurrent activities whose procedure the teacher needs to establish from the beginning of the school year. The purpose of this activity is to create information gap situations in which students work in pairs exchanging information in a pseudo authentic way, which enables them to practise language meaningfully. Experience has proven that such activities generate genuine and enjoyable interaction provided certain rules are observed:

Procedure:

1. The students practise the conversation which is given as an example to give them an idea about what they are expected to do.
2. Each student should be looking at her/his own cue card only; therefore, each one has to mask her/his partner's cue card. In units 9 and 10, the students are referred to two different pages in the book
3. Both students have to follow the numbered instructions in their respective cue cards, referring to the example for help. The instructions determine the role of each student and provide cues to be used.
4. The last instruction in the cue card usually invites the students to be more creative and interact without any cues.

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While the students are interacting, the teacher should move around providing help and making sure the students are using the cues appropriately.

5. Reading

The selected reading texts aim at exposing the learners to interesting and informative topics that allow them to practice a variety of reading sub skills. The objective of reading is not only a means to practise previously taught structures and vocabulary; it is an end in itself as it "enables [the students] to gain new knowledge , enjoy literature and do everyday things that are part and parcel of modern life such as reading newspapers, instruction manuals, maps etc." (Official Guidelines 2005: 11)

The texts represent a variety of genres (ads, recipes, articles …etc) that the students are likely to encounter outside the classroom. These texts prepare them for genuine reading beyond the school setting, and allow them, therefore, to meet one of the targeted standards of the book; namely the ability to become long-life learners with sophisticated *interpretive skills*.

Like listening, the reading lessons are divided into three stages: a pre-reading stage, a reading stage, and a post reading stage. This allows the integration of the skills as the students brainstorm ideas, take notes and exchange information about their individual readings. The tasks the students have to do are not limited to answering factual display questions; they are authentic tasks that necessitate reading between the lines and the use of background knowledge, which fosters critical thinking.

6. World net

VISA to the world makes a distinction between text-based vocabulary and system-based vocabulary. The former has to do with understanding vocabulary from context, and this has been dealt with in the context of listening and reading. This can also be noticed in the introduction of lexical sets that the students are made to understand as such, and a good example is the number of exponents that are introduced in the communication section.

The word net section is more concerned with the vocabulary system. The learners are enabled to become aware of word associations and relationships (collocations, word families, word derivation…etc). Dealing with vocabulary in this way will help the learners understand, store, and retrieve words. The purpose again is to provide them with learning strategies that will help them enrich their vocabulary repertoire. In addition to being game-like, the word net activities train the students to deal with words, not in isolation, but in well defined semantic networks; which enhances deep processing of the language and provides the learners with transferable learning strategies.

7. Writing

The writing section consists of tasks and exercises that enable the students to perform the competencies specified in the guidelines. Because writing lends itself to accuracy work, the students have the opportunity to recycle the vocabulary, the structures, and the functions, that have been presented. There is also an emphasis on the use of mechanics including punctuation, capitalisation and paragraphing.

In addition, the students are initiated to process writing which is focused more on communication. Each time there is a writing exercise, the students peer edit their products and rewrite them.

The teachers are advised whenever possible to allow the students to present their written work to their peers. This is a source of motivation for the students as well as an opportunity for them to engage in *presentational communication*.

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8. Culture slot

Language textbooks are loaded with implicit cultural information that the teachers are recommended to highlight in their daily practices. *VISA to the world* is no exception, but in addition to this, it includes a culture slot which reflects the explicit approach to culture, and represents an opportunity for the students (and also the teachers) to get acquainted with specific cultural characteristics and behaviours around the world. The students are given informative cultural tips that they have to reflect upon and relate to their own reality. In this way they are made to be aware of and understand cultural differences.

This concern with culture is in keeping with the overall approach voiced in the pedagogical guidelines where it is clearly stated that

> ...students in Morocco must communicate in a culturally appropriate manner with people from around the world. .... [They] must be aware of different perspectives reflected in both the language and the behaviours of other people. They must possess language skills and an understanding of other cultures to be productive members of the diverse communities in which we all live. (pedagogical guidelines, 2005: p. 4)

The design of a Culture slot section, therefore, is not incidental. It answers part of the concern of Moroccan educators with certain standards of foreign language learning. In this respect, the target language culture does not exclusively refer to Britain and the USA. "English is considered as a language of international communication" (op cit p.5)

Reviews

After every two units, there is a review section that teachers are recommended to go through with the students. These sections should be regarded as samples or suggestions that can be extended as teachers may feel that the review exercises need supplementing. In this case, they are invited to design additional exercises that would meet their students' needs.

Projects

The projects that the students are asked to do after every two units are related to the themes of the book. Through the projects, the students learn to work in teams. They also become aware of the status of English in the curriculum as some projects focus on interdisciplinarity. In addition to this, although the projects are not confined to the classroom setting, they are usually presented and discussed in the classroom, which enables the students to practise *presentational* and *interpersonal* skills, and as a result become more aware of the usefulness of the English they are learning.

The teacher's notes

These are meant to be suggestions, and the teachers may apply them as they are or alter them to suit the context in which they work. In other words, teachers are free to opt for their own procedures; however, they are recommended to read the teacher's notes as they provide more information about the materials and allow more understanding of the theoretical foundations of the textbook. In addition, each single activity is preceded by the statement of its specific objective which is expressed in behavioural terms. This gives the teacher a clear idea of what is sought, which, as a consequence, facilitates both the achievement of the objective and the evaluation of the teaching learning process.

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UNIT 1: PERSONAL RELATIONS

Standards targeted		Competency objectives
Interpersonal communication		Talk about self, family, and other people. Give and elicit information about self, family, and other people. Intoduce self and others. Greet people.
Interpretive Communication	Listening	Identify the participants and their roles. Identify the setting of a text.
	Reading	Read for specific information.
Presentational Communication	Writing	Produce a short text following a model.
	Speaking	Introduce self to class.
Culture : Practice/Strategic		Identify different ways of greeting. Recognize cultural aspect of proverbs. Identify negative connotations of some words.

Language development	
Grammar	Vocabulary
Verb to be: affirmative, negative, and interrogative. Subject pronouns and possessive adjectives. Wh questions with the verb to be.	Countries, nationalities, and languages. Family members. Physical appearance and character.

MEETING PEOPLE

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify introductions and infer the use of the verb *to be* in the present.

1. Present/review expressions of introductions: greet and introduce yourself to one of the Ss, and have Ss do the same.
2. Focus Ss attention on the pictures, and elicit information about the setting and the characters.
3. Ss listen and read the conversation; then answer the T/F question, justifying their answers.
4. Ss listen and repeat for pronunciation practice. Play the tape and pause to make them repeat meaningful chunks.
5. Ss practise the conversation in groups of three.
6. Have some students perform in front of the class (they may use their books).

Pronunciation Practice

N.B : This is the first pronunciation exercise. It is essential that students practise, throughout the book, important pronunciation features –such as stress, rhythm, intonation, reduction, blending …etc.

Play the audio programme and ask Ss to repeat sentences. Encourage them to mimic the speed, rhythm, and stress as closely as possible.

Focus on intonation in questions: *What's your last name again? How do you do?* and the reduced form of *can* in: *You can call me Maria. You can call me Chris.*

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2. Grammar Practice

Objective: Ss will be able to identify and use the verb *to be* correctly.

1. Have the students study the grammar chart.
2. In pairs, Ss ask and answer questions following the example in (a). First have two Ss demonstrate (open pair), and then have all the class work in close pairs.
3. In pairs, Ss do task (b). This is a meaningful drill, so they may not agree on (or not know) the famous people, which is interesting as they will be practising the structure in a meaningful context.

***Answers**: 1. Alexander Graham Bell; 2. Louis Braille; 3. Isaac Newton; 4. Thomas Edison; 5. Albert Einstein; 6. Nicola Tales; 7. Galileo Galilei.*

3. Listening

Objective: Ss will be able to listen for specific information.

NB. This is the first listening Ss will be introduced to. As mentioned in the introduction of the book, the listening texts are 'natural' and may contain expressions Ss are not acquainted with (e.g. in this listening: *"Don't worry, you'll be Ok in a few days."*). Do not feel obliged to explain everything; have Ss attention focused on the task.

Pre-listening:

Ask Ss questions about the pictures to enable them to make predictions about the characters.

While listening:

1. Have Ss read the T/F statements; then have them listen and answer.
2. Ss compare their answers, and then listen again for confirmation.

Post-listening:

Ask more questions to have Ss talk about the Dickens.

4. Communication

Objective: Ss will be able to greet and introduce themselves and other people.

1. Ss study and repeat expressions in the chart.
2. Have Ss practise example (a) in pairs; then have them stand up and meet as many classmates as possible introducing themselves in the same way.
3. In groups of three students practise conversation (b); then Ss have similar conversations with as many classmates as possible.

NB. Having Ss stand up and move in the classroom is a habit that you have to encourage from the beginning and do from time to time; otherwise, it will be very difficult to do in the middle of the year when Ss have been accustomed to sitting all the time.

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5. Reading

Objective: Ss will be able to read for specific information.

NB. As mentioned for listening in activity 3, you are not supposed to introduce all the new words in the reading passages. The purpose is to expose Ss to 'roughly tuned input' to enable them *to acquire* vocabulary.

Pre-reading:

1. As a class, Ss answer the pre-reading questions.
2. Have Ss answer text survey questions; e.g. 'How many pen pals are there? How many girls? How many boys?

While reading:

1. Ss read the pen friend ads and fill in the chart.
2. Ss compare their answers in pairs, and refer to the texts when they disagree.

Post reading:

Ask one or two questions about a pen pal using the chart; then have them do the same in pairs.

6. Word Net

Objective: Ss will be able to derive names of nationalities and languages from names of countries.

1. Ss work in pairs and fill in the words for nationality and language.
2. Ss share their answers with the whole class.
3. Individually, Ss do task (b); then in pairs, they compare their answers.
4. Extension: Ss ask and answer questions about people they know:
   Example: *What nationality is.....? Where is ..... from?*

7. Writing

Objective: Ss will be able to write a short paragraph introducing themselves.

1. Ss fill in the chart.
2. Ss use the chart to ask and answer questions, e.g. "How old are you?"
3. Individually, Ss use the chart to write an ad, using the paragraphs in activity 5 as a model.
4. Ss exchange their paragraphs for peer editing.
5. Ss rewrite their ads and present them to class.

8. Culture Slot

Objective: Ss will be able to identify different ways of greeting.

1. Ss do the matching task.
2. Elicit the names of the countries from Ss, and have them talk about other countries.
3. Ss talk about greeting behaviours in Morocco.

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NB. As this is the first culture slot, it is important to remember that this section throughout the book aims at sensitising our students to culture differences and similarities. However, as stated

in the pedagogical guidelines, " …different from" does not mean "better than" or "worse than" (2005: 33)

UNIT 1 : PERSONAL RELATIONS
MY FAMILY

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify family relations. They will be able to use possessive adjectives.

1. Review/introduce vocabulary: *friendly, mother, uncle, daughter*…etc.
2. Ask Ss to look at the pictures and talk about them. Ask prediction questions: *who are they*? *How old is he/she*? *How old are they*?
   Write Ss' predictions on the board.
3. Books closed; Ss listen to check which predictions were correct.
4. Books open, Ss listen and read to complete the family tree individually; then in pairs, they compare their answers.
5. Ss read the conversation to do exercise (b) individually, and then compare their answers.
6. You may extend the activity by asking more questions (*How old is ...?)*

Pronunciation Practice

Play the audio programme and ask Ss to repeat focusing on sentence stress which gives a natural rhythm to spoken English. Also focus on the blended forms of *is* and *are* in: *Who's that younger woman? Who are the...* and the contractions in: *She's, they're, that's*.

2. Grammar Practice

Objective: Ss will be able to talk about possessions (use possessive pronouns and adjectives correctly).

1. Review/introduce possessive pronouns and the possessive case.
   Suggestion: collect things belonging to Ss (notebooks, pens, erasers …etc) and put them on the desk; then hold up the things at random one by one and ask questions (Is this your pen? No it isn't. It's his pen.) Encourage Ss to ask similar questions. You also ask questions with whose (whose pen is this? It's Ahmed's).
2. Ss do the exercise individually, and then compare their answers. You may want to assign the exercise as homework to save time for other activities.

3. Listening

Objective: Ss will be able to anticipate the content of a listening passage, and to listen and take notes focussing on specific information.

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Pre-listening:

1. Focus Ss attention on the picture and ask prediction questions (*Who are the people in the picture? Who are the little girls?*). Write Ss predictions on the board.
2. Have Ss listen to check their predictions.

While listening

1. Ss read the T/F statements, listen a second time and write T or F.
2. As Ss answer item 4, introduce *twins*. [***Answers**: 1.F; 2.F; 3.T; 4.T.*]

Post listening

Ask more questions about Amal: *Who is Amal? What's she like? (friendly) Is she a doctor in Rabat? Who are Siham and Ilham?*

4. Communication

Objective: Ss will be able to exchange personal information using appropriate questions.

1. Ss study the exponents of the target function (asking for personal information), and add more questions to the list.
2. Ask two students to read the conversation. (open pair work).
3. Ask the whole class to practise the conversation in pairs (close pair work).
4. After they practise the example, Ss in pairs ask each other questions about their family and friends. They may take notes to report to other classmates.
5. Each student meets another classmate and they both use their notes to talk about their respective partners.

5. Reading

Objective: Ss will be able to extract specific information from a reading passage.

Pre-reading:

Elicit information about Maria from Ss.

While reading:

1. Tell Ss that they are going to learn more about Maria, and ask them to read the text individually in order to fill in the chart with the appropriate information.
2. Ss compare their charts and go back to the text when they disagree.

Post-reading:

Ss use the chart to ask and answer questions about Maria's family.

6. Word Net

Objective: Ss will be able to classify kin vocabulary.

1. Ss do task (a); then they compare their answers.

   Extension: In order to sensitize Ss to kin terms across languages, you may ask them if all the words have Arabic and/or Amazigh equivalents.
2. Ss look at the family tree and complete the sentences individually; then compare answers in pairs.

You may assign the tasks as homework to save time.

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7. Writing

Objective: Ss will be able to transfer information from a chart to write a paragraph following a model.

1. After filling out the chart, Ss write a paragraph using the text in activity 5 as a model.
2. Peer editing: ask Ss to exchange their paragraphs and correct each other's mistakes. Correct spelling, punctuation, capitalization, word order …etc.
3. Students rewrite their paragraph in the classroom or at home.

8. Culture Slot

Objective: Ss will be sensitized to the cultural aspect of proverbs.
Encourage Ss to share their understanding of the proverbs and think of Arabic, Amazigh, and/or French equivalents. At this level, mistakes should be tolerated; otherwise Ss will be reluctant to participate.

UNIT 1 : PERSONAL RELATIONS : FAMOUS RELATIONS

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify the use of the present simple of *to be*, in affirmative and negative forms, with Wh-questions: Who, what, where …

1. Set the scene eliciting information about the pictures. Ss identify the people in the pictures answering questions. Present new vocabulary: hero, cricket.
2. Books open; make Ss read the T /F statements; then play the tape for them to answer the questions. Ask them to justify their answers with sentences from the conversation.

***Answers**: 1.T 2.F 3. F 4.T*

Extension: You may extend this activity by asking Ss to close the books and (i) listen and repeat focusing on pronunciation, (ii) listen to extract more information about the people in the pictures. Ex. Age, nationality, sports …

Pronunciation Practice

Have Ss practise intonation of *yes/no and Wh-questions*, the blended forms of *is* and *are*, and the contractions of the verb *to be*.

(**Note**: Yes/no questions generally end with rising intonation: *Are they **twins**? Is this **baseball**?* Wh-questions generally end with falling intonation: *Where are they **from**? How old are **they**?)*

2. Practice

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Objective: Ss will be able to practise and produce Wh-questions and statements with the verb *to be*: Singular and plural.

- Ss study the table and practise the pronunciation of the contracted forms; then do the exercise; first individually; then in pairs.
- Assign additional exercises as homework.

3. Listening

Objective: Ss will be able listen to a radio programme, listen for specific information, and listen and take notes.

Pre-listening:

Elicit discussion about radio games using the picture.

While listening:

1. Ss listen to identify the participants, their roles, and the setting of the conversation.

Ss read the 2 first questions in a, and then listen.

2. Ss read the T/F statements in (b); then listen and do the task.

***Answers**: 1.T ; 2. F ; 3. T ; 4. F ; 5. T ; 6. T. ; 7. F.*

Encourage Ss to correct the false statements. You may play the tape again for Ss to do this task.

Post-listening:

Ask Ss to use their answers to task (b) to write a paragraph about the guest speaker.

4. Communication

Objective: Ss will be able to describe people, and to give and elicit information about them.

1. Ss study the exponents of the target function (describing people).
2. Ss practise conversation (a).
3. Ss look at the pictures of the celebrities in the two rows and have conversations as in activity (a).
4. Free practise: Ss have conversations in pairs eliciting information about their relatives using the adjectives suggested. (Explain vocabulary when necessary).

5. Reading

Objective: Ss will be able to read bio sketches and extract and infer specific information.

Pre-reading:

Elicit Ss knowledge about the celebrities in the pictures.

While reading:

1. Ss read and write the names of the celebrities.

***Answers**: 1. G ; 2. A ; 3. E ; 4. F ; 5. B ; 6. C ; 7. D*

2. Scanning: Ss read the questions in (b), and look for the answers in the bios.

Answers: 1. 63 2. English / British 3. USA 4. actress 5. 37 6. Victoria Beckham and Penelope Cruz

Post reading:

Encourage Ss to ask and answer more questions, using their own information about the celebrities.

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6. Word net

Objective: Ss will be able to identify and use vocabulary to describe people's appearances and personalities.

1. Refer Ss to the Starter section to present new vocabulary.
2. Ss complete the chart individually; then compare answers.

Answers: ***Appearance****: fat – tall – young – short – good-looking – pretty – strong – thin – average height – overweight.*

Personality*: intelligent – serious – friendly – ambitious – hardworking – lazy – honest – curious – responsible – irresponsible – nice.*

7. Writing

Objective: Ss will be able to write a paragraph about a celebrity.

1. Individually Ss use the information about a celebrity in activity 5 to write their paragraphs. Encourage them to write as much information as they can. Move around to provide help when necessary.
2. Ss read their paragraphs to class to guess the name of the celebrity.

8. Culture Slot

Objective: Ss will be aware of the negative connotations of some words.

Ss should be encouraged to find Moroccan and/or classical Arabic, and Amazigh equivalents when possible. The purpose is to introduce the notion of connotation.

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UNIT 2: EDUCATION

Standards targeted		Competency objectives
Interpersonal communication		Exchange personal information. Give and elicit information. Talk about daily activities, school time tables, and habits.
Interpretive Communication	Listening	Listen for specific information. Listen and take notes.
	Reading	Make predictions about a reading text. Recognize reference. Scan for specific information. Make inferences about a reading text. Skim for gist.
Presentational Communication	Writing	Produce a short text following a model. Use notes to write a short text.
	Speaking	Introduce and talk about family tree.
Culture : Practice/Strategic		List the values and the benefits of school uniforms. Compare how students spend school vacations. Compare some features of the Moroccan education system with other systems

Language development	
Grammar	Vocabulary
Possesive case (whose). Genitive ('s). Simple present (all forms) + WH- questions. Prepositions of time. Frequency adverbs. Articles a / an.	Classroom objects. Occupations. School subjects. People's character (adjectives).

MEETING CLASSMATES

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to review introductions and act out a dialogue.

1. Focus Ss' attention on the pictures asking them questions about the characters.
2. Ss listen to the two conversations and match them with pictures.
3. Ss listen to the conversation a second time and answer the T/F statements.
4. Ask the Ss more questions about the students in the conversation.
5. You may want to make the Ss listen and repeat before you make them practise the conversations in pairs.
6. Ask some Ss to act out the conversations in front of the class.

Pronunciation Practice

Have Ss practise intonation of yes/no and Wh-questions with who: *Is this your book? Who's Johan?* Also practise the linked sounds in: *She's in our English class.*

2. Grammar Practice

Objective: Ss will be able to ask and answer questions with whose.

1. Ss review possessive adjectives and demonstratives.
2. Ss use the pictures to practise questions with whose.
3. You may want to introduce this game: one student goes out of the classroom, and with the class you select objects that belong to several students. Next you ask the student to come in, and then Ss will ask him/her questions with whose, and he/she will have to guess who the items belong to. Limit the number of guesses to allow other students to have their turn answering their peers' questions.

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3. Listening

Objective: Ss will be able to listen to and distinguish different accents. They will be able to listen and find specific information.

Pre-listening:

Ss answer the question: "Do you like to play language games?"

While listening:

1. Ask Ss to listen and answer question (a).
2. After the first listening, Ss compare their answers.
3. Ss listen again to answer the T/F statements. Remember to make them read all the statements before you play the tape.
4. After completing the task, the students compare their answers.
5. Ask the students to correct the false statements.
   ***Answers**: 1.F; 2.T; 3.T; 4.F; 5.T; 6.F ; 7.F ; 8.F*

Post listening:

Ask one student to come to the front and answer his/her classmates' questions. You may ask the Ss to pretend that they are celebrities interviewed by journalists.

4. Communication

Objective: Ss will be able to give and elicit information about occupations.

1. Ss practise the example in pairs. It is recommended that you make Ss work with different partners from time to time.
2. Ss use the pictures to practise more conversations in close pairs. As Ss practise, you move around and provide help when necessary.
3. Ss do task (b) with as many partners as possible. Ss may stand up and look for different partners.

5. Reading

Objective: Ss will be able to predict the content of a reading passage in order to read for a purpose. They will be able to scan the text for specific information.

Pre-reading:

Ss answer the pre-reading task individually. Ask them to justify the choice of the country.

While reading:

1. Ss read and do task (b). Set a time limit for the activity.
2. Ss should stop reading when the time is up; then they compare their answers.
3. Ss read another time to do task (c). Ss should be trained to always read the questions, and then look for the answers in the text. Ss may be asked to write the answers individually, and then compare their answers. You may also ask them to work in pairs and take turns asking and answering the questions.

Post reading:

Ss do task (d) and (e). These activities should be learner centred. As Ss do the tasks, teacher moves and provides help when necessary.

6. Word Net

Objective: Ss will be able to classify vocabulary.

1. Use the example to explain the activity; then give Ss enough time to do the exercise.
   In this exercise, Ss may come up with unexpected answers. All the answers can be accepted as long as Ss have a good justification for their choice.
2. Give Ss enough time to make their own lists; then let them play the game in pairs.

7. Writing

Objective: Ss will be able to write a paragraph using cues from a chart.

1. Ss read the cues.
2. Ss exchange their paragraphs and use a checklist to edit each other's writing.
3. Ss rewrite the paragraphs correcting their mistakes.
4. Ss read their paragraphs to class.

8. Culture Slot

Objective: Ss will be able to discuss the importance of school uniforms. They will be aware of the values and the benefits of school uniforms.

Ss draw a chart with 2 columns; then list advantages of school uniforms in one column and drawbacks in the other. They may do it in pairs, and then compare with other classmates.

UNIT 2: EDUCATION
SCHOOL LIFE

1. Listen and Read (Pronunciation Practice)



Objective: The Ss will be able to talk about daily schedules using time expression and simple present.

1. Before they listen and read, students look at the pictures and guess Maria's schedule.
2. Use the pictures to review/introduce simple present and the expression of time in the grammar practice section.
3. Ss listen and read; then do task (a) and (b).
4. Ss hide the text and look at the pictures to make sentences about Maria's activities.

Pronunciation Practice

Ss listen and repeat to practise the pronunciation of third person singular *s*.

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Note on pronunciation rules.

1. When verbs end in the sibilant sounds /s/, /z/, /ʃ/, /t ʃ/, / /, or /d /, the third person takes an extra syllable /iz/ (e.g., watch –watches, miss – misses, relax – relaxes)
2. When verbs end in a vowel sound after other voiced consonants /b/, /d/, /g/, /l/, /m/, /n/, /ŋ /, /r/, /ð /, or /v/, s is pronounced /z/ (e.g., listen –listens, live- lives, go –goes)
3. After other unvoiced final consonants /p/, /t/, /k/, /f/, or / θ/, s is pronounced /s/

(e.g., take takes, sit-sits, stop, stops).

Ask Ss to listen to the verbs from the paragraph and identify the category they belong to: /s/, /z/, or /iz/. You may provide more verbs on the board.

2. Grammar Practice

Objective: Ss will be able to practise simple present (third person singular) and use time expressions correctly.

1. Ss practise exercise (a) in pairs. Encourage them to ask as many questions as possible.
2. Ss do exercise (b) individually before they compare their answers in pairs.

You may immediately move to the listening activity and assign exercise (b) as homework.

3. Listening

Objective: The Ss will be able to listen and sequence pictures.

Pre-listening:

1. Ss look at the pictures and answer the pre-listening question.
2. Write their predictions on the board.

While listening:

1. Ss listen to the tape and check their predictions.
2. Ss listen again and number the pictures.

Post listening

In pairs, Ss ask and answer questions about Silvio's sister's daily activities.

4. Communication

Objective: Ss will be able to talk about daily activities and school schedules. They will be able to talk and take notes.

1. Have Ss read the instructions; then have 2 Students demonstrate using the examples.
2. In pairs, Ss use the cue cards to communicate in order to complete their respective cards.
3. Make sure student A covers card B and student B covers card A.
4. After they complete the task, Ss compare their cards.

5. Reading

Objective: The Ss will be able to survey reading passages (skimming), predict content of a text, and extract specific information (scanning).

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Pre-reading:

To make Ss survey the texts ask them questions:

How many texts are there?

What are they about?

What information do you think is in the texts?

While reading:

1. Ss read and do the T/F task. They should read the statements one by one; then read to look for the answer.
2. Ss read again and fill in the chart in task (b).

Post reading:

Ss use the notes in the chart to talk about the 3 students. They should not look at the texts.

6. Word Net

Objective: Ss will be able to classify vocabulary related to school life.

This exercise will enable the students to learn and recycle school related vocabulary. To make the task more motivating and enjoyable, set a time limit for the completion of the task and let Ss do it individually or in groups.

7. Writing

Objective: Ss will be able to write a paragraph about their daily activities using a model.

1. Ss use the text in activity 1 and the texts in activity 5 to write a paragraph about their daily activities.
2. Ss exchange their paragraphs and use a checklist to edit each other's writing.
3. Ss rewrite the paragraphs correcting their mistakes.
4. Ss take turns reading their paragraphs to class.

Encourage them to ask and answer questions about their daily activities.

You may ask Ss to write the first draft at home and do 2 and 3 in the classroom.

8. Culture Slot

Objective: Ss will be sensitized to the importance of studying during vacation.

Ss read the information and answer the question. You may do a class survey to find out how many students study during summer and how often.

UNIT 2: EDUCATION
SCHOOL AROUND THE WORLD

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to infer the use of frequency adverbs with simple present.

1. Review simple present. Elicit information from Ss about their daily routines.
2. Ss listen to the 3 students to do the T/F exercise. Remember to make Ss read the T/F statements before they listen and read the texts.
3. Ss listen and read; then do task (a) and (b).
4. Ss hide the text and look at the pictures to make sentences about Maria's activities.

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Pronunciation Practice

Have Ss practise sentence stress with frequency adverbs: *always, usually, sometimes, rarely... etc.*

Also practise the pronunciation of *the* before consonants and before vowels: *In the morning vs in the afternoon.*

2. Grammar Practice

Objective: Ss will be able to distinguish between different frequency adverbs and use them correctly with the simple present tense.

1. Ss study the grammar charts.
2. Ss do exercise (a) individually, and then compare their answers.
   After correcting the exercise, Ss practise the dialogue in pairs.
3. Ss do exercise (b) individually, and then compare their answers.
4. Follow the same procedure with exercise (c).
5. Extension: Ss talk about their own activities using frequency adverbs.

3. Listening

Objective: Ss will be able to (i) listen and fill in a chart, (ii) use their notes to give a presentation.

Pre-listening:

Ss answer the 'Before you listen' questions.

While listening:

1. Ss listen and fill in the chart.
2. Ss compare their answers. If most of them give different answers have them listen and do the task again.
3. Extension: Ss listen again to answer these questions about Mary:
   What's Mary's favourite subject?
   Is he good at music?
   Where does he play table tennis?
   Is he good at art?

Post listening:

Presentations: ask some students to stand up and give information about Mary using the chart in activity 3.

4. Communication

Objective: Ss will be able to talk about daily activities and habits.

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1. In pairs, Ss interview each other using the questionnaire grid.
2. Presentations: individual Ss stand up and tell the class about their partners' daily activities and habits.
3. Extension: you may guide Ss to do a class survey to have information about the general trends concerning the class daily activities and habits.

5. Reading

Objective: Ss will be able to (i) read for general ideas; and (ii) read for specific information.

Pre-reading:

As a class, Ss discuss the 'Before you read' questions.

While reading:

1. Set a time limit for Ss to do task (a). The purpose is to develop rapid reading.
2. Set a time limit for Ss to read the passages to answer the questions in (b). You may want Ss to write their answers, and then compare them.

Post reading:

Ss read the texts and write additional questions; then they work in pairs asking and answering these questions.

6. Word Net

Objective: Ss will be able to figure out the meaning of personality related adjectives using contextual clues.

1. Ss do the matching exercise.
2. Ss give their answers with justifications.

7. Writing

Objective: Ss will be able to write a paragraph about their school.

1. Brainstorm the questions in class.
2. As homework, have Ss collect more information about their school to answer the questions.
3. In class, Ss share the collected information.
4. Individually, Ss write their paragraphs.
5. Ss exchange their paragraphs for peer editing. Provide a checklist or design one with Ss.

8. Culture Slot

Objective: Ss will be able to compare some features of the Moroccan education system with other systems. The purpose is to sensitize them to the differences and the similarities.

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IT 3: FOOD

Standards targeted		Competency objectives
Interpersonal communication		Order a meal in a restaurant. Invite people to meals. Accept and decline invitations to meals. Talk about quantities and amounts.
Interpretive Communication	Listening	Identify the setting of a text. Identify the participants and their roles. Listen and take notes. Identify the topic of a text. Make predictions about a listening text. Listen to specific information. Listen to describe a process.
	Reading	Read a menu. Identify common foods. Make predictions about a reading text. Understand a process. Make inferences about a reading text. Scan a text for specific information.
Presentational Communication	Writing	Describe a process using connectors. Arrange scrambled sentences into a paragraph. Write a paragraph using cues.
	Speaking	Talk about eating habit in Morocco.
Culture : Practice/Strategic		Identify different types of food and food habits across cultures

Language development	
Grammar	Vocabulary
Intensifiers and Quantifiers: Some, any, a lot of, much, many, a few, a little. Imperatives.	Different kinds of food items: Vegetables, fruit, grains, dairy, meat.... Containers.

FOOD 4 THOUGHT

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to (i) infer the meaning of *some* and *any*; and (ii) figure out the meaning of food related vocabulary.

1. Brainstorm ideas about couscous. Elicit ingredients from Ss, and introduce new vocabulary using pictures in the Starter section.
2. Ss listen and read.
3. Ss answer the comprehension task.
4. Extension: ask other questions about the text.
5. As a transition to the grammar practice activity, have Ss divide the items in the comprehension task into countable and uncountable nouns.

Pronunciation Practice

Have Ss practise the pronunciation of the plural *s*. Follow the same pronunciation rules as in the third person singular verbs in Unit 2 'School life'.

2. Grammar Practice

Objective: Ss will be able to use *some* and *any* correctly.

1. Ss read the text in activity 1 and underline *some* and *any*.
2. Ss do task (a). The task should be done individually to enable Ss to reflect and discover the rule. After completing the task, they compare and justify their answers using the text and the grammar chart.
3. Ss do exercise b individually, and then compare their answers.
4. Assign additional exercises for Ss to do as homework.
5.

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3. Listening

Objective: Ss will be able to understand a conversation in a restaurant. They will be able to listen and take notes.

Pre-listening:

1. Ss read the menu and ask and answer questions about the prices.
2. Have Ss look at the picture and talk about the situation. Use question and answer technique to introduce the characters.

While listening:

1. Ss read the bill, and then listen to complete the missing information.
2. Ss compare their notes and listen a second time if most of them have different answers.

Post listening:

Ask additional questions about the conversation.

4. Communication

Objective: Ss will be able to use appropriate language to order a meal in a restaurant.

1. Model the conversations and have Ss practise them in pairs.
2. Have two Ss demonstrate the role play, and then have the class work in close pairs. Move around to listen to different pairs and correct pronunciation.
3. Have some Ss act out their own conversations in front of the class.

Note

This is the first role play activity. It is crucial that you make sure the rules are established and the instructions are clearly understood. Spending some time on this now will ensure the success of the subsequent role play activities.

In this role play, one student is the waiter and the other one is a customer.

Each student masks her/his partner's cue card and follows the instructions in her/his own cue card.

The first instruction in the two cue cards requires student A to be the customer and student B to be the waiter. Therefore the conversation may be as follows:

B: What would you like to order?
A: I'll try spaghetti and meat balls.
B: What would you like to drink?
A: A large soda please.
B: And to follow?
A: Some fruit and coffee, please.

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The second instruction in the two cue cards requires the students to change roles, Student A being the waiter and student B being the customer. Here is a possible conversation:

A: Can I take your order?
B: Yes, I'd like to try the chicken and potatoes please.
A: And would you like anything to drink?
B: I'll have some water, please.
A: And to follow?
B: Yogurt, please.

The third instruction in the two cue cards invites the students to have other similar conversations using the menu on page 39.

5. Reading

Objective: Ss will be able to read a recipe.

Pre-reading:

1. Refer to the Starter section to review/introduce vegetables.
2. Have individual Ss write a list of ingredients to cook the Moroccan vegetable soup.
3. In pairs or in groups, Ss compare their lists; then as a class, discuss the ingredients and agree on a list to be written on the board.

While reading:

1. Have the students read the recipe and compare it with the list on the board.
2. Check Ss answers as a whole class.
3. Ss read the recipe and underline all the verbs.
4. Have Ss read the verbs from the recipe and mime the actions when possible.
5. Ss read the recipe again and complete the list of ingredients for 6 people.
6. Ss compare their answers in pairs, referring to the text for justification.

Post reading:

1. Have Ss work in pairs 'preparing' the vegetable soup: one student reading the instructions, and the other one miming the actions.
2. Have some Ss perform in front of the class.

6. Word Net

Objective: Ss will be able to use the knowledge they acquired in science to classify different foods.

1. Ss do task (a) in pairs or in small groups, and then report to the whole class.
2. Ss do task (b) individually, and then compare their answers.

NB. Ss should be encouraged to refer to what they do in other subjects whenever possible.

7. Writing

Objective: Ss will be able to write a recipe preparation using appropriate linking words.

1. Go through the list of ingredients with Ss.
2. Have Ss do the recipe orally.
3. Ss write the preparation individually.
4. Ss compare and peer edit their paragraphs.

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8. Culture Slot

Objective: Ss will be sensitized to food habit differences and similarities between Morocco and other countries.

NB. Ss should be encouraged to adopt a positive attitude towards different food habits and behaviours. The key term is *tolerance* and *understanding*.

UNIT 3: FOOD
A SECOND HELPING

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify food related vocabulary and infer the meaning of quantifiers.

1. Focus Ss attention on the list of ingredients, and ask them questions about quantity. Introduce new ingredients if necessary. (You may resort to translation, but keep this to the minimum as we need to expose Ss to English as much as possible).
2. Have Ss cover the conversation; then have them listen and tick the ingredients Susan and Maria talk about.
3. Ss read the T/F statements, and then listen and read to answer.
4. Ss compare their answers. And refer to the text for justification.
5. Don't expect your student to use the quantifiers productively at this stage. Focus on understanding.

Pronunciation Practice

Have Ss practise the pronunciation of the final *t* in negative forms.
We *don't have* many onions. We *don't need* many onions (/t/ is reduced)
Also practise stress and intonation in yes/no and Wh-questions.

2. Grammar Practice

Objective: Ss will be able to use quantifiers with countable and uncountable words correctly.

1. Have Ss read the instruction in (a).
2. Have Ss study the examples in the grammar chart and do task (a).
3. Ss compare their answers in pairs, referring to the chart when necessary. Keep away from explaining as the purpose is to let Ss find the rules for themselves.
4. Have Ss do the application exercise in (c) in pairs; then have them compare their answers.
5. Ss ask and answer questions using the list of ingredients in activity 1. They practise the example in (c) first.
6. For reinforcement, assign another exercise as homework.

3. Listening

Objective: Ss will be able to match social situations with the appropriate language.
They will be able to listen for general and specific information.

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Pre-listening:

Have Ss look at the pictures and describe them.
Elicit information about the situation, the people and the food in the pictures. You may want to pre teach '*lump* of sugar'.

While listening:

1. Ss listen and match the pictures with the conversations.
2. After the first listening, Ss compare their answers.
3. Ss listen to the conversations and answer the corresponding questions.
4. Ss compare and justify their answers in pairs.
5. Discuss answers as a class.

Post listening:

Ask Ss more questions about the three situations. Ask questions with "who, when; where, how much, how many…"

4. Communication

Objective: Ss will be able to invite, accept, and decline invitation.

1. Ss read and practise in pairs the exchanges in the chart.
2. Have some Ss practise loudly to focus the class attention on pronunciation and intonation.
3. Have the Ss do the pair work using the cue cards. Make sure each student covers his/her partner's cue card.
4. Ss perform the task in close pairs, but don't forget to call on some of them to do it in front of the class at the end of the activity. This should be regular practice with such tasks because Ss will work seriously in close pairs as they know that they might be asked to perform in front of the class.

5. Reading

Objective: Ss will be able to reorder the sentences of a text using coherence clues.

Pre-reading:

1. Review food words and introduce new vocabulary.
2. Have Ss read the ingredients and guess the name of the dish.

While reading:

1. Ss read the sentences and write the appropriate numbers. Tell them to read all the sentences first before they start numbering them.
2. Ss compare and justify their answers in pairs.
3. Correct the task as a class.

Post reading:

Have Ss ask and answer questions about the amount of ingredients they need to make the dish. Ss use the list of ingredients and use the quantifiers they were taught in activities 1 and 2.

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6. Word Net

Objective: Ss will be able to identify words that collocate with each other.

1. Ss do the task individually, and then compare their answers in pairs.
2. As a class, correct the exercise.

To sensitise Ss to the notion of collocation, you may ask them to think of the Arabic, Amazigh, and/or French collocation equivalents.

7. Writing

Objective: Ss will be able to reorder the sentences of a paragraph using cohesive devices.

1. Have Ss read the title of the paragraph and guess its content.
2. Without looking at the sentences, ask Ss to describe how they make scrambled eggs.
3. Ss read the scrambled sentences.
4. Individually, Ss reorder the sentences using the suggested linking words.
5. Students compare their answers and justify their order.
6. As homework, ask Ss to write a paragraph about how to make mint tea. As a class, brainstorm as a class the ingredients, the verbs, and the linking words Ss will need to write the paragraph.

8. Culture Slot

Objective: Ss will be sensitized to the cultural aspect of proverbs.
First explain the vocabulary; then encourage Ss to identify the differences and the similarities between the English proverbs and their equivalents.

UNIT 3: FOOD
FOOD AROUND THE WORLD

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify other quantifiers in context.

1. Have Ss read the first line of the passage and ask: "what do you think Jane will talk about?"
2. Write Ss predictions on the board, close their books, and listen to Jane to check their predictions.
3. Books open, Ss listen and read Jane's account; then do the T/F exercise.
4. Have Ss discuss question (b). Encourage them to use quantifiers. This is a good transition to activity 2.

Pronunciation Practice

Have Ss practise sentence stress and rhythm. Play the audio programme sentence by sentence and ask Ss to identify the stressed words.

(**Note**: The words with the most important information in a sentence are usually stressed)
e.g., *I usually* have *lunch* at *work.* Usually, lunch, and work are stressed.

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2. Grammar Practice

Objective: Ss will be able to discover the meaning and the usage of *a few* and *a little*, and use them correctly.

1. Ss read Jane's account again, and underline *a few* and *a little*.

2. Have them circle the words that come after the two quantifiers, and ask them to make deductions.
3. For application, have Ss do exercise (b) individually, and then compare their answers in pairs.
4. Assign similar exercises as homework. It is recommended at this level to give exercises that include all the quantifiers dealt with in Unit 3.

3. Listening

Objective: Ss will be able to listen to a recipe and take notes.

Pre-listening

1. Ss answer the pre- listening questions.
2. Have Ss read the recipe and ask them questions about the Brazilian dish.
3. Ss read the list of the verbs and try to guess the right sequence. Explain vocabulary when necessary.

While listening:

1. Ss listen and check their guesses.
2. Ss listen a second time and complete the sentences.
3. Ss compare their answers. If most of them disagree, have them listen again.

Post listening:

Have Ss write the preparation in the form of a paragraph using appropriate time order words.

4. Communication

Objective: Ss will be able to talk about quantity.

1. Have Ss study the grammar chart.
2. Model the conversations in (a), and have them practise.
3. In pairs, Ss do the role play using their respective cue cards.
4. Move around, and correct pronunciation and intonation.

5. Reading

Objective: Ss will be able to extract and compare information from two reading passages.

Pre-reading:

As a class, brainstorm the pre-reading questions.

While reading:

1. Ss survey the two texts and check the ideas discussed at the brainstorming stage.
2. Ss read and do the T/F task. Notice that the task comes before the texts to highlight purposeful reading.
3. In pairs, Ss compare their answers and refer to the texts for justification.
4. As a class, have Ss share their answers and answer more questions about the texts.

Post reading:

As a class, discuss the question in (b).

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6. Word Net

Objective: Ss will be able to classify words, identifying different semantic fields.

1. Ss do the task individually.
2. Have them compare their answers, justifying their choices.
3. Correct the task as a class. Accept any answer justified by the Ss.
4. Ss design their own 'spot-the-odd-one-out' task and share it with classmates.

7. Writing

Objective: Ss will be able to write a paragraph answering a set of questions.

1. As a class, Ss discus the questions about Moroccan eating habits. In the mean time write on the board vocabulary that Ss might need for the writing task.
2. Ss write their paragraphs individually.
3. Ss exchange their paragraphs for peer editing. Decide on a checklist beforehand.
4. Ss rewrite their paragraphs and individually present them to class.

To save time, have the Ss write the first draft (step 2) at home.

8. Culture Slot

Objective: Ss will be able to identify differences and similarities between their eating habits and eating habits elsewhere.

Ss read the culture tips and answer the related questions. Encourage them to discuss eating habits in different regions of Morocco.

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UNIT 4: SHOPPING

Standards targeted		Competency objectives
Interpersonal communication		Give and elicit information. Ask about prices. Express preferences. Make comparisons. Request and offer help.
Interpretive Communication	Listening	Identify the setting of a text. Identify the participants and their roles. Take notes.
	Reading	Identify the main idea of a text. Deduce the meaning of unfamiliar words from context. Recognize reference. Read and understand ads.
Presentational Communication	Writing	Use capitalisation and punctuation correctly. Arrange scrambled sentences into a conversation.
	Speaking	Present a recipe.
Culture : Practice/Strategic		Compare Moroccan shopping habits with shopping habits elsewhere. Identify bargaining habits across cultures.

Language development	
Grammar	Vocabulary
Comparatives: Short and long adjectives. Demonstratives: this, that, these, those. Present continuous tense (All forms).	Different shopping places. Different types of clothes: men, women, children. Colours and materials.

SHOPPING PLACES

1. Listen and read (Pronunciation Practice)

Objective: Ss will be able to read and understand dictionary entries.
They will be able to compare different shopping places.

1. Books shut, have Ss write the seven shopping places and guess the differences between them.
2. Books shut, have Ss listen to the definitions and take notes.
3. Ss open books ands read the definitions comparing them with their notes.
4. As a class, Ss answer the comprehension questions.
5. In your restatements of Ss answers, use the comparative. The purpose is to expose Ss to the structure in an inductive way.

Pronunciation Practice

Have Ss practise the stress of word syllables. Ask them to listen and repeat the key words to identify the syllable stress of words: Boutique, department store, flea market, shopping center, shopping mall, supermarket, and thrift shop.

2. Grammar Practice

Objective: Ss will be able to use the comparative with short and long adjectives.

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1. Introduce the comparative systematically: short adjectives; then long adjectives, and finally irregular adjectives (good and bad).
2. After an extensive oral practice, have Ss read the grammar chart and do the exercise.
3. For further practice, assign a similar exercise as homework. Use shopping as a context for your sentences.

3. Listening

Objective: Ss will be able to (i) listen for the gist relating conversations to given situations, and (ii) pick up specific information.

Pre-listening

Have Ss talk about the pictures. For a smooth transition between activity 2 and activity 3, have Ss compare the four shopping places using the comparative.

While listening:

1. Ss listen and match the conversations with the pictures.
2. Ss compare their answers. Have them rely on memory to do task (b).
3. Ss listen to the conversations, one conversation at a time, and redo the task.
4. Ss compare their answers in pairs. If most of them disagree, have them listen again; then correct with the whole class.

Post listening:

Ask Ss more specific questions about each conversation, and play the tape whenever Ss are unable to answer.

4. Communication

Objective: Ss will be able to give and elicit information.

1. Have Ss read the chart and ask them: "when do we use these expressions?"
2. Model the conversation in (a), and have Ss practise it in pairs.
3. Have two Ss demonstrate, and then have the whole class role play in close pairs, using the cue cards. When they finish, make sure you ask one or two pairs to perform 'publicly'.

5. Reading

Objective: Ss will be able to (i) read for the main and specific ideas, (ii) understand words from context, and (iii) recognize referents in a text.

Pre-reading:

Have Ss talk about the picture. Focus their attention on shopping.

While reading:

1. Ss read the suggested titles, and then skim through the text to choose the best title. Encourage Ss to read rapidly by setting a time limit for the task.
2. Correct the question as a class, and have Ss justify why the other titles are not appropriate.
3. Ss do task (b) individually, and then compare their answers in pairs referring to the text for justification. It is recommended at this level to suggest strategies Ss might use to find the synonyms (using word morphology, parts of speech…etc).
4. Ss do task (c) and task (d) as a class.

You may decide to ask Ss to do all the reading tasks in a row, setting a time limit. The purpose will be to prepare them for a reading test.

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Post reading:

Discuss shopping places in Ss hometown. Encourage them to talk about these places, where they can be found, the differences between them, what they can buy there, … etc.

6. Word Net

Objective: Ss will be able to label and categorize different goods.

1. Ss do the task individually.
2. Ss compare their answers in pairs
3. In pairs or in groups, Ss add more items to the list.

To motivate Ss, set a time limit for step 3 and tell them that the group with most added words will be the winner.

7. Writing

Objective: Ss will be able to use capitalisation and punctuation correctly.

1. Have Ss read the paragraph for understanding first.
2. Have them read and do the task. You may suggest that they start with periods.
3. Ss compare their answers before you correct as a class.

8. Culture Slot

Objective: Ss will be able to compare Moroccan shopping habits with shopping habits elsewhere.

1. Ss read the information on garage sale. You may provide them with more information.
2. Ss discuss the question.
3. As an extension, you may ask them what they do with their old books, clothes …

UNIT 4: SHOPPING
SHOPPING AROUND

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to review the comparative and identify other ways of expressing preference.

1. Refer Ss to the clothes page in the Starter section to introduce vocabulary.
2. Focus Ss attention on the pictures in activity 1 and elicit information about them. As you do this, introduce in context any new vocabulary (e.g. *try on*).
3. Ss listen and read, and then answer the comprehension questions individually.
4. Ss compare their answers in pairs; then correct as a class. You may ask them more questions.

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5. Have Ss listen and repeat before you have them practise the conversation in pairs. As usual, start with one or two demonstrations before you ask the whole class to practise in close pairs.

Pronunciation Practice

Have Ss practise emphatic stress and contrastive stress. Ask them to listen and repeat these expressions: They're really *nice*! They're *grea*t! *Really*?
(**Note**: Words expressing strong emotions are often stressed and have higher pitch)

Ask Ss to listen and repeat these sentences: I like the *cotton* one better. *I* like that wool one. Ask them to identify the difference of meaning in the two sentences.
(**Note**: We can change the meaning of a sentence by stressing different words)

2. Grammar Practice

Objective: Ss will be able to (i) ask about and express preference and (ii) elicit information about the price.

1. Have Ss study the expressions in the chart.
2. Ss practise the conversations in pairs supplying the appropriate missing words.
3. In pairs, Ss write their own conversation and volunteer to perform it in front of the class.

3. Listening

Objective: Ss will be able to identify the speaker and the situation, and pick up specific information.

Pre-listening:

Ss talk about their classmates' clothes. Seize the opportunity to introduce more vocabulary

While listening:

1. First Ss listen to answer the questions in task (a).
2. Ss compare their answers as a class.
3. Ss read the chart in task (b), and listen to fill it in. They first listen to fill in the prices; then they listen again to fill in the materials.
4. In groups or pairs, Ss compare their answers. They may listen another time to make any further corrections.

Post listening:

Ask Ss more specific questions to make them rely on memory. For example: "Are the shoes home made or imported?"

4. Communication

Objective: Ss will be able to express preference and make comparisons.

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1. Ss read the expressions in the chart.
2. Ss practise the model conversation in pairs.
3. Ss role play in pairs using the cue cards and referring to the model conversation for help.
4. Free activity: Ss do task (c) and get ready to perform in front of the class

5. Reading

Objective: Ss will be able to read classified ads.

Pre- reading:

As a class, brainstorm the pre-reading questions.

While reading:

1. To familiarize Ss with abbreviations used in ads, have them look at the ads and do task (a).
2. Ss compare answers in pairs before you correct with the whole class.
3. Ss read the ads again to do task (b). Set a time limit as Ss should do this quickly.
4. Ss compare their answers in pairs referring to the ads for justification.

Post reading:

1. Have Ss work in pairs to ask and answer questions similar to the ones in task (b).
2. Extension: Have Ss work in pairs to write a classified ad for something they want to sell; then as a class have them exchange their ads. You may want them to vote for the best ad.

6. Word Net

Objective: Ss will be able to classify vocabulary and identify collocations.

1. Go through the list of words and explain the new vocabulary.
2. Ss fill in the chart individually.
3. In pairs, Ss compare their answers and do task (b).

Do task (b) as a game: set a time limit and ask the Ss to write down as many pairs of words as possible. Ss with the highest number of answers wins the competition.

7. Writing

Objective: Ss will be able to reorder a scrambled conversation.

1. Ss go over the exchanges individually.
2. In pairs, Ss write the appropriate conversation.
3. Ss read their conversations to class.

8. Culture Slot

Objective: Ss will be sensitized to bargaining across cultures.

Some Ss tend to think that bargaining is specific to Morocco. This is an opportunity for them to get more information about the topic and discuss where it is appropriate to bargain and where it is not. Encourage Ss to talk about bargaining habits in Morocco.

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UNIT 4: SHOPPING
SHOPPING AROUND THE WORLD

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify the use of the present continuous for on-going actions.

1. Elicit information about the pictures from Ss, and have them identify the characters. Use the present progressive in your questions. Use "now", "right now", and "at the moment" in your questions.
2. Ss read the comprehension questions and make guesses without reading the conversation.
3. Ss listen and read; then answer the comprehension questions.

NB. Focus on meaning; if Ss don't use the tense accurately, correct by using restatement techniques. The purpose is to make Ss infer the use of present progressive inductively.

Pronunciation Practice

Have Ss practise the reduced and stressed forms of *for*. Ask them to listen and repeat these sentences: I'm looking *for* a map. What kind are you looking *for*?
Ask them to identify the sentences in which *for* is reduced and stressed.

2. Grammar Practice

Objective: Ss will be able to use present progressive accurately.

1. Ss study the grammar chart. You may ask them to work in pairs reading the examples.
2. Ss do exercise (a) individually, and then compare their answers in pairs referring to the chart for help.
3. Ss look at the picture and work in pairs asking and answering questions using the target structure.

You may decide to do step 3 in the classroom and assign exercise (a) as homework.

3. Listening

Objective: Ss will be able to extract specific information from a talk.

Pre-listening:

1. Brainstorm opening hours in Morocco and have Ss compare with the situation in other countries.
2. Focus their attention on the chart and encourage them to guess the answers.

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While listening:

1. Ss listen and fill in the chart.
2. In pairs, Ss compare their answers; then listen a second time to correct their answers.
3. Ss listen again to answer the questions in (b).

Post listening:

Discussion: ask Ss which opening hours they prefer and why. Encourage them to talk about the benefits and the drawbacks of different opening hours. The purpose is fluency, so mistakes should be tolerated.

4. Communication

Objective: Ss will be able to request and offer help.

1. Ss study and read the expression in the chart. You may decide to introduce the expression orally. In this case, have Ss close their books and draw two columns in their exercise books; then read the expressions at random for the students to classify as salesperson's expressions or shopper's expressions.
2. Students practise the conversation in (a) in pairs. First two Ss demonstrate; then the whole class work in close pairs.
3. In close pairs, Ss perform the role play using the cue cards.
4. Have some Ss perform in front of the class.

5. Reading

Objective: Ss will be able to extract facts and figures from a text. They will be able understand vocabulary from context.

Pre-reading

Focus Ss attention on the picture of the store (they should cover the text) and encourage them to guess what can be bought in the store, how many customers visit the store everyday, how many employees work there…etc.

While reading:

1. Have Ss read task (a) and answer the questions referring to the text.
2. Ss compare their answers referring to the text for justification.
3. As a class, Ss answer question (b).
4. Individually, Ss do task (c), and then compare and correct their answers using the text.

Post reading:

Discussion: have Ss compare shopping in a department store with shopping in shops. Which one is better? What are the advantages and the drawbacks...etc?

6. Word Net

Objective: Ss will be sensitized to the notion of appropriateness of language used by different speakers. They will able to relate lexical sets to the appropriate speakers.

1. Ss do the task individually, and then compare and correct their answers in pairs.
2. Correct the exercise with the whole class.
3. In pairs, Ss practise using the expressions; one student being a salesperson and the other one being a customer.

To save time, you may have Ss do the task at home and do steps 2 and 3 in the classroom.

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7. Writing

Objective: (i) Ss will be able to write a coherent conversation reordering its exchanges.
(ii) They will be able to write a conversation following a model.

1. Ss read the scrambled conversation and number the exchanges from 1 to 11.
2. Ss check their answers in pairs, and then practise the conversation.
3. Individually, Ss write a similar conversation using the expressions in activity 6.
4. In pairs Ss edit their products.
5. Individually, Ss rewrite their conversations and submit them to the teacher.

You may decide to have Ss do step 3 at home to leave time for other activities.

8. Culture Slot

Objective: Ss will be sensitized to shopping habits in other countries in comparison to shopping habits in Morocco.

Ss read the culture tip, and answer the discussion questions.

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UNIT 5 : RECREATION

Standards targeted		Competency objectives
Interpersonal communication		Express likes and dislikes. Invite. Accept and decline invitations. Ask for and express opinions. Agree and disagree.
Interpretive Communication	Listening	Listen and take notes. Personilize and interpret a picture.
	Reading	Use cohesive and coherence devices to make sense of a text. Read and understand newspaper listings and brochures.
Presentational Communication	Writing	Use capitalization and punctuation correctly. Use interview notes to write a text.
	Speaking	Present survey results about watching TV.
Culture: Practice/Strategic		Compare opening hours and leisure time in different countries. Identify and compare the most popular recreation activities across cultures. Compare part time jobs during vacations across cultures.

Language development	
Grammar	Vocabulary
The comparatives and superlatives: regular and irregular forms. Future with present continuous, be going to, and will.	Different types of recreation activities (outdoors and indoors).

RECREATION ACTIVITIES

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to recognize and compare recreation activities.

1. Brainstorm the topic by eliciting different types of recreation activities. Use the picture to elicit vocabulary.
2. Ask Ss to read the T/F statements and encourage them to make guesses before they listen and read. Ss discuss their guesses in pairs or as a whole class.
3. Books open: Ss listen and read to do the exercise and check their guesses.
   ***Answers**: 1. T; 2. F; 3. F; 4. T ; 5. F; 6. T*
   You may extend the activity by asking more questions.

Pronunciation Practice

Have Ss practise linked sounds in sentences. Ask them to listen and repeat expressions like:
Moroccans of all ages, stadiums in all cities, stadiums are in Casablanca...etc.
(**Note**: The final consonant sound is often linked, or attached, to the vowel sound that follows it.)

2. Grammar Practice

Objective: Ss will be able to make comparisons.

1. Review the comparatives. First short adjectives; then long adjectives.
   Use concrete examples of Ss in class (Amal is young, but Nawal is younger than Amal) or cities (Rabat is a big city, but Casablanca is bigger than Rabat) or cars (A Honda is a comfortable car, but a Limousine is more comfortable than a Honda)
   Write some sentences on the board and encourage Ss to deduce the rule:
   (adj + er + than, as + adj + as, and more + adj + than).
   Draw Ss attention to the irregular adjectives (good and bad) and also the spelling of some comparative adjectives; ex. big =bigger, dirty = dirtier

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2. Introduce the superlatives. Same procedure as in 1 above.
3. Ss study the grammar table to do exercises (a) and (b) individually, and then compare their answers.

Extension: Give students a 'Trivia Quiz" to test their knowledge of the world. e.g. What's the largest desert in the world? What's the smallest country? Which is longer, the Amazon river or the Nile river? What is the most populated city in the world...etc?
In class or as homework ask Ss to prepare a "Trivia Quiz" to share with classmates.

3. Listening

Objective: Ss will be able to listen for specific information.

Pre-listening:

Ss discuss the pre-listening questions and personalize the picture to introduce the topic. Seize the opportunity to explain vocabulary when necessary.

While listening:

1. Ss read the instructions and the list of advantages and drawbacks; then listen to do the task.
2. Ss compare answers and listen a second time for confirmation.

***Answers**: Advantages (1, 3, 5) Negative effects (1, 2, 3, 5, 6)*

Post listening:

Ss discuss the advantages and disadvantages of TV based on the listening.

4. Communication

Objective: Ss will be able to express their likes and dislikes.

1. Ss study the exponents of the target function (expressing likes and dislikes). Encourage Ss to use more verbs: love, enjoy, ..etc.
2. Ss do task (a) and report to class.
3. In pairs, Ss do task (b) asking each other and taking notes.
4. Individual Ss report to the class about their respective partners using their notes.

5. Reading

Objective: Ss will be able to use cohesive devices to reorder a text.

Pre-reading:

Have Ss answer and discuss the questions (before you read).

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While reading:

1. Ask Ss to read the instructions carefully and do the task individually.
2. Ss compare their answers and refer to the text for justification.

Encourage Ss to use context to figure out the meaning of unfamiliar words.

Post- reading:

1. Conduct a class survey to find out how many Ss watch different types of TV programs (boys / girls), the amount of time spent watching TV per day …etc.
2. Ss individually present their survey results to class

6. Word net

Objective: Ss will be able to identify and categorize indoor and outdoor activities.

Ss do the exercise individually, and then compare their answers. Encourage Ss to justify their choices.

Encourage Ss to add more words to the list.

7. Writing

Objective: Ss will be able to use punctuation and capitalization appropriately.

1. Have Ss read and understand the letter. You may ask them some questions about the content.
2. Ss do the task individually supplying the missing punctuation marks using capital letters when appropriate.
3. Peer editing: Ask Ss to exchange their work and make corrections.

Key:

Dear Youssef,

I'm your new pen friend. My name is Sergio Moro. I live in Rome, Italy, and I'm thirteen years old.

My favourite sport is football. I like swimming and tennis, but I hate boxing. I never watch boxing on television.

My favourite actor is Brad Pitt and my favourite actress is Angelina Jolie. I love action movies, but I hate horror movies.

My favourite music is rock and roll. I like to go to parties and dance with my friends. I don't like classical music.

I'm in Madrid now. I usually go to Spain with my family in summer. I like Spanish food and Spanish music. Is Moroccan food as delicious as Spanish food?

Please write soon,

Yours,

Sergio

8. Culture Slot

Objective: Ss will be sensitized to opening hours and leisure time in different countries.

Ask Ss to read the instructions and elicit their opinions. Encourage them to support their opinions with examples both from Morocco and abroad.

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UNIT 5: RECREATION
RECREATION HABITS

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to talk about future events.

1. Set the scene: Ask Ss to read the title and look at the picture to talk about it. Ask questions: Who are they? Where are they? What do you think they're talking about?
2. Ss read the comprehension questions, close their books; then listen to do the task.
3. Books open: Ss listen again and read to check their answers.
4. Ss practise the conversation in pairs focusing on pronunciation and intonation.
   Extension: You may ask some Ss to prepare and perform similar conversations in front of the class using their own information.

Pronunciation Practice

Have Ss practise the reduced form of *to* in statements formed with verb + infinitive. Ask them to listen and repeat statements like: Would you like *to* come? I'm going *to* go to the beach, What are you planning *to* do?, Do you want *to* come… etc?
Also have Ss practise stress and intonation in Wh-questions.

2. Grammar Practice

Objective: Ss will be able to use the *present continuous* and *be going to* totalk about future plans.

1. Ss read the examples in the grammar table.
2. Ask Ss questions about their plans using the two target structures: e.g. What are you doing this evening? What are you going to do this evening?
3. Ss do the exercise individually, and then correct in pairs.
4. Assign more exercises as homework.

At this level Ss may use the two future forms interchangeably without any distinction in meaning.

3. Listening

Objective: Ss will be able to listen for specific information and take notes.

Pre-listening:

Elicit information from Ss about their plans for the weekend.
Set the scene eliciting information about the picture.

While listening:

1. Ask Ss to go over the instructions and listen to complete the chart. You may play the tape three times to allow Ss to concentrate on one column of the chart at a time.
2. Ss compare their answers.

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Post listening:

Ask Ss who in the conversation they think is going or isn't going to have a good weekend. Why or why not?

4. Communication

Objective: Ss will be able to invite, accept, and /or decline invitations.

1. Ss study the exponents of the target function (inviting, accepting and declining invitation) and add more expressions to the list. You may also ask Ss to refer to the conversation in activity 1 to identify the different exponents and underline them.
2. Open pair work: Ss read the conversation (part a.)
3. After they practise the conversation, Ss do the role play. This is an information gap activity, so make sure the Ss understand the instructions. Each student should look at his /her cue card only.
4. Ss do activity (c). Encourage them to do the task with their books closed and elicit maximum information from them.

5. Reading

Objective: Ss will be able to read and understand newspaper listings.

Pre-reading:

1. Have Ss answer the pre-reading question. Write some of their answers on the board.
2. Ask Ss to look just at the title and the headings to answer the questions: What kind of text is this? Where can you find it?

While reading

1. Ask Ss to read the headings and check their answers.
   Encourage Ss to figure out the meaning of unfamiliar words from the context.
2. Ss read the newspaper listings to answer the comprehension questions individually; then compare their answers.

Post-reading:

Ask Ss to choose from the listings the activity they would like to go to. Encourage them to justify their choices.

6. Word Net

Objective: Ss will be able to (i) identify and categorize vocabulary words according to their semantic fields, and (ii) use a dictionary

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1. Ss do part (a) individually; then compare their answers. Have them justify answers. e.g.. Jogging is the odd one out because the other activities are related to water.
2. Assign tasks (b) and (c) as a class activity or as homework. Encourage Ss to use their dictionaries to look up unknown words: roller coaster, gym …etc.

7. Writing

Objective: Ss will be able to take notes and use them to produce a text.

1. Note taking: Ss interview each other. Walk around to make sure that they interact in English and that they take notes.
2. Ss write their paragraphs individually.
3. Ss exchange their paragraphs for peer editing, checking the correct information, spelling, punctuation, capitalisation, word order …etc.
4. Ss may be asked to read their paragraphs to the class to vote for the classmate they think is going to have a very nice Sunday.

8. Culture Slot

Objectives: Ss will be able to identify and compare the most popular recreation activities across cultures.

1. Go over the recreation activities in the USA and ask Ss if they are surprised by the ranking. Which activities most surprise them? Why?
2. Encourage Ss to brainstorm the most popular recreation activities in Morocco and rank them according to their importance. Encourage them to justify their opinions.

UNIT 5: RECREATION

RECREATION AROUND THE WORLD

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to talk about future plans.

1. Personalize the picture: Ask prediction questions (Who are the two women? What are they doing? What do you think they're talking about?)
2. Books closed: Ss listen to check their predictions.
3. Books open: Ss read the T/F statements, listen and do the task. Tell them to justify their answers reading sentences from the conversation.
4. Ss discuss the question in exercise (b).

Pronunciation Practice

Have Ss practise the contracted form of *will* (affirmative and negative). Ask them to listen and repeat statements like: I think *we'll* take the kids to the mountains, *I'll* do my best, *I won't* tell you, *I'll* talk to Albert…etc.

2. Grammar Practice

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Objective: Ss will be able to use the future tense with *will* accurately.

1. Ask Ss to study the grammar table focusing on the different forms of the target tense.
2. Ask Ss to go back to the conversation in activity 1, identify the sentences in the future with *will,* and underline them.

3. This is a fun activity. Ask Ss to choose 4 numbers at random (One number from each column) as in the example.
4. Ask Ss to read the columns and write down sentences in the future using the words corresponding to the numbers they have chosen at random. (see example)
5. Ask individual Ss to read out their sentences.
6. Ss do exercise (b) in class or as homework.

3. Listening

Objective: Ss will be able to listen for details and take notes.

Pre-listening:

Ss look at the picture and answer questions (Before you listen)

While listening:

1. Ss read the T/F statements and listen to do the task individually, and then compare answers.
   ***Answers**: 1.F ; 2. T ; 3. F ; 4. F*
2. Ss listen again and do task (b); then compare answers .
   ***Answers**: 1. Mental: reading, playing chess, doing crossword puzzles*
   2. Physical: walking, dancing, jogging
   3 Social: visiting friends and families, eating meals with others, attending family events or parties .

Post listening:

Elicit information from Ss about the types of activities they do. Where they do them, when, why…

4. Communication

Objective: Ss will be able to ask for and express opinions, agree and disagree.

1. Ask Ss to study the exponents of the target functions (asking for and expressing opinion, agreeing, disagreeing).
2. Ask Ss to do task (a) in pairs. (first open pairs; then close pairs)
3. Ss role play using cue cards. Walk around to make sure Ss are not looking at each other's cards. Encourage Ss to use different exponents of the target functions.
4. Ss do task (b) in small groups.

Encourage Ss to give real information.

5. Reading

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Objective: Ss will be able to read and understand brochures.

Pre-reading:

1. Ss discuss the questions (Before you read).
2. Ask Ss to identify the type of the reading text using the pictures and the headings.

While reading:

1. Ss read the T/F statements and do the task individually, and then compare their answers. Ss should justify their answers. Encourage them to figure out the meaning of new vocabulary.
   Answers: 1.F ; 2. F ; 3. T ; 4.F
2. Ss read again to do task (b) individually.
3. Ss compare answers referring to the text for justification.

Post-reading:

Ask Ss to look at the reading text again and ask each other more questions. You may also want to extend the last question in (b) to generate a debate.

6. Word Net

Objective: Ss will be able to categorize words according to their semantic fields.

1. Ss complete the chart in small groups finding as many activities as possible.
2. Groups report to class. The group with the highest number of activities is the winner.

7. Writing

Objective: Ss will be able to produce a written text about their favourite leisure activity.

1. Pair work: Ss ask and answer the questions.
2. Ss write their paragraphs individually; then do peer-editing.
3. Ss rewrite their draft, and then read out their paragraphs to class.

8. Culture Slot

Objectives: Ss will be sensitized to part time jobs during vacations across cultures.
Ask Ss to read the information and generate a class discussion about the issue.

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TEST 1

Duration : 2 hours

I. COMPREHENSION: 10 POINTS

Read the text to answer the questions.

There are many different ways to shop for food theses days. In big cities, people go to large supermarkets, but many people prefer small grocery stores. These are usually downtown, and they are cheaper than supermarkets. There are also giant wholesale stores. They sell food and other products at very low prices, but they are more convenient for people who want to buy big quantities of food. In many places around the world, more and more people shop on the Internet. When they shop online, people just order the food, and the company delivers it to their homes. This is very convenient when you don't have time to go out.

A. CHOOSE THE BEST TITLE FOR THE TEXT. (2 pts)

1. Shopping in the city
2. Shopping for food
3. Shopping around the world
4. Shopping stores

B. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (4 pts)

1. Food in wholesale stores is very expensive.
2. Wholesale stores sell food products only.
3. You need a computer to shop online.
4. Shoppers like supermarkets better.

C. THESE WORDS ARE UNDERLINED IN THE TEXT. WHAT DO THEY REFER TO? (2 pts)

1. These 2. they 3. it 4. This

D. FIND IN THE TEXT WORDS MEANING THE SAME AS. (2 pts)

1. Very big 2. Not high 3. Practical 4. Goods

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II. LANGUAGE : 10 POINTS.

A. THERE ARE 10 MISTAKES IN THE FOLLOWING PARAGRAPH. FIND THE MISTAKES AND CORRECT THEM. (2.5 pts)

Karima has 30 years old. She is a housewife. She usually go jogging with his friends on the morning, but today she is staying at home. She is in the kitchen now. She wears blouse and a T-shirt white. She cooking a big lunch because her parents they are visiting in 12:00 o'clock.

B. COMPLETE THE CONVERSATION WITH: *some, any, much, many*. (2.5 pts)

Bob: What do we need from the grocery store today, Kate?
Kate: Well. We need a lot of things.
Bob: Do we need _____ vegetables?
Kate: Yes. We need _____ tomatoes and _____ onions, and we don't have_____ oil in the kitchen. We also need _____ eggs and _____ garlic.
Bob: How _____ oil do we need?
Kate: A bottle. We have _____ coffee, but we don't have _____ milk.
Bob: How _____ eggs do we need?
Kate: A dozen.

C. MATCH THE QUESTIONS ON THE LEFT WITH THEIR ANSWERS ON THE RIGHT. (2.5 p

1. What kind of music do you like?	**a.** Mondays and Wednesdays
2. What does your brother look like?	**b.** The white one, please.
3. Which shirt do you like?	**c.** I'll have a hamburger, please.
4. What does your father do?	**d.** He's a teacher.
5. Who's that handsome boy over there?	**e.** I think it's easy.
6. Would you like to go to a movie tonight?	**f.** Classical.
7. When do you study English?	**g.** My brother, Amine.
8. Can I help you, Madam?	**h.** I'd love to.
9. What would you like to order?	**i.** Yes, I'm looking for a dress.
10. How do you feel about Spanish?	**j.** He's tall and thin.

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D. PUT THE WORDS IN BRACKETS IN THE CORRECT FORM USING COMPARATIVES OR SUPERLATIVES. (2.5 pts)

Chris: Where would you like to live, in the country or in the city?
Betty: I'd like to live in the country. It's (clean) _____ the city, and the people are (friendly) _____. Life is also (cheap) _____ there.
Chris: But life in the city is (comfortable)_____.
Betty: For me the country is (good) _____ place to live.

III. WRITING: 10 POINTS.

Your English teacher asks you to describe your best friend. Use the questions below to write a paragraph about him/her.

What's his /her name?
How old is he /she?
Describe his /her appearance, character
When and where do you meet?
What activities do you do together?

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UNIT 6: HEALTH AND WELFARE

Standards targeted		Competency objectives
Interpersonal communication		Make suggestions. Ask for and give permission. Express ability. Express necessity. Request and offer help. Make appointments.
Interpretive Communication	Listening	Listen and take notes. Listen for specific information.
	Reading	Read and understand medical labels. Deduce meaning of unfamiliar words from context. Skim for gist. Read, understand. And interpret statistics.
Presentational Communication	Writing	Arrange scrambled words into sentences. Arrange scrambled sentences into a paragraph. Write a short letter.
	Speaking	Present research result about vitamins.
Culture: Practice/Strategic		Identify ways to maintain good health. Identify places where medicines are sold in some countries. Compare home remedies across culture.

Language development	
Grammar	Vocabulary
Modals: can (ability), can / May (permission), must (obligation), mustn't (prohibition), have to / don't have to (necessity). If + imperative. Conjunctions: and, but, so, because.	Parts of the body. Health problems and common illnesses. Medications. Different practitioners.

HEALTH PROBLEMS

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify common health problems and parts of the body, and use language formulae and modals related to them.

1. Refer Ss to the Starter section to review and /or present parts of the body.
2. Personalize the picture: (who are the people? Where are they? What's the problem?
3. Ask Ss to read the comprehension questions, close their books; then listen and answer.
4. Books open: Ss listen again and read to check their answers.

Extension: Invite some Ss to perform the conversation in front of the class.

Pronunciation Practice

Have Ss practise stress and rhythm in statements. Ask them to listen and underline the stressed words in each statement.

2. Grammar Practice

Objectives: Ss will be able to (i) identify and use modals for ability, permission, obligation and prohibition in their appropriate contexts, and (ii) use conjunctions (and, but, because, so) with common health problems.

1. Ask Ss to study the examples in the table, and go back to the conversation in activity 1 to find similar examples identifying the meaning of each sentence.
2. Ss use the pictures to practise conversations with health problems and modals.
3. Ss do task (b) individually, and then compare answers before whole class correction.
4. Ask Ss to study the table of the conjunctions and do the task.

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3. Listening

Objective: Ss will be able to listen for specific information and take notes.

Pre-listening:

Have Ss discuss the pre-listening questions (Before you listen).

While listening:

1. Ask Ss to read the chart, listen and do task (a).
   ***Answers**: 2, 4, 5, 7*
2. Ss listen again to do task (b) individually, and then compare answers. They may listen another time if they don't agree on answers.

Post listening:

Ask more questions about the listening: Why can't Bill sleep? Why doesn't he exercise? What exercise activities does John suggest….etc?

4. Communication

Objective: Ss will be able to make suggestions

1. Ask Ss to study the exponents of the target function (making suggestions). You may add more on the blackboard for Ss to use later in the role play activity.
2. Ss practise the modal conversation (a).
3. Ss role play (b) using the cue cards, before they practise their own conversations.

Encourage Ss to close their books and interact using the different exponents they have already seen.

5. Reading

Objective: Ss will be able to read and understand medical labels.

Pre-reading:

Ss answer and discuss questions (Before you read). Elicit Ss knowledge about the type of reading texts they are going to read.

While reading:

1. Ask Ss to read the labels and do task (a). Ss work individually, and then compare answers. Encourage them to justify their answers referring to the labels.
2. Follow the same procedure for tasks (b) and (c). Encourage Ss to figure out the meaning of vocabulary from context or use their dictionaries.

***Answers**: a. Jane: No, Energetic. Mike:Yes, Relax. Salma: Yes, Stomacid. Rachid: No Energetic. Kate: Yes, Relax. Omar: Yes, Energetic. Ryan: Yes, Activor*

b. 1. Stomacid 2. Activor. 3. Energetic 4. Relax

c. 1. F ; 2. F ; 3. T ; 4. T ; 5. F

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Post reading:

Ss ask each other more questions about the labels.

You may also ask Ss to bring medical labels and talk about them in class.

6. Word Net

Objective: Ss will be able to identify common health problems and parts of the body.

1. Ss do task (a) in class. To check their comprehension of the adjectives, ask them what they usually do when they have these feelings.
2. Assign task (b) as homework. Encourage Ss to go through their books to search for the words and to use their dictionaries.

7. Writing

Objective: Ss will be able to explore sentence structure reordering scrambled words.

1. Ss work individually. Walk around to monitor their work and provide help.
2. Ss exchange compare their sentences before class correction.

Answers:

1. *Meriem is absent today because she has a sore throat and a fever.*
2. *Why don't we go out and have fun Saturday night?*
3. *Sara and her brother must study hard because they have a test.*
4. *Adil can't see the doctor because he doesn't have an appointment.*
3. *Leila has a terrible toothache but she doesn't want to see a dentist.*

8. Culture Slot

Objective: Ss will be able to discuss ways to maintain good health.

Encourage Ss to interact expressing their opinions freely. Mistakes are tolerated at this level because the aim is to enable Ss to learn about different foreign cultural aspects and compare them to their own.

UNIT 6: HEALTH AND WELFARE AT THE DOCTOR'S

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify common health problems and practise language formulae related to them.

1. Personalize the pictures asking Ss questions to set the scene.
2. Ask Ss to read the T/F statements, cover the conversations and listen to do the task.
3. Elicit answers, and then ask Ss to look at the conversations to check.

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Extension: Call for volunteers to act out the conversations in front of class. They may use their books. Ss may also perform their own conversations.

Pronunciation Practice

Have Ss practise the pronunciation of *can* and *can't*. Write these sentences on the board and ask Ss to read them aloud:

Can you come to work? Yes, I *can*. No, I *can't*. You *can* sit down but you *can't* talk.

(**Note:** *can* is usually reduced in statements and questions. It's not reduced in negative statements and in short yes/no answers)

2. Grammar practice

Objective: Ss will be able to use modals: *may* for permission and *have to* for necessity

1. Review modals presented earlier, and then ask Ss to study the examples in the table. Provide and elicit more examples from Ss.
2. Ask Ss to identify the sentences with modals in the conversations (part 1), and elicit the meaning of each sentence (permission, obligation ... etc.)
3. Ss do the grammar practice exercise individually, and then compare answers before whole class correction. Encourage Ss to discuss their answers.

3. Listening

Objective: Ss will be able to listen for specific information and take notes

Pre-listening:

Ss do task (Before you listen). Write their guesses on the board.

While listening:

1. Ss listen to each conversation to check their guesses.
2. Ss do task (a) individually, and then compare answers.
   ***Answers**: Mr.Smith: Heart. Mrs.Hamilton: Tired. Mr.Bond: Blood pressure. Mr.Blake: Backache.*
3. Ss listen again to do task (b) individually, and then compare answers before whole class correction.

Post listening:

Ask Ss to talk about other health problems and possible remedies.

4. Communication

Objective: Ss will be able to ask for and give permission, and express necessity.

1. Ss study the exponents of the target functions (asking for and giving permission, and expressing necessity). Add more: can I….? / Is it necessary…etc?
2. Open pair work: Ask 2 Ss to model the conversations.
3. Close pair work: Ask the whole class to practise the modal conversation in pairs.
4. Role play: Ss do task (b). Give clear instructions on how to use the cue cards. Walk around to make sure they are used appropriately.

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5. Reading

Objectives: Ss will be able (i) identify and understand acronyms, (ii) use context to figure out the meaning of unfamiliar words, (iii) scan for specific information, and (iv) skim for the gist.

Pre-reading:

Elicit diseases and write them on the board (tuberculosis, influenza, paludism, variola, AIDS, cancer…etc). Ss discuss causes and prevention. Encourage Ss to use information they acquired in other courses.

While reading:

1. Ask Ss to scan the text and explain the acronyms: (WHO, UN, AIDS).
2. Ss read again to do task (a). Sensitise them to the importance of context to figure out the meaning of unfamiliar vocabulary.
   Answers: founded, based, goal, improve, provides, diseases
3. Ss do task (b) individually, and then compare answers before class correction.
   ***Answers**: 1. F ; 2. T ; 3. F ; 4. F ; 5. T.* Elicit justifications

Post reading:

Ask Ss to comment on the last sentence of the text. (How can WHO improve the condition of health in the world? How can the organization fight serious diseases? How do serious diseases block the development of a country…..etc?

6. Word Net

Objective: Ss will be able to identify medical professions.

Assign this activity as homework. Encourage Ss to use their dictionaries, encyclopaedias, and /or other sources. Sensitise them to the importance of these materials in the development of their study skills.

7. Writing

Objective: Ss will be able to read actively and reorder sentences to produce a coherent text.

1. Ss read the sentences in the given order focusing on meaning.
2. Ss reorder sentences individually.
3. Ss compare answers in pairs, justifying their order.
4. Have one or two Ss read the paragraph.

Key: $h - d - j - e - f - b - i - g - c$

When you have a swimmer's ear, there are many things you can do. The most important thing is to attack the infection. Your doctor will probably prescribe eardrops. These contain an antibiotic to kil the bacteria. You usually have to use the eardrops for 7 to 10 days. Of course you will have to stay out of the water during these days. The doctor may also give you antibiotics in a liquid or a pill for you to swallow. When your ear hurts, he or she may suggest a pain medication like acetaminophen. This can help you feel better.

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8. Culture Slot

Objective: Ss will be able to identify places where medicines are sold in some countries.

Go over the paragraph and generate a class discussion about this cultural aspect

UNIT 6: HEALTH AND WELFARE
HEALTH AROUND THE WORLD

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to make appointments.

1. Personalize the picture: who is the woman talking to? Why? …etc.
2. Ask Ss to read the T/F statements, and then listen and read to do the task.

Extension: Call for volunteers to perform similar conversations using their own information.

Pronunciation Practice

Have Ss practise the pronunciation of final *t* in: I really *don't* know, I *don't* think …

2. Grammar Practice

Objective: Ss will be able to use the conditional with imperative and modals.

1. Ask Ss to study the examples in the table and have them give their own examples.
2. Ss do tasks (a) and (b) individually, and then compare answers before class correction.
3. Grammar in context: Ss state common health problems and solutions.

3. Listening

Objective: Ss will be able to listen for specific information to identify and learn about ways to maintain healthy teeth.

Pre-listening:

1. Ss answer the questions (Before you listen) .
2. Ask Ss to read the chart content and make their predictions.

While listening:

1. Ss listen to check their predictions.
2. Ss listen again to complete the chart individually, and then compare answers. Play the tape another time to make it possible for Ss to take notes.

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Post listening:

Ask Ss to add more tips on how to keep their teeth healthy to the chart.

4. Communication

Objective: Ss will be able to request, offer, accept, and decline help.

1. Ss study the exponents related to the target function.
2. Ss practise the modal conversation. (a).
3. Role play: Make sure each student is looking at his /her cue card. Encourage them to use different exponents of the function.
4. Ask Ss to do item 6 in the cue cards with their books closed.

5. Reading

Objective: Ss will be able to (i)scan for specific information and skim for the gist, and (ii) read, understand and interpret statistics.

Pre-reading:

Have Ss discuss the questions and the pictures. (Before you read).

While reading:

1. Ask Ss to go over the T/F statements, before they read the text to do the task individually.
2. Ss compare answers before whole class correction..

Encourage Ss to justify their answers with elements in the text, and to figure out the meaning of unfamiliar vocabulary from context, from peers, or from dictionaries.

***Answers**: 1.F ; 2.T ; 3.F ; 4.T ; 5.T ; 6.F ; 7.F ; 8.F ; 9.F*

Post reading : (Homework)

1. Ask Ss to conduct a small-scale research about home remedies. Tell them to ask their parents for information or use the internet and /or other sources.
2. During the next session, Ss make presentations in front of class.

6. Word Net

Objective: Ss will be able to recognize and use vocabulary already presented in context.

1. Incite Ss to pay attention to context while doing the task.
2. Ss do the task individually, and then compare answers before whole class correction.

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7. Writing

Objective: Ss will be able to write a short letter.

1. Individually, Ss read the three letters.
2. Ss discuss the health problems and suggest solutions.
3. Individually, Ss choose a letter and write the first draft.
4. Ss exchange their replies for peer editing.
5. Ss rewrite the final version.
6. Individual students read their replies to the class.

8. Culture Slot

Objective: Ss will be sensitized to the fact that home remedies are culture specific around the world.

Ss read about home remedies for common health problems around the world and compare them to their own. Which are the same? Which are different...etc?

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UNIT 7: THE ARTS

Standards targeted		Competency objectives
Interpersonal communication		Respond verbally to visual input. Describe past events. Articulate sounds in isolated word forms. Identify and talk about art forms and artists.
Interpretive Communication	Listening	Listen and take notes. Respond to referential questions based on an aural text. Listen for specific information. Listen for gist.
	Reading	Answer factual questions. Scan a text for specific information. Skim for gist.
Presentational Communication	Writing	Copy a short text accurately. Write a biography. Arrange scrambled sentences into a paragraph.
	Speaking	Present a biography of a famous person.
Culture: Practice/Strategic		Identify different types of Moroccan music as a cultural heritage. Recognize the cultural value and the international dimension of Moroccan folk music. Appreciate the value of music in developing students' talents and skills.

Language development	
Grammar	Vocabulary
Simple past: regular and irregular verbs (all forms). Wh questions with simple past.	Different art forms related vocabulary: music, cinema, painting.

BIOGRAPHIES (DO YOU KNOW THEM?)

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able read biographies using the simple past tense.

1. Ask Ss to look at the picture and elicit information about Charlie Chaplin.
2. Ask Ss to read the T/F statements and listen and read to do the task individually.
3. Ss compare answers before whole class correction.
   ***Answers**: 1. F ; 2.T ; 3. F ; 4. F.*

Extension: (books closed). You may write the titles of the films on the board and ask Ss to listen and write down the dates.

Pronunciation Practice

Have Ss practise stress and rhythm in sentences, the reduced form of *was* and *were*, and the pronunciation of dates.

2. Grammar Practice

Objective: Ss will be able to use the past simple of the verb *to be*.

1. Ask Ss to study the grammatical forms of the target structure. Draw their attention to the negative, interrogative, and contraction forms.
2. Ask Ss to read the biography again and identify the target structure underlining all the past forms of the verb *to be.*
3. Ss do the exercise individually, and then compare answers.

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3. Listening

Objective: Ss will be able to listen for details and take notes

Pre-listening:

Activate Ss knowledge about the artists in the picture. (Before you listen).

While listening:

1. Tell Ss that the names of the artists in the chart are not in the same order as they come in the conversations.
2. Ss listen to each conversation at a time to complete the chart (a) individually; then compare answers.
3. Ss listen again to do task (b). Pause after each conversation to give Ss time to complete the chart.

Post listening:

Ask Ss to talk briefly about a famous artist they know to share information with the class.

4. Communication

Objective: Ss will be able to talk about past events.

1. Ask Ss to look at the examples on the table focusing on Wh-questions.
2. Ask Ss to practise the modal conversation (a).
3. Ask Ss to use the information in the charts (listening) to have similar conversations as in task(a).
4. Ss role play using the cue cards. This activity may take some time since Ss are required to interact orally and take notes at the same time.
5. Ss write their paragraphs using notes.

5. Reading

Objective: Ss will be able to scan for specific information and answer factual questions based on a biography.

Pre-reading:

Have Ss answer the questions about the picture (Before you read).

While reading:

1. Ss read the biography to answer the questions, first individually, and then compare answers before whole class correction.
2. Encourage Ss to figure out the meaning of unfamiliar vocabulary from context.

Post reading:

Ask Ss to read the biography again and write more questions to ask their classmates.

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6. Word Net

Objective: Ss will be able to recognize and use word formation.

This activity could be done in class or assigned as homework. Encourage Ss to use their dictionaries to do the task.

7. Writing

Objective: Ss will be able to write a paragraph using cues.

1. Ask Ss to use the Internet or any other source to answer the questions about their favourite artists.
2. Ss write their first draft paragraphs at home.
3. Have them peer edit their paragraphs in class, and then write the final version.
4. Ss present their biographies to class and answer their classmates questions.

8. Culture Slot

Objective: Ss will be sensitized to different types of Moroccan music as a cultural heritage.

1. Elicit Ss knowledge about the types of Moroccan music, music festivals, and the kind of Moroccan music they like and Why.
2. Check if anyone in class plays a musical instrument and encourage them to bring their instruments and perform in class. If someone is interested in singing in Arabic, Amazigh, French, and/or in English, encourage them to perform in class.

UNIT 7: THE ARTS
MORE ARTISTS.

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to talk about past activities using regular verbs.

1. Ask Ss to read the texts focusing on the time of the events.
2. Ask them to identify the time, e.g. are the actions in the past, in the present, or in the future?
3. Ss listen to and read the texts again to answer comprehension questions individually, and then compare answers.

Pronunciation Practice

Have Ss practise the three different pronunciations of the regular simple past ending. Write down the three pronunciation symbols (/t/, /d/, /id/) on the board and tell Ss to listen for the different pronunciations and write down the verbs in the correct column.

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Pronunciation rules:

1. When the verb ends in a voiceless consonant (except /t/, the ending is pronounced /t/.
   e.g., worked, watched, stopped, helped…etc.
2. When the verb ends in a vowel or a voiced consonant (except /d/, the ending is pronounced /d/ as in cleaned, stayed, called, listened…etc.
3. When the verb ends wit /d/ or /t/, the ending is pronounced /id/ as in invited, needed...

2. Grammar Practice

Objective: Ss will be able to identify and talk about actions and events in the past.

1. Ask Ss to study the grammar table focusing on the target structure: affirmative, negative, interrogative, and contraction forms. Encourage them to deduce the rule.
2. Ask Ss to read the texts in activity 1 again and identify all the verbs in the past.
3. Write all the verbs on the board and have Ss read them aloud to practise their pronunciation.
4. Ss ask and answer more questions about the texts focusing on form and pronunciation of the verbs in the past.

Extension: Ask Ss to talk about their own past activities: What did you do last weekend /Monday / yesterday …?

3. Listening

Objective: Ss will be able to listen for details.

Pre-listening:

Have Ss answer the questions. (Before you listen).

While listening:

1. Ss listen to check their guesses and to complete the chart (a), and then compare answers.

   ***Answers**: Dec 18, 1963 – 1982 – 1986 – Jul 29, 2000*

2. Ss listen again and do the matching exercise (b), and then compare answers.

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

3. Ss listen a third time to do task (c), and then compare answers.

   ***Answers**: 1. F 2. T 3. F 4. F 5.T*

Post listening :

Ask Ss if they have already seen a Brad Pitt movie. Which movie? How did they like it? What role did Brad Pitt have in the movie….etc?

4. Communication

Objective: Ss will be able to elicit information about themselves and about others.

1. Ss do task (a) individually. Set a time limit.
2. Ss do task (b). Walk around to monitor their work and to make sure they're interacting orally and taking notes about their partners.
3. Ss do task (c). Same procedure as in 2 above.

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5. Reading

Objective: Ss will be able to scan for specific information.

Pre-reading:

Have Ss answer the questions about the artists in the pictures. (Before you read).

While reading:

1. Ask Ss to scan the biographies to do task (a) individually; then compare their answers before class correction. Encourage them to understand vocabulary from context.

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

2. Ss read again to do task (b). Same procedure as in (a). Encourage Ss to justify their answers using the biographies.

Post reading:

Elicit information about other art forms and artists to activate Ss knowledge and encourage them to express their preferences and opinions.

6. Word Net

Objective: Ss will be able to articulate sounds in isolated word forms.

1. Provide a few modal examples and ask Ss to complete the chart individually focusing on pronunciation and spelling.
2. Correction: Read the past verbs aloud for Ss to listen and correct.
3. Encourage Ss to deduce pronunciation rules of the verbs in the past.

7. Writing

Objective: Ss will be able to use cues to produce a text.

1. Ss go over the questions individually.
2. Ss write a biography about a person in family.
   Move around to provide help when necessary
3. Ss to exchange their biographies for peer editing.
4. Individual Ss present their biographies to class and answer their classmate questions.

8. Culture Slot

Objective: Ss will be able to appreciate the cultural value and the international dimension of Moroccan folk music.

Discuss Paul Bowles view and incite Ss to express their opinions with concrete examples.
Elicit types of folk music typical to different regions of Morocco.

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UNIT 7: THE ARTS
FOCUS ON MUSIC

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to talk about past activities using different verb forms. (regular and irregular).

1. Ask Ss to read the T/F statements; then listen and read to do the task.
2. Ask Ss read again and identify all the past verbs in the texts.

Pronunciation Practice

Have Ss practise stress and rhythm in sentences. Ask them to listen and identify the stressed words in each sentence.

2. Grammar Practice

Objective: Ss will be able to recognize regular and irregular verbs and use them accurately to describe and talk about past activities.

1. Ss study the examples on the grammar table and do the exercise individually, and then compare answers before class correction.
2. Ask Ss to read the texts again in activity 1 and write a similar one about themselves.
3. Suggestion: You may use a poster in which you note down irregular verbs as the class progresses. Stick it on the classroom wall as a reference for Ss.

3. Listening

Objective: Ss will be able to listen for specific information and take notes.

Pre-listening:

Have Ss discuss the questions and the pictures (Before you listen). Seize the opportunity to present vocabulary related to different types of music.

While listening:

1. Ss listen to do task (a) individually, and then compare answers.

Answers: *1. Rock and Rol* *2. Motow* *3. Pun*
4. Heavy metal *5. Rap* *6. Worldbeat..*

2. Ss listen again to do task (b). Same procedure as in 1 above.

Post listening:

Generate a discussion about the types of music Ss like or dislike, their favourite musicians…etc. Encourage them to justify their choices.

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4. Communication

Objective: Ss will be able to elicit information and describe past activities.

1. Ask Ss to study the exponents of the target function and ask them to add more questions.
2. Ask two Ss to practise the modal conversation.
3. Role play: Ss do task (b). Make sure they are using cue cards appropriately.
4. Ask Ss to close books and interact freely talking about their weekend.

5. Reading

Objective: Ss will be able to scan for specific information and skim for the gist.

Pre-reading:

Elicit information about the picture, and then have Ss read the questions.

While reading:

1. Ss read the text to answer questions individually, and then compare answers before class correction.
2. Encourage Ss to figure out the meaning of unfamiliar words from the context giving synonyms, antonyms, definitions...etc.

Post reading:

1. Ask Ss to ask and answer more questions about Um Kalthum.
2. Ask them to tell the class about their favourite singers.

6. Word Net

Objective: Ss will be able to identify and categorize vocabulary words according to their semantic fields.

1. Ss complete the charts and compare answers.
2. Encourage Ss to justify their choices if the same word appears in more than one column.

7. Writing

Objective: Ss will be able to sequence events in their appropriate / logical order.

1. Ss read the sentences focusing on meaning.
2. Ss work individually to rearrange the sentences into a paragraph.
3. Ss exchange their paragraphs for peer editing. Encourage Ss to discuss the order of the events when they disagree.
4. Class correction.

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8. Culture Slot

Objective: Ss will be able to appreciate the value of music and its role in developing talents and skills especially at school.

Generate a discussion about the importance of music at school.

UNIT 8: SCIENCE AND TECHNOLOGY

Standards targeted		Competency objectives
Interpersonal communication		Give and elicit information about past events. Talk about inventions and inventors.
Interpretive Communication	Listening	Listen for specific information. Listen and take notes. Identify the topic of a text. Identify referent based on an aural text.
	Reading	Scan for specific information. Skim for gist. Make inferences about a reading text. Recognize reference. Understand acronyms.
Presentational Communication	Writing	Write a bio sketch. Arrange scrambled sentences into a paragraph. Write short e-mail messages to friends.
	Speaking	Present research results about a scientist or an inventor.
Culture: Practice/Strategic		Identify famous Arab scientists and their contribution to the development of modern sciences.

Language development	
Grammar	Vocabulary
Question tags. Reflexive pronouns. Past continuous vs Simple past .	Vocabulary related to science and technology. Computer related vocabulary. Word derivation.

GREAT SCIENTISTS

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to use appropriate language to ask for confirmation.

1. Elicit information about the title and the picture to introduce the theme of the unit and the topic of the section.
2. Ask Ss to read the T/F statements; then make them listen and read to do the task.

Extension: Encourage Ss to act out the conversation in front of class focusing on pronunciation and the intonation while asking for confirmation.

Pronunciation Practice

Have Ss practise stress and intonation in question tags for confirmation. Ask them to listen and repeat statements like: She was French, wasn't she? She was a great scientist, wasn't she? He wasn't French, was he? Science is exciting, isn't it…etc.?

2. Grammar Practice

Objective: Ss will be able to recognize and use question tags accurately.

1. Ask Ss to study the grammar table and deduce the rule: (negative, affirmative).
2. Ask Ss to go back to the conversation in activity 1 and practise more question tags.
3. Ss do task (a) individually, and then compare answers.
4. Ss do task (b). Encourage them to elicit information about their classmates asking for confirmation.

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3. Listening

Objective: Ss will be able to listen for specific information and for details.

Pre-listening:

Have Ss talk about the picture answering the questions (Before you listen).

While listening:

1.Ss listen to do task (a) individually; then compare answers.

Answers: 1. March 14, 1879 2. Ulm, Germany 3. Mileva Meric 4. Elsa
5. April 18, 1955

2. Ss listen again to do task (b). Same procedure as in (a).

***Answers**: 1900: Graduated from the Swiss Polytechnic*
1918: He and Mileva got divorced
1936: Elsa died
1921: Received the Nobel Prize.

3. Ss listen a third time to do task (c) taking notes of further information to be used in the post-reading phase.

Post listening:

Ss ask and answer questions about information in task (c).

4. Communication

Objective: Ss will be able to elicit information about famous people.

1. This is an information gap activity. Give clear instructions; then walk around to make sure Ss are looking at their assigned cue cards.
2. When they finish, ask a volunteer to read the biography to the class for correction.

5. Reading

Objective: Ss will be able to scan for specific in formation.

Pre- reading:

Have Ss answer the questions about the picture (Before you read).

While reading:

1. Ask Ss to read the bio sketch and complete the first part of the chart. This is a scanning exercise, so set a time limit.
2. Encourage Ss to figure out the meaning of unfamiliar vocabulary from context.
3. Ss read again to complete the second part of the chart. Set a time limit again.

Post reading:

Ss ask and answer more questions based on the bio sketch. Ss may need some time to prepare their question in writing.

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6. Word Net

Objective: Ss will be able to identify science related vocabulary and categorize words according to their semantic fields.

1. Ss do the task individually, and then compare answers. Ask for justifications.
2. Ask Ss to make their own lists and discuss them.

7. Writing

Objective: Ss will be able to write a bio sketch.

1. Ask Ss to brainstorm information about Einstein.
2. Ask Ss to go back to activity 3 and use their notes to write the bio sketch individually.
3. Ss exchange their bios for peer editing focusing on organisation, sequence of events, verb tenses, spelling, and punctuation….etc.

8. Culture Slot

Objective: Ss will be able to identify famous Arab scientists and scholars, and will be sensitized to their contribution to the development of modern sciences.

Interdisciplinary work: Refer Ss to their school subjects: Arabic, Philosophy, History, Mathematics…etc to elicit more information about the scientists in (a) and (b) and about others.

UNIT 8: SCIENCE AND TECHNOLOGY INVENTIONS

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to learn about inventions and discoveries.

1. Ask Ss to look at the title and the picture and make predictions about the topic of the section.
2. Ask Ss to make a list of inventions they would like to know about
3. Ask Ss to read the T/F statements, and then listen and read to do the task.
3. Extension: (books closed). Ask Ss to listen and answer this question: *What were the scientists doing when they made their discoveries?*

Pronunciation Practice

Have Ss practise stress and rhythm, emphatic stress, and syllable stress in sentences. Tell them to listen to parts of the conversation and identify the stressed words.

2. Grammar Practice

Objective: Ss will be able to recognize and use the past continuous and simple past tenses accurately.

1. Ask Ss to study the examples in the grammar table and encourage them to deduce the context of the actions.
2. Ss do the exercise individually, and then compare answers.
3. Ask Ss to go back to the conversation in Activity 1 to identify the sentences with the target grammatical structure.

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3. Listening

Objective: Ss will be able to listen for specific information and take notes.

Pre-listening:

Generate an oral discussion about the question (before you listen). Encourage Ss to justify their opinion with concrete examples.

While listening:

1. Ss listen to complete the chart about the invention and the dates.
2. Ss compare answers (a).
   Answers: *Coca Cola (long time ago Aniline dye (1856 Aspirin (1897*
   Penicillin (1928 Polaroid Camera (1932).
3. Ss listen again to complete the rest of the chart. Pause after each invention to give time to Ss to write down the information. (b).
   Answers: *1. Working on a headache medicine.*
   2. Trying to find a cure to malaria.
   3. Searching for something to relieve his father's arthritis.
   4. Cleaning the dishes.
   5. Taking picture of his family / trying out development ideas.

Post listening:

(Homework) Ask Ss to find out about more inventions made accidentally. Ask them to consult their dictionaries, encyclopaedias, the internet and/or ask teachers of other subjects for information.

4. Communication

Objective: Ss will be able to gain knowledge about inventions and inventors of the past.

1. Ask Ss to study the examples on the table and give clear instructions on how to do the role play activity.
2. Ss practise the modal example.
3. Ask Ss B to look at their charts on page 98 and do the task.

5. Reading

Objective: Ss will be able to scan for specific information, skim for the gist, and make inferences.

Pre- reading:

Ask Ss to brainstorm a list of inventors and inventions to do the task (before you read).
Elicit information about the picture of Thomas Edison

While reading:

1. Ask Ss to read the text to do task (a). Ask for justifications.
2. Ss read again to do task (b). Find out how Ss have made inferences to answer the questions.
   Encourage Ss to use context to understand vocabulary.

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Post reading:

Ask Ss to write more inference questions based on the text using the dates.

6. Word Net

Objective: Ss will be able to recognize and use words and word formation appropriately.

1. Ss do the task individually, and then compare answers.
2. Encourage them to go through the previous lessons to search for words they are not sure about.

7. Writing

Objective: Ss will be able to read critically to produce a coherent text.

1. Ss read the sentences focusing on meaning.
2. Individually, Ss rearrange the sentences to write the paragraph
3. Ss exchange paragraphs for peer editing, focusing on the sequence of events. Encourage them to discuss their answers.
4. Ask Ss to read out their final paragraphs for correction.

Key

The invention of potato chips was accidental.
A chef cook invented them.
One day, the chef was working when one of the customers ordered potatoes.
The customer did not like the potatoes and sent them back.
He said that they were not thin enough and cooked enough.
The chef prepared another dish of potatoes, but the customer reacted in the same way.
The chef got very angry and sliced the potatoes paper-thin, and cooked them for a long time.
He wanted to teach the customer a lesson, but he got a very big surprise : the customer liked the potatoes and asked for more.
This is how potato chips were born!

8. Culture Slot

Objective: Ss will be able to gain knowledge about specific cultural aspects related to inventions.

Go over the paragraph and ask Ss to discuss the questions in their cultural perspective.
Elicit examples form the proverb.

UNIT 8: SCIENCE AND TECHNOLOGY
NEW TECHNOLOGIES

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to gain knowledge and talk about new technologies.

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1. Ask Ss to look at the picture and the title to predict what the conversation will about.
2. Ask Ss to read the comprehension questions, close their books, and listen to do the task.
3. Ss check their answers after they listen and read (books open).

Extension: Invite pairs to act out the conversation in front of class focusing on pronunciation, stress, intonation…etc.

Pronunciation Practice

Have Ss practise stress and intonation in questions.

2. Grammar Practice

Objective: Ss will be able to recognize and use reflexive pronouns accurately.

1. Ask Ss to study the grammar table and the examples. Encourage them to deduce the rule.
2. Ss do the exercise individually, and then compare answers before class correction.

3. Listening

Objective: Ss will be able to listen for the gist, for specific details and identify reference.

Pre-listening:

Have Ss answers the questions (before you listen).

While listening:

1. Ss listen to do task (a). *Answer: 2*
2. Ss listen again to do task (b). *Answers: 1.F 2.T 3. T*
3. Ss listen a third time to do task (c).

Answers: 1. people using e-mail over the world
2. e-mail messages sent in 1998.
3. annual traffic in 2001.

Post listening:

Generate a class discussion about e-mail. Ask how many Ss use e-mail, what they use it for, how often they use it, why they use it, what influence they think it has on our lives…etc

4. Communication

Objective: Ss will be able to talk about inventions and inventors of the past.

Follow the same procedure as in the previous section (inventions)

Extension: Ask Ss to ask and answer more questions about more inventions and inventors not mentioned in the chart to share information.

5. Reading

Objective: Ss will be able to (i) scan for specific information, (ii) recognize reference, and (iii) identify and understand acronyms.

Pre-reading:

Personalise the picture asking Ss to answer the questions (before you read).

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While reading:

1. Ss scan the text to do task (a). Set a time limit.
2. Ss read again to do task (b) individually, and then compare answers.
3. Ss read to identify acronyms.

4. Ss read to do task (d), and then compare answers.
5. Ss read again to do task (e).

Post reading:

Ask Ss to talk about advantages and disadvantages of the computer.

6. Word Net

Objective: Ss will be able to recognize software related vocabulary.

Ss do the task individually, and then compare answers .

Encourage Ss to explain the functions of the items listed.

7. Writing

Objective: Ss will be able to write e-mail messages.

1. Ask Ss to read the modal e-mail.
2. Ss answer the questions.
3. Ss write their e-mails individually, and then compare answers for peer editing.

8. Culture Slot

Objective: Ss will be able to recognize and use appropriate language formulae related to computer manipulation.

Encourage Ss to figure out the meaning of the computer expressions and add more to the list.:

Example: there's a bug in my computer, my computer is frozen…etc.

Find the equivalents expressions in Arabic or French.

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UNIT 9: ENVIRONMENT AND ECOLOGY

Standards targeted		Competency objectives
Interpersonal communication		Respond verbally to visual inputs. Talk about environment issues. Ask questions about different matters. Express possibility and opinions. Agreeing / Disagreeing.
Interpretive Communication	Listening	Listen for details. Identify the setting of a text. Listen and take notes.
	Reading	Recognize cause and effect. Identify main idea of a text. Deduce the meaning of unfamiliar words from the context. Make predictions about a reading text.
Presentational Communication	Writing	Review, edit and rewrite own work. Write a formal letter.
	Speaking	Present dos and don'ts related to ecology.
Culture: Practice/Strategic		Identify different ecological issues and their effects on the environment.

Language development	
Grammar	Vocabulary
Present perfect with: yet, already, ever, never. Present perfect vs Simple past. May = could (possibility.	Vocabulary related to environment issues (all forms of pollution, deforestation, desertification... etc).

POLLUTION

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to identify the use of the present perfect tense.

1. Focus Ss attention on the picture and elicit information about it.
   To pave the ground for present perfect, you may ask questions in the past tense and in the future like: where were they? (at school), "where are they going" (home); then ask questions: "have they gone home yet?" "Have they taken the bus yet?" …
2. Ss listen and read; then answer the comprehension questions. As Ss answer, introduce new vocabulary (browse, sleep loss …etc).
3. Ss do task (b) and justify their answers.

Extension: To practise pronunciation, Ss may be asked to listen and read, and then practise the conversation in pairs.

NB. The purpose of activity 1 is to introduce present perfect, but remember to focus on meaning not on form. Encourage Ss to infer the meaning of the target structure.

Pronunciation Practice

Have Ss practise the reduced form of *have* for the present perfect. Ask them to listen and repeat exchanges like these:

Have you found any information yet? Yes, *I have*.

Have you ever heard of noise pollution? No, *I haven't*.

(**Note**: In questions , have is usually reduced to /həv/. In short answers it is not reduced.)

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2. Grammar Practice

Objective: Ss will be able to identify the form and uses of present perfect.

1. Have Ss read the grammar chart and do the related task individually. Give them enough time to study the sentences and identify the use of yet, already, ever, and never.

2. Ss compare their answers in pairs.
3. Individually, Ss complete the sentences with the correct form of the verbs, and then compare their answers in pairs first; then as a class. This exercise and similar exercises may be assigned as homework.

NB. It is recommended that you spend more time than usual on activity 2 as present perfect is one of the challenging English structures for Moroccan Ss.
You may ask Ss to underline all the present perfect tenses in the conversation in activity 1 before they do step 1 above. You may also elicit from Ss the form of the structure; e.g. "have + past participle". Use the verbs with irregular past participles like *speak* (spoken) and *write* (written) to highlight the use of the past participle (not past form) with present perfect.

3. Listening

Objective: Ss will be able to (i) listen for specific information

Pre-listening:

Ss look at the pictures and answer the pre-listening questions.
You may ask them to work in groups to list causes and effects of pollution, and then share their information with the whole class. Seize the opportunity to introduce vocabulary like sewage, oil spills …etc.
An alternative activity is an idea map: Ss write the word *pollution* in the middle of a sheet of paper, and then brainstorm causes and effects related to it. This can also be done on the board with the whole class.

While-listening:

1. Ss read the possible causes in task (a), and then listen to check the ones mentioned in the talk.
2. Ss compare their answers in pairs, and listen again for confirmation.
3. Ss read the chart in task (b), and then listen to fill it in with the statistics.
4. Ss compare their answers and listen again for confirmation.

Post listening:

Discussion: Ss comment on the statistics in the chart; then they discuss the following question: What could be done to save water?

4. Communication

Objective: Ss will be able to interact using present perfect appropriately.

1. Ss rehearse conversations 1 and 2. First 2 Ss demonstrate, and then the whole class practises the two conversations in groups.
2. Remember to refer students A and B to their respective pages in the book before they do the role play. Each one will be looking at a different page.
3. After they complete the task using the cues, encourage them to have free conversations using their own ideas.
4. Have some Ss perform in front of the class.

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5. Reading

Objective: Ss will be able to (i) read for gist, (ii) extract specific information from an article, and (iii) infer the meaning of vocabulary from context.

Pre-reading:

1. Go back to task (a) in activity 3 to review the causes and effects of pollution. Ss will be able to recycle vocabulary.
2. Focus Ss attention on the picture and ask questions about air pollution.
3. Have Ss suggest solution to reduce air pollution.

While reading:

1. Ss skim through the text to do task (a). Set a time limit to encourage Ss to read rapidly.
2. Correct Ss answers as a class. Make sure you ask them why the other titles are not appropriate.
3. Ss read the text again to do task (b) individually before they work in pairs to compare and correct their answers.
4. Follow the same procedure to do task (c) and (d). Encourage Ss to go back to the text to justify their answers.

Post-reading:

Ss go back to the text and write as many questions about it as possible; then they take turns asking their questions to the whole class.

6. Word Net

Objective: Ss will be able to recognize and recycle words related to nature and the environment.

This activity can be handled as a game: Ss work in groups and compete to find the 20 words. Set a time limit for all the groups to stop working and count the number of words they have found. The group with the highest number is the winner.

7. Writing

Objective: Ss will be able to complete a one-sided conversation.

1. Ss read the questions silently and think of the answers.
2. In pairs, Ss interview each other to practise the answers orally.
3. Ss complete the interview, and then exchange their products for peer editing.
4. Some students may be asked to read their conversation aloud.

8. Culture Slot

Objective: Ss will be sensitized to the problem of garbage in Morocco and elsewhere.

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Encourage Ss to talk about the problem of garbage in their hometowns. Invite them to suggest solutions.

Have them the talk about their classroom/school. (Is it clean? How can it be cleaner? Is there a wastebasket in the classroom…etc?

UNIT 9: ENVIRONMENT AND ECOLOGY
DEFORESTATION

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to induce the difference between simple present and present perfect as they focus on the information in two accounts about deforestation.

1. Ss listen to the two accounts and do the T/F task individually.
2. In pairs, Ss compare their answers and refer to the two texts for justification.

Pronunciation Practice

Have Ss practice stress and rhythm in sentences. Tell them to listen and identify the stressed words.

2. Grammar Practice

Objective: Ss will be able to talk about possessions (use possessive pronouns and adjectives correctly).

1. As a smooth transition between activity 1 and activity 2, have Ss underline the verbs in the simple pat and circle the verbs in the present perfect in the two accounts.
2. Have Ss do the same with the conversations in the grammar chart.
3. Ask Ss questions to highlight the difference between the two structures.
4. For practice, have Ss do exercise (a) individually; then have them compare and correct their answers.
5. Assign exercise (b) as homework or do it in the classroom if you have time.

3. Listening

Objective: Ss will be able to use background knowledge to listen to a report and understand specific information.

Pre-listening:

To equip Ss with background information, have them read the paragraph about the argan tree and answer the related questions. Use the picture to elicit more information about the tree and its benefits. As Ss discuss introduce key vocabulary.

While-listening:

1. Have Ss read the T/F statements before they listen to the report to answer the questions.
2. In pairs, Ss compare their answers, and listen a second time for further correction.
3. Ss read the questions in task (b); then they listen again to check the correct answer.
4. Ss compare their answers again and, if time allows, listen another time for confirmation.

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Post listening:

Have Ss discuss the importance of olive oil and compare it to argan oil.

4. Communication

Objective: Ss will be able to interact using present perfect appropriately.

This activity has been dealt with already but you may want to do it again for more reinforcement. If you are short of time, move on to activity 5.

5. Reading

Objective: Ss will be able to (i) identify cause and effect, (ii) organize information in diagram form, and (iii) use context to understand vocabulary.

Pre-reading:

Ss look at the pictures and discuss the pre-reading questions. Write Ss suggestions on the board.

While reading:

1. Ss read the text to check the suggested causes and effects.
2. Ss read the causes and effects in task (a), and read the text to complete the diagram.
3. Ss compare their diagrams and refer to the text to correct their answers.
4. Ss do task (b) individually, and then check their answers in pairs.

Post-reading:

Focus Ss attention on the alarming statistics in the article to start a discussion on the importance of forests and what should be done to protect them and avoid deforestation.

6. Word Net

Objective: Ss will be able to use the context, word form and word association to figure out meaning of vocabulary.

1. Do the first sentence with Ss as a class to introduce strategies that may be used to do the task, e.g. Ss should focus on the form (what part of speech the word is) and how it relates to the words in the sentence … etc.
2. Ss do 2 and 3 individually to have time to concentrate and use their own strategies.
3. Ss compare their answers in pairs, and then correct the exercise as a class.

You may assign step 2 as homework to save class time for other activities.

7. Writing

Objective: Ss will be able to write a list of dos and don'ts.

1. As a class, brainstorm ideas to be included in the list.
2. In groups, Ss write their lists.
3. Groups exchange their lists for peer editing.
4. After correction, groups display their lists in poster form in the classroom.
5. Group leaders present the posters to class.
6. Ss vote for the best poster.

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8. Culture Slot

Objective: Ss will be sensitized to the problem of animal extinction.

Ss read the information, and then talk about the Moroccan situation. Encourage Ss to talk about reasons and suggest solutions.

UNIT 9: ENVIRONMENT AND ECOLOGY
SAVE THE PLANET

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to appreciate a poem and identify the use of *may* for possibility.

1. Ss read the title and look at the picture to anticipate the content of the poem.
2. Ss listen and read to do the T/F exercise.
3. Ss listen and repeat focussing on pronunciation and intonation.
4. Individual Ss read the poem in turns in front of the class.

NB. Ss enjoy reading such texts and compete to have the best reading performance. It is therefore recommended not to interrupt Ss while reading, otherwise they will be intimidate and discouraged.

Pronunciation Practice

Have Ss practice reading poetry. Play the audio programme each line at a time and ask Ss to repeat first individually; then as a whole class. Focus on different pronunciation features: stress, rhythm, intonation, reductions, and blending.

2. Grammar Practice

Objective: Ss will be able to use *may* for possibility.

1. As a transition, you may ask Ss to underline *may* in the poem.
2. Ss read the examples in the grammar chart.
3. Ss do the matching exercise individually, and then compare their answers in pairs.
4. For more practice of the structure, assign another exercise as homework.

3. Listening

Objective: Ss will be able to (i) anticipate the content of a listening passage, and (ii) listen for specific information.

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Pre-listening:

Focus Ss attention on the sign and have them answer the pre-listening questions. Write Ss suggestions on the board.

While-listening:

1. Ss listen to check their suggestions.
2. Ss read the T/F statements and listen to do task (a).

3. Ss compare and correct their answers, and then listen a second time to do task (b).
4. Ss compare their answers in pairs and listen again for confirmation.

Post listening

1. Have Ss work in groups to classify the solutions in order of importance.
2. Group representatives report and justify their order.

4. Communication

Objective: Ss will be able to express possibility.

1. Ss read the examples in the chart and circle expressions of possibility.
2. In pairs, Ss practise the conversation in (a).
3. In close pairs, Ss role play using the cue cards. Make some Ss demonstrate before and after the close pair work.

5. Reading

Objective: Ss will be able to (i) use coherence devices to reorder sentences in a text, and (ii) understand vocabulary from context.

Pre-reading:

Have the Ss do the pre-reading task. Write their predictions on the board.

While reading:

1. Ss read the scrambled text and check their predictions.
2. Ss read again to reorder the sentences.
3. Ss compare their answers and use clues from the text to justify their answers.
4. Ss do task (b) individually, and then work in pairs to correct their answers. Encourage Ss to justify their answers.

Post-reading:

As a class, Ss answer and discuss the two questions in task (c).

6. Word Net

Objective: Ss will be able to recognize words related to environment.

Introduce this activity as a game: Set a time limit for Ss to find the words in small groups. The group that finds the highest number of words (or all of them) is the winner.

NB. As the purpose of this activity is to review and recycle vocabulary, allow Ss to consult the materials in the unit.

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7. Writing

Objective: Ss will be able to identify the layout of a formal letter and write a similar letter using notes.

1. In pairs or in groups, Ss read the letter and do task (a). The purpose of these questions is to sensitize Ss to the layout of a formal letter.
2. As a class, discuss Ss answers and use the board to highlight the components of the letter.
3. Using the letter as a model and the notes provided, Ss write a letter individually.
4. In pairs/groups, Ss exchange their letters for peer editing. First Ss should focus on the layout; then on the content and language.
5. Ss rewrite their letters for submission to the teacher.

8. Culture Slot

Objective: Ss will be sensitized to the importance of voluntary work.

Ss read the information and answer the questions as a class. Encourage Ss to think of voluntary work that can be done to protect the environment.

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UNIT 10 : ECONOMY

Standards targeted		Competency objectives
Interpersonal communication		Make a rehearsed oral presentation. Talk about surveys. Talk about major economic issues. Ask for and give directions.
Interpretive Communication	Listening	Identify main idea of a text. Answer factual questions based on an aural text. Listen for details. Listen for gist.
	Reading	Deduce meaning of unfamiliar words from the context. Recognize reference. Answer factual questions. Make predictions about a reading text. Analyse and interpret graphs, statistics, and figures.
Presentational Communication	Writing	Complete sentences by supplying the missing words. Write short messages to a friend.
	Speaking	Present art work related to environment.
Culture: Practice/Strategic		Compare children's allowances. Identify the influence of geography on people's consumption habits.

Language development	
Grammar	Vocabulary
Review of tenses: Simple present, present continuous, future, past simple, present perfect. Review of comparatives and superlatives.	Economy related vocabulary: money, banking, agriculture, industry.

MONEY AND BANKING

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to use different verb tenses.

1. Ask Ss to read the title of the unit to predict what it will be about.
2. Elicit information about banks and banking.
3. Ask Ss to read the T/F statements and do the task individually, and then compare answers.

Pronunciation Practice

Have Ss practise contrastive stress in sentences. Play some sentences from the text and ask Ss to identify the difference in meaning. e.g., the bank uses your *money* by giving people loans. The bank *uses* it. It's *your* money…etc. (focus on the words in italics).

2. Grammar Practice

Objective: Ss will be able to use the present and future tenses accurately.

1. Ss study the example on the grammar table.
2. Ss do exercises 1 and 2 individually, and then compare answers.

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3. Listening

Objective: Ss will be able to (i) identify main idea of a text, (ii) listen for specific information, and (iii) take notes.

Pre- listening:

Have Ss discuss the questions (before you listen).

While listening:

1. Ss listen to answer question (a).
   ***Answer**: No. He's still young (14).*
2. Ss listen again and complete the chart, and then compare answers.
   ***Answers**: \$ 15 \$ 10 \$ 05*
3. Ss listen a third time to do task questions (c).
   ***Answers**: 1. \$1 2. Save for college and scooter.*
   3. Allowance from parents / Walk neighbour's dog.

Post listening:

Ask Ss to give their opinions about Brian.

4. Communication

Objective: Ss will be able to make a rehearsed oral presentation.

Give Ss clear instructions before they begin the task.

1. Ask Ss to do task (a) 1 individually; then in groups, they ask each other questions: e.g. (Which things you most like to spend money on? Why do you spend money on CDs? How much do you spend on magazines?...etc)
2. Ask volunteers to give an oral presentation.
3. Ss do tasks (a) 2 and 3 following the same procedure.
4. Ask Ss to do task (b) in groups of 4 or 5.
5. Group leaders report to the class after they discuss the question and reach a consensus.

5. Reading

Objective: Ss will be able to deduce meaning of words from context and recognize reference.

Pre-reading:

1. Have Ss discuss the questions (before you read).
2. Ask Ss to write down more questions they would like the text to answer. Write their questions on the board.

While reading:

1. Ss read to do task (a) and check if their anticipation questions are answered.
2. Ss read again to figure out the meaning of unfamiliar words from the context. Encourage Ss to justify their answers referring to the text.
3. Ss read again to do task (c) individually, and then compare answers.

Post reading:

Generate a discussion about how Ss think they would prefer to do business: in barter, using cash money or by cheques? Encourage them to support their opinions with examples.

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6. Word Net

Objective: Ss will be able to recognize and use banking and business vocabulary.
This activity may be assigned as homework to save time and leave room for another activity.

7. Writing

Objective: Ss will be able to complete a text with missing information.

1. Ss read the word list for meaning.
2. Ss do the task individually, and then compare answers.
3. Invite 1 or 2 Ss to read out their paragraphs for correction.

Key: save coin safe keep day account extra interest payment spending.

8. Culture Slot

Objective: Ss will be sensitized to the allowances children get from their parents in some countries.

1. Ask Ss to convert into dirhams the amount of money children get in the UK.
2. Ask Ss to debate the questions supporting their answers with concrete examples.

UNIT 10 : ECONOMY
MOROCCO IN NUMBERS

1. Listen and Read (Pronunciation Practice)

Objective: Ss will be able to make comparisons.

1. Ask Ss to look at the title and the picture to elicit information about Casablanca.
2. Ask Ss to read the comprehension questions, close their books, and listen to do the task
3. Books open: Ss listen and read to check their answers.

Pronunciation Practice
Have Ss practice stress and rhythm. Ask them to listen and identify the stressed words in the sentences.

2. Grammar Practice

Objective: Ss will be able to use comparatives and superlatives accurately.

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1. Ask Ss to study the examples on the grammar table and go back to the text about Casablanca to identify the sentences with the same form.
2. Ss do the exercise individually, and then compare answers.

3. Listening

Objective: Ss will be able to listen for details and take notes

Pre-listening:

Ss make their lists and discuss them. Seize the opportunity to present vocabulary.

While listening:

1. Ss listen to do task (a). Tell them to focus their attention on statistics.
   Answers: *1. 45% 2. 25% 3. 20% 4. 12%*
   5. 26.5% 6. 16.7% 7. 20.6% 8. 12.4%
2. Ss listen again to do task (b). Tell them to focus on products this time.
   Answers: *Agricultural products: corn, barley, sugar beets, citrus fruits.*
   Mineral resources: phosphates, lead, zinc.
   Manufacturing: fertilizers, refined petroleum, glassware.
   Main exports: phosphates, fish, vegetables.
   Main imports: chemicals, telecommunications equipment, plastics.
3. Ss listen a third time to do task (c).
   Answers: *1. Citrus fruits and grapes 2. phosphates 3. about 2 million*
   4. They send money home.

Post listening:

Invite Ss to comments on the statistics above.

4. Communication

Objective: Ss will be able to ask for and give directions.

1. Ask Ss to read the expressions on the table. Elicit their meaning with realia or draw a map of a street on the board.
2. Ask 2 Ss to read the modal conversations looking at the maps
3. Ask Ss to look at their parts and do the role play looking at their respective maps. (Student A: p 120 and student B: p 124.)

5. Reading

Objective: Ss will be able to deduce meaning of unfamiliar words from context and read for gist.

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Pre- reading:

Ss discuss the questions (before you read)

While reading:

1. Ss read the text to do task (a). Encourage them to focus on context.
2. Ss read again to do task (b) individually, and then compare answers.
3. Encourage Ss to use their dictionaries to explain more vocabulary if necessary.

Post reading:

Ss go back to the texts to ask and answer more questions.

6. Word Net

Objective: Ss will be able to recognize, categorize, and use vocabulary related to different sectors of economy.

1. Ss complete the chart individually, and then compare answers.
2. Invite Ss to go back to the previous lessons to search for words they may not remember or recognize.

7. Writing

Objective: Ss will be able to write short messages to friends.

1. Ss write down a draft using the questions as cues.
2. Ask Ss to exchange their papers for peer editing.
3. Ask Ss to write a final version of the message.

8. Culture Slot

Objective: Ss will be sensitized to the influence of geography on people's consumption habits in other countries.

Elicit information about consumption habits around the world and in Morocco.
What do people often consume in different regions of Morocco? Why?

UNIT 10 : ECONOMY
TOURISM

1. Listen and Read (Pronunciation Practice)

Objective : Ss will be able to reinforce language chunks previously learned.

1. Ask Ss to look at the title and make their predictions about the conversation
2. Students listen and read to check their predictions.
3. Ss listen and read again to answer the comprehension questions individually, and then compare answers.

Pronunciation Practice
Have Ss practice the different pronunciation features learned so far. Focus on stress, intonation, rhythm, reductions, linked sounds, blending…etc.

2. Grammar Practice

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Objective: Ss will be able to use the simple past, past continuous and future tenses accurately.

1. Ss study the examples on the grammar table.
2. Ask them to talk about events in the past and future plans focusing on the target tenses.
3. Ss do the exercise individually, and then compare answers.

3. Listening

Objective: Ss will be able to listen for specific information.

Pre-listening:

Have Ss discuss the questions (Before you listen).

While listening:

1. Ask Ss to read the T/F statements and do task (a) individually, and then compare answers.
   ***Answers**: 1.F 2.F 3.T 4.F 5.T 6.T*
2. Ask Ss to listen again to do task (b).
   ***Answers**: 1.c 2.e 3.f 4.d 5.a 6.b*

Post listening:

Generate a class discussion about the challenge of Morocco to receive 10 million tourists by the year 2010. Ask Ss if they think this is possible, what should be done to win the challenge…etc

4. Communication

Objective: Ss will be able to ask for and give directions.

This is an activity that Ss have already practised in the previous part of this unit . For more practice, invite them to do it again. Follow the same procedure as in activity 4 in the part Morocco in Numbers.

5. Reading

Objective: Ss will be able to scan for specific information, skim for the gist, and make inferences.

Pre-reading:

1. Ss make predictions about the reading passage (Before you read)
2. Tell Ss that they will have to interpret statistics in the text and do some calculus.

While reading:

1. Ss read to check their predictions.
2. Ss read the text again to do task (b) individually, and then compare answers.

***Answers**:*

	2003	2004
Number of tourists who visited Malaga	*8 483 100*	*+ 8.5 million*
Amount of money tourists spent there	*566.95 euros*	*667 euros*
Average length of stay per tourist	*13 days*	*12 days*

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3. Ss do task (c) individually; then compare answers.

Post reading:

Ask Ss to explain how they have found the figures in task (b) above.

6. Word Net

Objective: Ss will be able to recognize and use collocations appropriately.

1. Ss do the exercise individually, and then compare answers.
2. Encourage Ss to go back to the previous lessons to look for collocations.

7. Writing

Objective: Ss will be able to read graphs and interpret them.

1. Ask Ss to read the graph carefully focussing on details and numbers.
2. Ask Ss to read the questions about the graph and write sentences.
3. Ss combine sentences to write a coherent paragraph.
4. Ss exchange papers for peer editing.

8. Culture Slot

Objective: Ss will be sensitized to the importance of tourism in the development of a country.

1. Go over the paragraph explaining unfamiliar vocabulary.
2. Generate a discussion based on the question as is an extension of the listening activity above.

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TEST 2

Duration: 2 hours

I. COMPREHENSION (15 POINTS)

Read about these medical labels to answer the questions.

Easydrops

5 drops 4 times daily. Keep your eyes closed for 3 minutes after use. Wear glasses when you are outdoors

Chestysyrup

For adults only. Take 1 teaspoon 3 times daily. With severe coughs at night, take another spoon. To take after meals.

Cantacid

Take 2 tablets with a glass of water after every meal. For digestions and stomachache. Do not take more than 6 tablets in 24 hours.

Quickrelief

Relaxes your muscles. To rub on sore areas twice daily for 10 days. Do not exercise for a week. Wash your hands immediately after use.

Antiflux

For colds, headaches, fevers and runny noses. Adults: 2 tablets 4 times a day. Children: 1 tablet 3 times a day. To take with hot liquids.

A. MATCH THE HEALTH PROBLEMS WITH THE MEDICINES. (5 Pts)

1. coughs	**a.** Quickrelief
2. sore muscles	**b.** Easydrops
3. sore eyes	**c.** Antiflux
4. the flu	**d.** Cantacid
5. stomach-ache	**e.** Chestysyrup

B. ANSWER THESE QUESTIONS. (5 pts)

1. Which medications do you have to take with liquids?
2. How many tablets of Cantacid can you take daily?
3. Which medications do you have to take after you eat?
4. How many drops a day do you have to take for sore eyes?
5. Which medication do you have to use twenty times?

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C. FIND WORDS IN THE MEDICATIONS MEANING THE SAME AS. (5 pts)

1. open-air places: .....
2. serious: .....
3. places: .....
4. practise sports: .....
5. every day: .....

II. LANGUAGE (10 POINTS)

A. FILL IN THE BLANKS WITH APPROPRIATE WORDS FROM THE LIST: 2,5 Pts.

landscape	income	garbage	interest	allowance
genius	drought	sewage	blood	bruises

1. Some medicines are not good for people with high _____ pressure.
2. Let's take pictures of this beautiful _____ .
3. If we recycle our _____, it may be a good source of energy.
4. Kamal is a real _____. He is the best student in our school.
5. Tourism is an important source of _____ for many countries.

B. PUT THE WORDS IN BRACKETS IN THE CORRECT FORM. (2,5 pts)

1. Before the (invent) _____ of TV, theatre and radio were the main forms of (entertain) _____.
2. I really liked the concert. The (perform) _____ of the musicians was excellent.
3. You may get an (infect) _____ if you don't treat that injury.
4. The scientist made an important (discover) _____ by accident.

C. PUT THE VERBS IN BRACKETS IN THE CORRECT TENSE. (2,5 pts)

Meg: I (call) _____ you at 10:00 o'clock last night, but you (not /answer) _____. What you (do) _____ then?

Amy: I'm sorry. My cell phone was off. I (surf) _____ the internet for information about that project on noise pollution. I (not / finish) _____ it yet.

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D. READ THE SITUATIONS AND COMPLETE THE CONVERSATIONS. (2,5 pts)

1. You want to watch your favourite TV programme, but your mother wants you to do your homework first.

You: (Ask for permission).....

Mother: (refuse and express obligation) .....?

You: (Express necessity).....

Mother: Yes, you do.

2. Your friend suggests a recreation activity outdoors, but the weather is bad.

Your friend: (make a suggestion) .....?

You: (refuse the suggestion and express a possibility about the weather)

.....

III. WRITING (15 POINTS)

Write a paragraph for your school magazine about the advantages **or** disadvantages of a technological invention. (Television, computer, cell phone…etc.

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LISTENING SCRIPTS

UNIT 1: PERSONAL RELATIONS
MEETING PEOPLE

Pamela: Maria, this is Liz my daughter.

Maria: Good to meet you, Liz.

Liz: Good to meet you, too.

How do you like London?

Maria: It's quite different from my hometown.

Liz: Don't worry; you'll be OK in a few days.

Come upstairs; I'll show you your room.

UNIT 1: PERSONAL RELATIONS
MY FAMILY

Liz: Who's this?

Maria: She's my Aunt.

Liz: Uum. What's her name?

Maria: Amal. She's a nurse in a hospital in Marrakech.

Liz: Oh, she looks young! How old is she?

Maria: She's 26.

Liz: She looks nice.

Maria: And she's very friendly.

Liz: Is she married?

Maria: Yes she is. And she's got two children; Siham and Ilham. They are twins.

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UNIT 1: PERSONAL RELATIONS
FAMOUS RELATIONS

(Jingle)

Speaker: Good morning listeners and welcome to "Guess who?", your favourite radio game.
Today's guest is an athlete. Guess who and win a computer.
Are you ready? Listen to the interview.

(Jingle)

(Jingle)

Speaker: Well, where are you from?

Guest: I'm from Morocco.

Speaker: What's your hometown?

Guest: Berkane. In the East of Morocco.

Speaker: What's your address there?

Guest: It's 60 Almassira Street.

Speaker: OK. And what's your occupation?

Guest: I'm an athlete.

Speaker: Any brothers and sisters?

Guest: Yes, I have two brothers and one sister.
My sister is an athlete, too.

Speaker: How about your brothers? Are they interested in sport?

Guest: Yes, one is a good tennis player, and one is interested in football.

Speaker: Last question: who is your favourite athlete?

Guest: Hicham Elguerrouj, of course.

Speaker: Thank you very much for your participation.

Guest: You're welcome.

Speaker: Now, listeners, who was our guest today? You have the answer?
To win a computer Telephone us here at 037 67 54 31, that's 037 67 54 31.
Good bye, and thank you for listening to the Moroccan English Radio.

(Jingle)

UNIT 2: EDUCATION
MEETING CLASSMATES

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Teacher: Now, whose turn is it to answer the questions?
It is your turn Silvio. Come up here and answer
your classmates' questions.

Maria: Silvio, what's your family name?

Silvio: Benetti, my family name is Benetti.

Pierre: Where are you from?

Silvio: Excuse me?

Pierre: What Nationality are you?

Silvio: I'm Italian. I'm from Italy.

Keita: What's your hometown?

Silvio: My parents live in Varese.

But my school is in Milan.

Lola: What does your father do?

Silvio: Excuse me?

Lola: What's your father's job?

Silvio: Oh, he is a photographer.

Lola: And what does your mother do?

Silvio: She's a bus driver.

Teacher: Alberto, any questions?

Alberto: Yes, Who is a bus driver? Your mother or your father?

Silvio: My mother is. My father is a photographer.

Johan: Any brothers or sisters?

Silvio: Yeah. I have one sister.

Alejandra: How old is she?

Silvio: She's 23. She's a student in Rome, Our capital.

UNIT 2: EDUCATION
SCHOOL LIFE

My sister, Sonia, is a hardworking student. She studies economics at the university of Naples. Everyday, she gets up at 6:30 and walks to the train station. She takes the 6:45 train and arrives at the university at 7:00. She has breakfast in the cafeteria before she goes to class. Her first course, maths, begins at 8:00 everyday; then she has a history course. At 12:30, she has a sandwich and goes back to class at 1:00 o'clock. At 2:00 o'clock, she hurries to the train station to catch the 2:30 train back home. Sonia's favourite pastime is music. In the evening, she takes piano lessons in a small school near her flat. When she arrives home at 8:00, she does her homework, has dinner; then goes to bed at 11:30. Of course she doesn't have courses on the weekend, but on Saturday morning, she goes to the library to work on her project. In the afternoon, she goes out with her friends. On Sunday, she does the housework in the morning and watches television in the afternoon.

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UNIT 2: EDUCATION
SCHOOLS AROUND THE WORLD

At my school there are seven lessons per day - four lessons in the morning and three lessons in the afternoon. My favourite day is Friday, because we begin with double French and I am rather good at this subject.

After the break, at ten o'clock, we have a music lesson. I find it hard, but the teacher is interesting; then, for fourth lesson, we have computing.

During the lunch hour, I eat in the canteen and I play table tennis with my friends in the sports hall.

The afternoon is great. I have gymnastics for two hours! And for the last lesson of the day I have art. I am useless at art, but it's relaxing and the teacher always makes us laugh.

UNIT 3: FOOD
FOOD FOR THOUGHT

Waiter: May I take your order, sir?

Man: Sure. I'd like to try the steak please.

Waiter: OK. And would you like a salad?

Man: Huum. Yeah. I'll have a green salad.

Waiter: Sure.Anything to drink?

Man: Just water.

Waiter: Do you want any sweets?

Man: Yeah. Chocolate cake would be nice.

Waiter: How about you, madam? Have you chosen something?

Woman: Yes. I'll have a potato salad and lamb.

Waiter: What would you like to drink?

Woman: A larger soda, please.

Waiter: Soda? And how about dessert?

Woman: No dessert thanks. Just coffee, please.

UNIT 3: FOOD
A SECOND HELPING

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Conversation 1

A: Another piece of chicken?

B: No, thanks. I've had too much already.

A: Just take it to please me.

B: Ok, but only a small piece

Conversation 2

A: What do you want to drink?

B: I feel like a cup of tea.

A: Would you care for some cake?

B: Yes, I'll try a piece of chocolate cake.

Conversation 3

A: Would you care for a cup of coffee?

B: Yes, I'd love to.

A: Do you take sugar?

B: Two lumps, please.

UNIT 3: FOOD
FOOD AROUND THE WORLD

For six people

Combine the fish with lime juice and salt in a bowl, and let it marinate.

Heat the olive oil in a pan and add the chopped onion and garlic.

Fry the ingredients until the onion becomes limp.

Add the marinated fish, tomato paste, and water.

Simmer for about 10 minutes on medium heat.

Mix in the coconut milk, pepper sauce, parsley and simmer for additional 5 minutes.

Serve directly from the pan with white rice.

And don't forget.The lime juice keeps the fish firm. Also, use fish steaks with the skin and do not stir the fish while cooking to avoid them flaking .

UNIT 4: SHOPPING
SHOPPING PLACES

Conversation 1

A: Can I help you?

B: Do you have an old clock?

I need one for my collection.

A: Here's one. Made in 1925, uum; it's $20.00.

This one is newer; 1985. It's only $15.00.

B: I'll take the older one.

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Conversation 2

A: I really like this brown jacket.

B: I prefer the red one, it's warmer.

A: Yes, but it's more expensive.

B: How much is it?

A: $ 200.00. The brown one is only $150.00.

B: I'll try it on.

Conversation 3

A: Welcome to Miller's Shoes. We have a sale on some sports shoes,sir.

B: That's great, I need some tennis shoes. What do you have on sale?

A: Well. We have Nike, all sizes and Addidas, size 42.

Conversation 4

A: How much is the strawberry pie?

B: $3.50. The cheese cake is cheaper, only $2.50.

A: OK. I'll take it.

B: anything else? Bread? Cookies? We have cookies for $2.19 a bag.

A: Just 2 loaves of bread, please.

UNIT 4: SHOPPING

SHOPPING AROUND

Good morning customers! Welcome to Harry's Department Store! We'd like to tell you about this week's specials. In the clothes department everything is on sale: Wool sweaters are $30.50. That's $30.50. Buy two and get one free! We have very nice scarves at only $12.95. Yes, silk scarves are going out at $12.95. They also come in polyester and nylon, and they're all cheap. Our leather shoes are on sale, too. Get a pair of imported leather shoes for only $50.20 a pair. That's $50.20 for a pair of leather shoes. Don't forget gloves. We have them in leather and cotton. Cotton gloves come for $15.80 a pair. That's right! Only $15.80 for a pair of cotton gloves.

Over the jewellery department we have pretty gold earrings for only $ 50.20 as well. That's $50.20 for a pair of gold earrings! Get Bracelets and necklaces at very low prices. Silver bracelets are $9.45 and silver necklaces are $45. Yes, only $45 for a beautiful silver necklace.
We hope you'll take advantage of our super savings! Thank you again for shopping here at Harry's!

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UNIT 4: SHOPPING
SHOPPING AROUND THE WORLD

In Spain, the opening hours for most shops are from 9:30 a.m. to 2:00 p.m. and from 5:00 p.m. to 8:00 p.m., Monday to Saturday. From 2 :00 p.m. to 5:00 p.m. shops are closed for the famous Spanish "siesta". On Saturdays many small shops are only open to 2 :00 p.m. Big shopping malls, department stores and supermarkets stay open without a break from 10:00 a.m. to 9:00 p.m. or in some cases until 10:00 p.m.

In Dubai, opening hours vary but shops are generally open from 8 a.m. to 1:00 p.m. and from 4 p.m. to 9:00 p.m. Most shops are open on Friday but they close for prayers between 11.30 a.m. and 01:30 p.m.

In Morocco, opening hours differ from place to place. In the old city parts, the medina, small shops are open from 07 a.m. to very late at night, 10:00 or 11:00 p.m., 7 days a week. Many shops close on Friday morning, and some close on Sunday afternoon. In Ramadan, most shops don't open in the morning, but they stay open until late at night. Supermarkets open at 9:00 am.

UNIT 5: RECREATION
RECREATION ACTIVITIES

What are you doing this evening?

For most Moroccan teenagers, the answer to this question is: ***"I'm watching television"*** Television viewing is a major activity and influence on children and adolescents. They watch an average of three to four hours of television a day. Television entertains, informs, and keeps our children company. But it also influences them negatively.

Time spent watching television takes away from important activities such as reading, school work, playing, exercise, family interaction, and social development. Children also learn information from television that may be inappropriate or incorrect. Most of the time, they do not tell the difference between the fantasy presented on television and reality. Thousands of commercials they see every year are for junk food, fast foods, and toys. There is a high probability that children who watch a lot of television have lower grades in school, read fewer books, exercise less, and get overweight.

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UNIT 5: RECREATION
RECREATION HABITS

Mr. Blake: Are you doing anything interesting this weekend, Karim?

Karim: Well, I'm going to Mounir's birthday party Saturday evening.

Mr. Blake: Where's this party going to be?

Karim: At his grandparents'.

Mr. Blake: Great! How about you, Nadia? Are you going to the party, too?

Nadia: No. I'm travelling on Saturday. I'm going to visit my grandparents in the country. I'm staying Saturday and Sunday.

Mr. Blake: And you, Youssef. Any plans?

Youssef: Actually, I'm not doing anything special. I'm just going to stay home and watch TV all the weekend.

Mr. Blake: How about you, Amal?. What are you going to do?

Amal: Well, Leila and I are going to see the new Leonardo Di Caprio film at the Palace cinema Sunday evening.

Mr. Blake: That sounds interesting. How about you, Jamal?

Jamal: I'm going to Casablanca. I'm going to see the best football match of the year. WAC is playing RAJA Saturday afternoon.

Mr.Blake: That's surely going to be exciting! Well. Have a nice weekend all of you. See you on Monday.

Unit 5: RECREATION
RECREATION AROUND THE WORLD

Recreational activities are beneficial for people in a variety of ways. They are important to everyone at any age. There are different kinds of recreation or leisure activities. These include physical, social, and mental activities.

Physical activities are good for our bodies and our minds. Some examples of such activities are:

- walking
- dancing
- jogging

Social activities are a good way to meet new friends and stay close to others. Some social activities are:

- visiting friends and family
- eating meals with others
- attending family events or parties

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Mental activities help stimulate our minds. Some examples are:

- reading
- playing chess
- doing crossword puzzles

A person who stays active and does various activities will feel better. It's clear that people who do nothing in their free time will feel bored and lonely. Recreation and leisure activities serve to help people feel better about themselves and better about the people around them.

UNIT 6 HEALTH
HEALTH PROBLEMS

John: Are you OK, Bill? You look very tired?

Bill: I am. I can't sleep at night. I'm under a lot of pressure; a lot of stress.

John: Well, you need to manage that stress a little better. Are you getting any exercise?

Bill: Who has time? I've got a million things to do.

John: You really must exercise. You can ride a bike to the store, or walk to work a couple of days a week, or go swimming. This will help you keep fit.

Bill: That's sounds good. It's just the time, you know.

John: How about learning yoga? Meditation helps you relax. And you can do it at home, any time.

Bill: That's a good suggestion.

John: Another thing you can do is take vitamins. Some vitamins are good for stress.

Bill: Yeah, I should get some.

John: You know what? Why don't we go out this Saturday? That'll be fun.

Bill: I think you're right. Let's go somewhere Saturday night … have dinner….see a movie.

UNIT 6 HEALTH
AT THE DOCTOR'S

Conversation 1

A: I'm really worried about your heart.

B: Really, Doctor?

A: Mr. Smith! You must exercise more often.

And you must stop smoking; it's very serious.

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Conversation 2

A: Is it serious doctor ?

B: No, it's nothing serious Mrs Hamilton; you're just a bit tired.
You don't have to take any medicine.

A: May I go to work then?

B: Not today; stay away from work till Monday. Go home and relax.

Conversation 3

A: I'm really worried about your blood pressure Mr. Bond.

B: Really doctor?

A: I think you must stop drinking coffee.
And please take your pills regularly.

Conversation 4

A: What's seems to be the problem, Mr. Blake?

B: Uh, I have a terrible backache.

A: You must lose weight, Mr. Blake.
Stop eating rich food and go jogging more often.

UNIT 6 HEALTH
HEALTH AROUND THE WORLD

If you want to keep your teeth healthy, follow these steps:

- Brush at least two times a day - after breakfast and before you go to bed. If you can, brush after lunch or after sweet snacks. Brushing properly breaks down plaque.
- Brush all of your teeth, not just the ones in the front. Spend some time on the teeth along the sides and in the back.
- Take your time; spend at least 3 minutes each time you brush.
- Be sure your toothbrush has soft bristles.
- Get a new toothbrush every 3 months.
- It's also important to visit your dentist two times a year. The dentist will help keep your teeth extra clean, and he or she can help you learn the best way to brush.
- You also need to be careful about what you eat and drink. Remember, the plaque on your teeth is just waiting for that sugar to arrive. Eat lots of fruits and vegetables and drink water instead of soda. And don't forget to smile!

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UNIT 7: THE ARTS
BIOGRAPHIES

Conversation 1

A: Who's your favourite artist?
B: Oum Kalthoum. She was the greatest Arab singer in the 20th century.
A: She was born in Egypt, wasn't she?
B: Yes, she was born in the countryside.
B: When was she born?
A: 1904.
B: What else do you know about her?
A: She was the first Arab singer to sing in the Olympia in Paris.

Conversation 2

A: My favourite artist is Charlie Chaplin.
B: uuh, was he American?
A: No he wasn't. He was British. He was born in London in 1889.
His fourth wife was Eugene O'Neill's daughter?
B: Who is that?
A: Eugene O'Neill was America's greatest playwright.
He was born in New York City in 1888. He was the Noble Prize winner of 1936.

Conversation 3

A: I like James Dean.
B: Yeah, I like him too, but I don't know much about him except that he was American.
A: Yes, he was born in Indiana. His parents were not very rich.
B: When was he born?
A: In 1931. Times were not good then.
B: What did he look like?
A: He was short, thin, and good-looking. Everybody was in love with him.

Conversation 4

A: Who is your favourite artist?
B: You know I like classical music; my favourite artist is Mozart.
A: I know him. He was from Germany.
B: No, he wasn't from Germany. He was born in Austria?
A: Australia?

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B: No. Austria. He was born in the city of Salzburg in 1756.
A: What else do you know about him?
B: His father was the leader of the local orchestra.

UNIT 7: THE ARTS
MORE ARTISTS

William Bradley Pitt is the oldest of three children. He was born on December 18, 1963 in Shawnee Oklahoma. His mother was a school counsellor and his father worked as a manager at a car company. The family moved to Springfield, Missouri, where Brad attended High School. He participated in the school activities and was voted "Best Dressed." His high school nickname was Brad the "Pitt-bull."
In 1982, Brad Pitt attended the University of Missouri. He majored in Journalism and Advertising. In 1986, He got on his car named 'Runaround Sue' and headed off for California. Brad Pitt arrived in L A with $325.00 in his pocket. His first jobs included handing out free cigarette samples, or standing outside El Pollo Loco restaurant, and working as a swimming pool attendant, a bus boy and a refrigerator boy. The money from these odd jobs helped to pay for Community Theatre and acting lessons. Slowly, he started to find his way into television and later to his breakout role in "Legends of the Fall."
Brad Pitt met his wife, actress Jennifer Aniston, on a dinner date arranged by their respective managers and married her on July 29, 2000.

UNIT 7: THE ARTS
FOCUS ON MUSIC

Host: Good evening and welcome to "Music Talk". Tonight's guest is Pop journalist Berry White author of the book 'History of Popular Music'. Tell us , Berry, when did rock and roll start?
Berry: Well, you can't give the exact date because rock developed from many other types of music; especially rhythm and blues, gospel, and country music. But by the mid-1950s we had a distinct type of music called rock and roll.
Host: So in the middle of the 1950s, rock and roll was very popular because of radio.
Berry: Absolutely. Radio was extremely important because millions of young people could hear Elvis Presley, Chuck Berry, and other rock and roll stars.
Host: Tell us. What happened in the sixties?

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Berry: Well, one of the most popular styles in the early sixties was Motown. The music came from black performers in Detroit. Before the early sixties, many radio stations didn't play music by black musicians. But after that, Motown was everywhere.

Host: How about the seventies?

Berry: Well. By the late seventies the music scene changed a lot. It was the beginning of punk. It started in London. New York was a big centre of punk, too; then, by the early 1980s, it was heavy metal. Heavy metal groups were famous for their leather clothes and their wild performances.

Host: And then, I remember in the mid-eighties, we started hearing rap.

Berry: That's right. In the mid-eighties, rap was popular all over the world. That's a little surprising because the words are so hard to understand. There's a lot of slang in rap music. Heavy metal and rap sold the most records in the early nineties, but my favourite music at that time was worldbeat.

Host: Worldbeat? I don't know much about that.

Berry: Well, it's a silly name, really. It just means that people started listening to the music –the beat- from all over the world: from Africa, from Brazil … you know… music in different languages. Even if they didn't understand the words, they loved the music.

Host: Well, it looks like we're out of time. Thanks so much Berry for coming to the show,.

Berry: My pleasure.

UNIT 8: SCIENCE AND TECHNOLOGY
GREAT SCIENTISTS

Albert Einstein was born on March 14, 1879 in Ulm, Wurtemberg, Germany. He didn't spend much time playing with other children. He preferred to discuss science and philosophy with adults. He did very well in school and graduated from the Swiss Polytechnic in Zurich in 1900. He worked as a teacher and a clerk.

He married Mileva Maric and they had three children. In 1918 Albert and Mileva were divorced. Albert's second wife was Elsa, his cousin. They eventually emigrated to Princeton, N.J. where she died in 1936.

Albert recieved the Nobel Prize in Physics for his work on the photoelectric effect in 1921. He was also famous for his work in relativity which he presented when he was only 26 years old. Albert became an international celebrity and his opinions on a variety of subjects were published in the international press He lived in Princeton where he died on April 18, 1955.

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UNIT 8: SCIENCE AND TECHNOLOGY
INVENTIONS

Most of the inventions we see today were simply accidents. Here are some examples:

1. A long time ago, a doctor was carefully working on a new headache medicine. When a group of chemists were analyzing the medicine in a laboratory, they realized that it tasted better than it worked. They put in some carbonated water, changed it a little more, and introduced it as: Coca Cola, a new soft drink!
2. In 1856, William Perkin, an English chemist, was trying to find a cure for malaria when he accidentally discovered aniline dye (a colour that became known as mauve). It is widely used in modern synthetic-dye industry.
3. In 1897, a German chemist, Felix Hoffman, was searching for something to relieve his father's arthritis when he discovered aspirin.
4. One day in 1928, when Alexander Fleming was cleaning the dishes where he was growing bacteria, he suddenly stopped and looked at one of them. It had mold all over it, but all the bacteria was dead. He had just discovered penicillin.
5. While Edwin Land was taking pictures of his family during a vacation in the southwest, his daughter asked why they had to wait so long for the pictures. "Good question!" he thought. He returned to Boston to try out some rapid development ideas- finally developing the Polaroid Land Camera in 1932.

UNIT 8: SCIENCE AND TECHNOLOGY
NEW TECHNOLOGIES

Ray Tomlinson created one of the biggest communications inventions almost by chance - e-mail. In 1971, he was working on a programme to leave messages and to transfer files between connected computers when he asked himself: "can this programme transfer messages, too ?" One year later, he started using the sign @ to make a difference between local messages and the network messages.

Now, E-mail is reaching every domain of our lives. It is transforming the way we organise our work and social time. There are now over 50 million people using e-mail all over the world, and the number is still doubling every two years. The growth of e-mail traffic is even more rapid. There were around 2,000 million e-mail messages sent during 1998. In 2001 the annual traffic was around 12 billion - and it's still increasing at about 50 per cent a year.

UNIT 9: ENVIRONMENT AND ECOLOGY
POLLUTION

Do you know how much water you waste everyday? Listen to these statistics:

- To brush your teeth you need up to 15 liters.
- Washing the car needs about 160 liters.
- It takes 9 to 14 liters to flush the toilet.
- Taking a shower or bath means using 600 to 750 liters
- Each time you load a washing machine, you waste 150 to 200 liters.

Do you think this will go on for a long time? Fresh water has become rare in many countries. 70 % of India's fresh water, for example, is polluted. This is the result of the rapid growth of population, industrialization and oil spills.

In underdeveloped countries, sewage is a major source of water pollution. The water that comes from our homes contains 400 different types of bacteria and viruses. This water goes to rivers, seas and lakes and affects the health of people and animals. We sometimes treat sewage with chemicals, but even these chemicals have a negative impact on fish in rivers, and seas.

In industrial countries, the waste from sugar factories, paper industries, oil refineries and so on contains toxic chemicals that contaminate fish. This is extremely dangerous for humans who may eat these contaminated fish.

Yes, 75% of the earth is water, but 96.5% is salt water. And only 1% of this water is fresh and usable. So, next time you turn on your bath tap, think of these alarming statistics.

UNIT 9: ENVIRONMENT AND ECOLOGY
DEFORESTATION

Amazigh tribes have used argan oil for centuries. They extract the oil from the nuts inside the argan fruit , and they use it as food and as an element of traditional medicine. In the early 1990s, laboratory analyses confirmed the oil's valuable nutritional and medicinal qualities. It can be used as a treatment for acne, wrinkles, and light wounds.

The oil from the tree has become popular worldwide. There has been a rapid increase in demand for argan oil both as a beauty product and as food. Galénique, Yves Rocher, and Colgate Palmolive use the oil in their cosmetics.

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Also, the demand for argan oil by international restaurants has expanded rapidly. It is now an important ingredient in the menus of famous restaurants in New York, London, and Paris. Specialty shops and Internet vendors sell the oil for more than $200 per liter. However, most local people continue to get less than $5 per liter for the oil.

UNIT 9: ENVIRONMENT AND ECOLOGY
SAVE THE PLANET

During the past hundred years, because of new technologies, the world has changed in many ways. Some changes have improved the quality of life and health for many people. Others have affected people's health negatively causing different kinds of pollution that have harmed the environment.

Is it too late? Yes, it may be too late if you don't act now.

- You can help to reduce air pollution and climate change by driving an economical car, walking, cycling, and using public transportation when possible.
- When you are at home, make sure you don't turn on all the lights in all your rooms. Switch off the television when you are not watching it , and don't waste water.
- Recycle newspapers, aluminum, and other materials. Avoid using plastic, use paper and use glass bottles when possible because glass bottles are reusable.

- Make the earth greener by planting trees, and don't buy products with CFCs.

Earth is everybody's home and no one likes living in a dirty home. Together, we can make the earth a cleaner, healthier and more pleasant place to live.

UNIT 10: ECONOMY
MONEY AND BANKING

Fred: How much money have you spent this week?
Brian: Last Friday, I spent $15.
Fred: What did you do?
Brian: I went to the movies with my friends and we had pizza.
Fred: Is that all?
Brian: No, on Saturday I spent $10 watching a football match, and on Sunday I spent another $5 on ice-cream and cake.
Fred: That's $30 in three days! Isn't that too much?
Brian: Yes, but I still had $10 left over to put in my college savings account, and another $5 to save for the scooter I plan to buy when I turn 18.
Fred: How do you manage? You have to be at least 14 to get a job.
Brian: Yes, but that doesn't mean you can't earn money in other ways. I receive an allowance from my parents for watering the garden, taking out the garbage and washing the car. For extra cash, I walk our neighbours' dog.

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UNIT 10: ECONOMY
MOROCCO IN NUMBERS

Morocco's economy relies heavily on agriculture. According to the 2003 estimates, agriculture employs about 45% of Morocco's workforce. Crops include corn, potatoes, barley, sugar beets, tomatoes and wheat. Citrus fruits and grapes are leading export crops. Forests cover 12% of the land.

About 25% of the labour force works in industry. Morocco has one of the largest reserves of phosphates in the world and they are the country's major export. There are many other mineral resources, including manganese, lead, copper, zinc and iron ore.
Manufacturing is another important sector of the economy. Moroccans make fertilizers, textiles, processed foods and refined petroleum products. The country is also known for leather goods, glassware and pottery.

The main exports are phosphates, clothing, fish, citrus fruits, and vegetables. The most important exports partners are France (26.5%) and Spain (16.7%). The chief imports are petroleum, chemicals, machinery, telecommunications equipment, and plastics. The leading imports partners are also France and Spain: France with 20.6% and Spain with 12.4%.

As for unemployment, the government has made considerable efforts to solve the problem, but in 2003, at least 20% of the workforce was unemployed or underemployed. About 2 million Moroccans have moved to Europe and North America to work there, and the money they send home is also important economically

UNIT 10: ECONOMY
TOURISM

Millions of tourists visit Morocco every year, generating an average revenue of 1.5 billion dollars. After a few difficult years following September 11 attacks on the US, Morocco is currently developing into one of the most attractive destinations in North Africa. 3.16 million tourists visited Morocco during the first half of 2004. In the month of July alone, the number of tourists reached the record level of 1.2 million .This represented an increase of 17 percent compared to July 2003. The largest numbers of foreign tourists were nationals of France, followed by Spanish, German and British nationals.

Atlantic and Mediterranean beaches, mountain landscapes, wonderful desert views and a rich historic and artistic heritage have contributed to give Morocco its prominent rank among the tourist destinations. In addition, Moroccan people are known to be friendly.

Morocco with its Atlantic and Mediterranean coast strongly benefits from its location close to the European continent. Just north of Morocco lies Europe's largest tourist zone, Spain's Costa del Sol. Morocco hopes to copy Spain's tourism successes

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The drawings have been designed by Abdessalam KARMADI.

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دار نشر المعرفة
Edition - Diffusion
10، شارع الفنيدق الحي الصناعي
يعقوب المنصور - الرباط
الهاتف: (212) 037.79.57.02 - (212) 037.79.69.14/36

ثمن البيع للعموم
30 DH
Prix de vente public

Numéro de validation du département de l'Education nationale :
le 29 juillet 2005 sous le n° 092TQ205
1ère édition 2005 / 2006
Dépôt légal N° : 2005 / 1632
ISBN : 9954-20-093-2

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